



Department of Education

Business Plan

2010-2011



Department of
Education

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1. FOREWORD

As Minister of Education I am pleased to present the Department's Business Plan for 2010-11.

The changes for education envisaged in the Review of Public Administration are to improve the quality of education services and enhance the delivery of teaching and learning for young people through the creation of a policy and administrative framework that fosters and supports schools as the main drivers of educational improvement. Whilst the establishment of the Education and Skills Authority (ESA) as agreed by the Executive has not been met, I am anxious to sustain momentum in transforming the structures and arrangements through which education is managed to make significant progress in achieving that vision. To that end, transitional arrangements have been put in place, in preparation for the establishment of ESA, to enable work to continue towards the convergence of services, greater uniformity in the provision of services, and a continued pursuit of school improvement and better outcomes for all of our young people in a policy context which has equality at the core.

This work is even more imperative in the context of the exceptionally challenging financial climate we face this year and in the years ahead. Reducing bureaucracy and streamlining services are essential to minimising the impact on the front line. There is no doubt that difficult decisions will have to be made and it is crucial that our primary objectives are clearly understood and reflected in planning, prioritising and decision-making in the immediate and longer term, and that we use the resources available to education to the best effect.

The year ahead therefore presents many challenges. Whilst driving forward structural reform, we must minimise disruption to existing services. In addition, the Department must maintain a strong focus on policy formulation, implementation and evaluation, ensuring the delivery of better education outcomes and providing strategic vision and direction for the wider education sector.

Key to a fairer education system, which raises expectations and improves outcomes for all our young people, is a reformed system of post-primary transfer. Transfer 2011 will re-affirm my commitment to a non-selective system of transfer, founded on equality, opportunity and excellence.



Furthermore, my Department recognises not only the importance of promoting equality within education but also the contribution that education can make to promoting equality throughout society. Equality, inclusion and rights are the cornerstones of an education system which enables every learner to fulfil their potential. My Department is committed to tackling inequality throughout education, and we will sustain our focus on overcoming the inequities suffered by vulnerable and disadvantaged children and young people in our society. During 2010/11, following on from the Equality Commission's Revised Guidance on Section 75, my Department will produce and issue for consultation a new Equality Scheme stating how we propose to undertake the promotion of equality of opportunity and good relations over the next five years.

The Business Plan for the work of my Department for 2010-11 doesn't attempt to present the full range of Departmental activities but rather highlights the priority areas for the year to help provide direction and guide our way through the workload. I wish to take this opportunity to thank staff for their hard work on the significant challenges to date and I look forward to working together to deliver sustained improvements for our children and young people in the year ahead.

Caitriona Ruane

CAITRÍONA RUANE



2. DEPARTMENTAL PROFILE

Vision

Vision Statement

DE exists to ensure that every learner fulfils her or his full potential at each stage of development.

Education Priorities

The vision is supported by the Minister's five priorities for the education sector:

- Raising Standards For All
- Closing the Performance Gap, Increasing Access and Equity
- Developing The Education Workforce
- Improving The Learning Environment
- Transforming Education Management

Equality

A key emphasis in the vision statement is to ensure that every learner fulfils her or his full potential. Equality of opportunity is therefore central to everything that the department does, not only in relation to Section 75 groups but to any children or young people affected by educational disadvantage. This is reflected throughout the policy work and in the allocation of resources.

Statutory Duties and Areas of Responsibility

The primary statutory duty on the Department is to promote the education of the people and to ensure the effective implementation of education policy¹.

¹The Education Reform (NI) Order 1989 (Part II).



The Department's main areas of responsibility are in Early Years provision, Pre-school, Primary, Post-primary and Special Education; the Youth Service; the promotion of Community Relations, Equality and Diversity within and between schools; and Teacher Education and Salaries.

Its key functions include:

- advising the Minister on the determination of education policy;
- framing legislation;
- accounting for the effectiveness of the education system;
- allocating, monitoring and accounting for resources; and
- through the Education and Training Inspectorate, evaluating and reporting on the quality of teaching and learning and teacher education.

Structure

The Department is headed by the Minister for Education, supported by the Permanent Secretary and the Departmental Board. The Department comprises 9 Directorates and the Education and Training Inspectorate (ETI). This structure is outlined in more detail at Annex A.

The organisational structure of the Department is to facilitate the mission and role of DE as being fundamentally focused on raising educational standards. This is delivered through the provision of strategic policy direction and maintaining strong governance, accountability and performance arrangements to track the use of resources and the achievement of outcomes.

Corporate Governance

The Department's Corporate Governance arrangements are a vital element of the overall control framework. They define the distribution of responsibilities within the organisation, determine the rules and procedures for making decisions on Departmental affairs and provide the means of monitoring performance. Through these arrangements,



the DE Board ensures the effective management of the Department's business, timely policy advice to the Minister, and sound financial control. Procedures include:

- a comprehensive corporate planning process across the Department which takes account of the risk management process;
- budgetary delegation and financial management arrangements;
- clear performance objectives;
- clear delegations of authority;
- Statements on Internal Control; and
- internal and external audit services.

Risk and Control Framework

The Departmental Board has ultimate responsibility for ensuring that an effective risk management process is in place and is regularly reviewed. In discharging this responsibility, it is supported by its Audit and Risk Management Committee and the Department's Internal Audit Team.

The DE Risk Management Framework sets out the Department's approach to risk and the mechanisms through which potential risks to the achievement of the Departmental objectives are identified and evaluated. The Risk Management Framework also outlines the Board's risk appetite in matters of operational and policy delivery; finance; compliance issues; health/well-being; security; and risks to reputation/credibility.

The Departmental Board works with Directors to collectively agree the risks to be included in the Department's Corporate Risk Register and to assign ownership of each risk. The risk management process is integrated with normal management processes and informs the annual business planning cycle so as to link risk management and internal control with the Department's ability to fulfil its business objectives.



3. STRUCTURE OF THE EDUCATION SECTOR

Current Structure

Education and Youth Services comprises Early Years, Primary, and Post-primary and Youth provision. Statistical information on schools, students and teachers is outlined at Annex B.

The statutory bodies involved in the management and administration of education and youth services are the Education and Library Boards (Belfast, Western, North Eastern, South Eastern, and Southern); the Staff Commission for the Education and Library Boards (which deals with recruitment, training and terms and conditions of employment of officers of ELBs); the Council for Catholic Maintained Schools; the Council for the Curriculum, Examinations and Assessment; and the Youth Council for NI. There are also a number of other bodies which play a significant role in the administration of the education system, including the General Teaching Council for NI, the NI Council for Integrated Education, Comhairle na Gaelscolaíochta (see Annex C).

Review of Public Administration

In November 2008, the Education Minister secured the support of the Executive to establish the Education and Skills Authority (ESA) in January 2010 to take over the functions currently carried out by:

- five Education and Library Boards (ELBs);
- Staff Commission;
- Council for the Curriculum Examinations and Assessment (CCEA);
- Council for Catholic Maintained Schools (CCMS); and
- Youth Council.



ESA would also be responsible for the front-line support currently undertaken by:

- NI Council for Integrated Education (NICIE); and
- Comhairle na Gaelscolaiochta (CnaG).

In addition, ESA would undertake some of the functions currently performed by DE to facilitate a clearer separation between policy formulation and operational delivery.

Whilst the Executive's date for the establishment of ESA on 1 January 2010 was not achieved, transitional governance and management arrangements have been put in place to deliver greater efficiency in the management of education services and raise standards through the convergence of management structures and services. These arrangements are outlined in the Convergence Delivery Plan announced by the Minister in February 2010.

The key objectives set for convergence by the Minister are to:

- Streamline administration;
- Remove variability in service delivery; and
- Improve outcomes through more consistent and focused delivery of key policies.

Reform on this scale will present challenges for business continuity and financial management across the education sector. The Department recognises the complexity of the task and the need to ensure that robust governance, accountability and reporting arrangements are operated in the months ahead.



4. PLANNING CONTEXT

The Programme for Government, Budget, and Investment Strategy

The Department's Business Plan has been prepared in the context of the spending plans for all Departments over the years 2008-09 to 2010-11 which had been agreed by the Executive, to deliver the priorities and actions in the Programme for Government and the Investment Strategy.

The Public Service Agreement (PSA) targets for which DE has lead responsibility are contained in:

- PSA 10 - Helping our children and young people to achieve through education; and
- PSA 19 - Raising standards in our schools.

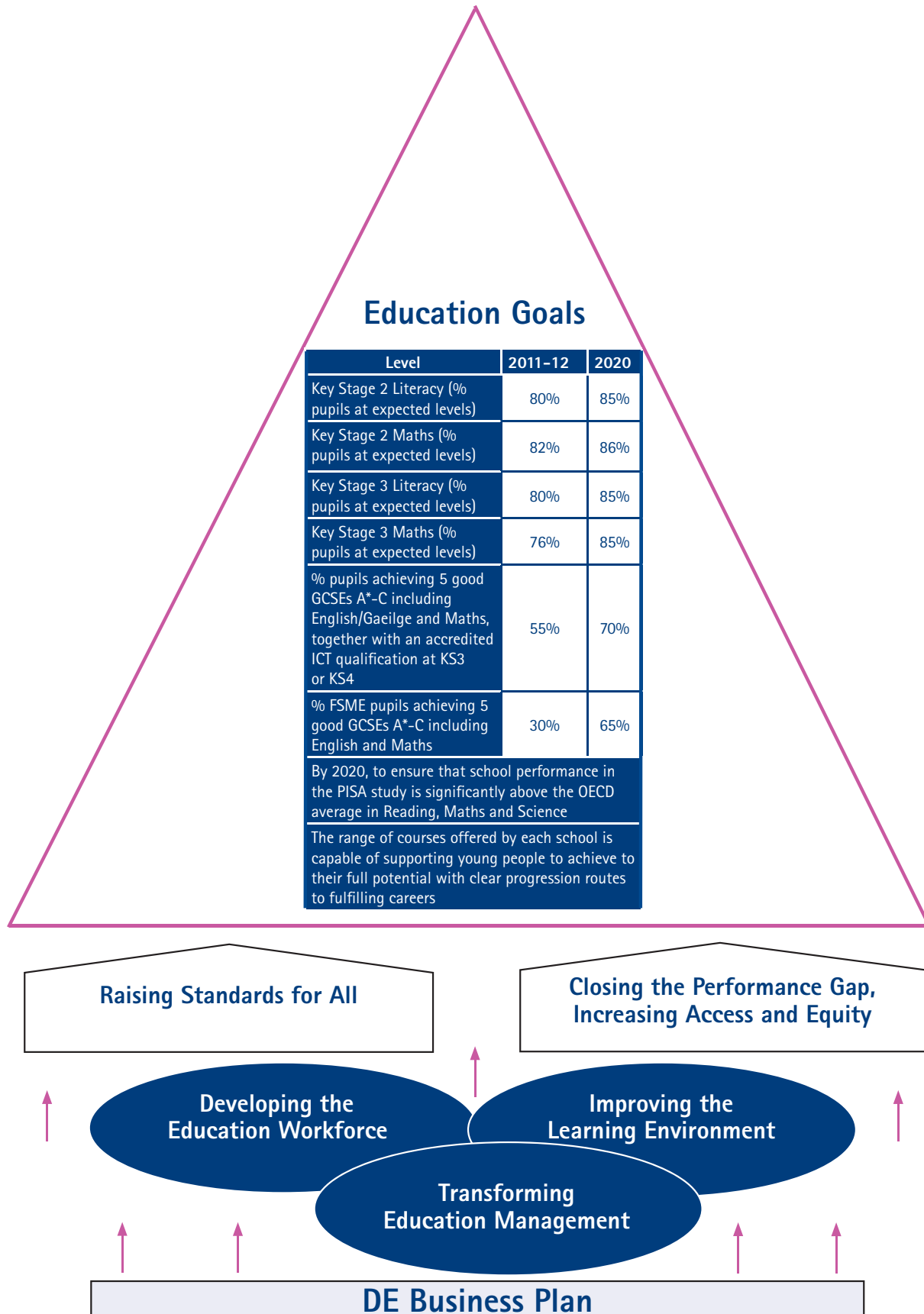
The Department also contributes to the delivery of other cross-cutting PSAs and to the delivery of longer-term objectives outlined in various DE strategies and those of other Departments (See Annex D). This requires collaborative working with a number of other Government departments and agencies, particularly those with coincident interests and responsibilities such as the Department for Employment and Learning (DEL), the Department of Culture, Arts and Leisure (DCAL) and the Department of Health, Social Services and Public Safety (DHSSPS).

Policy Drivers

As outlined in the Minister's five priorities for the education sector, the Department's primary focus is on raising standards, particularly in literacy, numeracy and ICT, for all pupils, removing barriers to learning, and closing the gap in performance that has persisted for too long between pupils from different social backgrounds. The nature of education policy is such that individual policies are inter-connected and inter-dependent. This requires policy-development to be coherent and joined-up both within the Department and across our partners. Similarly, progress is required within targeted policy areas if the overall objective of raising standards is to be achieved.



The key elements of the Department’s strategy may be illustrated as follows:





The key policy interventions designed to raise standards overall can be summarised under four broad headings:

- Providing an interesting and stimulating curriculum that engages and enthuses young people from the moment they start compulsory schooling and that will prepare them to play their full part in their community and in the economy and wider society;
- Supporting the curriculum with assessment and reporting arrangements that provide schools and parents with information on how pupils are progressing and the public with information on how our education system as a whole is performing;
- Offering young people post-14 a broader, better balanced range of courses designed to meet their interests, aptitudes and aspirations and a suite of credible, recognised qualifications; and
- Monitoring performance at school and system level to identify trends, highlight good practice, and point up the need for intervention to make sure that every school is focused on self-improvement and on ensuring the best possible outcomes for pupils.

It is recognised that for a number of reasons, many children and young people will experience greater difficulties in learning and progressing than their peers. These children may have special educational needs, or may be experiencing social or personal circumstances which may create a barrier to learning. These barriers to learning and the additional needs they present need to be taken into account and appropriate interventions put in place if the children and young people are to fulfil their individual potential. Tackling barriers to learning combined with high expectations for all learners is one of the keys to raising overall educational outcomes. At the same time, and at a broader level, access to high quality and suitable education through fair and effective admissions systems and transport assistance is clearly a prerequisite of improved attainment for all.

Excellent leadership in schools and excellent quality teaching are the most important factors in raising education standards and are key to securing improvements in educational outcomes. Teachers should have available a range of opportunities, activities and experiences which can help equip them to meet the changing demands



throughout their careers and prepare them for leadership roles in due course. There is a need, therefore, to ensure that the provision and delivery of teacher education focuses on what best meets the needs of schools (individually and collectively) and on what teachers (individually and collectively) need in order to help every young person to reach their full potential.

The learning environment also plays a key role in a child's ability to learn and perform effectively. This encompasses not only the physical location, but its supporting infrastructure, the tools to learning, the home and the wider community. In order to raise standards, we need to provide learning environments which contribute to the learning process and support our children to achieve.

Finally, those engaged in delivering education must be supported by a coherent, efficient administrative system, ensuring that they can call on the services they need to deliver better educational outcomes. The convergence activity planned in the transitional period prior to the establishment of ESA will secure greater coherence and consistency of provision while at the same time substantially streamlining administration and thus affording a greater degree of protection of resources at the front line. The key priority will be to progress the integration of both corporate and educational services across the transitional education bodies into coherent and effective structures.

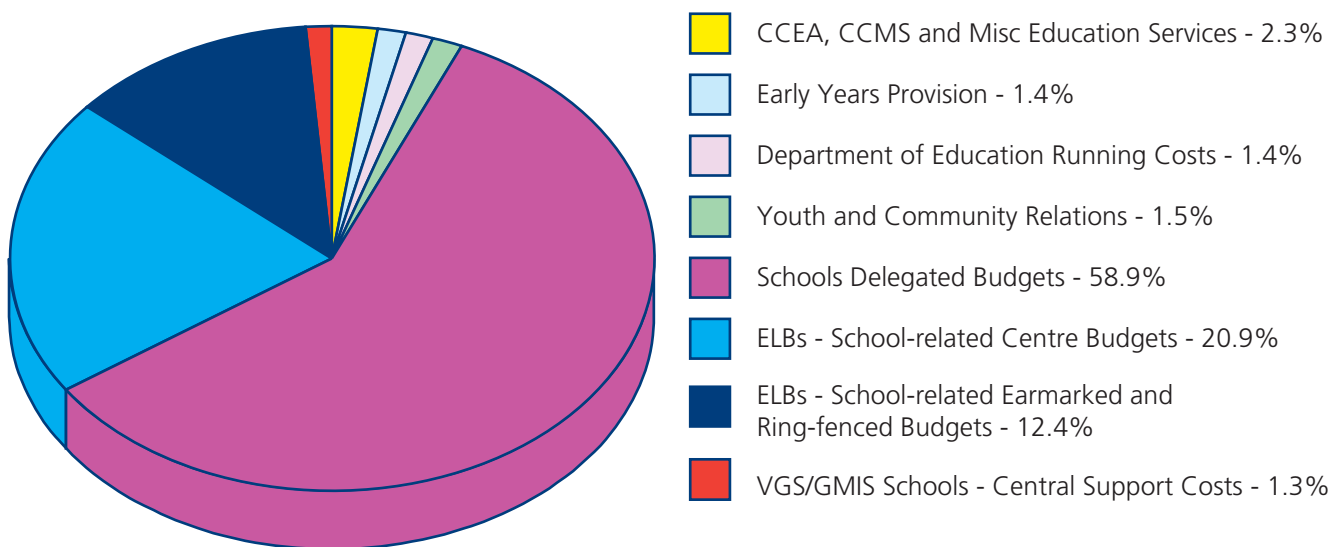
The inter-connectivity of these policies is such that they will contribute not only to specific key priorities but collectively to the overall achievement of the Department's vision "To ensure that every learner fulfils her or his full potential at each stage of development".

Resource Parameters

A fundamental responsibility for the Department is to secure an optimum share of available resources for delivery of education services in line with Departmental priorities, and to ensure that resources are used and accounted for in a manner which demonstrates effective and efficient use of public funds, and has regard for equality considerations.



The priority in budget allocations for 2010-11 has been to protect frontline services and allocations focus on equality, reducing bureaucracy and ensuring as much funding as possible is for the classroom. The headline breakdown of the Budget is as follows:



The tightening public expenditure context will require the Department and the sector to be flexible and adaptable to increasing pressures on the Budget. DE and the Education partners must, therefore, plan to live within the budget, and be ready to activate contingency plans to meet financial pressures that may emerge during the year, while continuing to ensure good value for money in all that the Department does.



5. PRIORITIES AND TARGETS 2010-11

The following sections identify the main targets for the Department in 2010-11. They are structured in accordance with the Minister's five Education Priorities and include a final section on activities required to discharge the Department's corporate responsibilities. It is not an exhaustive list of all departmental activities for 2010-11: other activities will be delivered within the Department and are captured in Directorate and Team Business Plans as appropriate.

1. RAISING STANDARDS FOR ALL		
Related PSA Targets: 10 & 19		
Ref No	Target	Lead Directorate
1.	<u>Early Years Strategy</u> Complete consultation on draft Early Years Strategy by December 2010 and publish final Strategy by March 2011.	Families & Communities
2.	<u>Inspection</u> By March 2011, promote improvement through the inspection of 221 pre-school settings, schools and youth organisations and a further 88 follow-up inspection of those pre-school settings, schools and youth organisations where the previous inspection outcome was less than good.	Education and Training Inspectorate
3.	<u>Irish Medium Education</u> By March 2011, progress the recommendations of the Action Plan for the Irish Medium Review.	Families and Communities
4.	<u>Promoting School Improvement</u> During 2010-11 ensure that all schools found to have less than satisfactory provision following inspection are placed in the Formal Intervention Process; have agreed an appropriate action plan; and are receiving targeted support from the education support bodies to deliver progress against the agreed action plan. (Related ELB Target)	Curriculum, Standards & Qualifications



	<u>Improving attainment in literacy and numeracy</u>	
5.	By September 2010, publish a new Literacy and Numeracy Strategy including associated Action Plan, supported by new assessment arrangements for Communication and Using Mathematics.	Curriculum, Standards & Qualifications
6.	By March 2011, work with the Department of Education and Science in the context of the North South Ministerial Council to deliver agreed actions to address educational underachievement that have a particular focus on raising standards in literacy and numeracy and on promoting pupil attendance.	Access, Inclusion & Well-being
7.	<u>Integrating delivery of the revised curriculum and raising standards</u> By autumn 2010, ensure that there is in place a coherent, co-ordinated and costed ELB/CCEA action plan for support to schools to embed the revised curriculum; improve pupil attainment; deliver self- improvement and effective school development planning; and address the recommendations in the ETI reports on implementation of the revised curriculum and school development planning. (Related ELB Target)	Curriculum, Standards & Qualifications
8.	<u>Promoting the uptake of STEM subjects</u> By September 2010, consult on the DE Action Plan to address the recommendations for DE from the Report of the STEM Review.	Curriculum, Standards & Qualifications
9.	<u>Progressing the delivery of the Entitlement Framework</u> By September 2010, introduce a new funding and support model that is designed to improve the breadth, balance and coherence of courses available to young people at school and at Area Learning Community level to a level that can, if sustained, ensure compliance with the legislative requirements by September 2013.	Curriculum, Standards & Qualifications
10.	<u>Qualifications</u> By the end of July 2010, have commissioned and ensured the completion of a review of CCEA's examination delivery processes and agreed with CCEA an action plan to address any recommendations flowing from that review.	Curriculum, Standards & Qualifications



2. CLOSING THE PERFORMANCE GAP, INCREASING ACCESS & EQUITY

Related PSA Targets: 19 (joint targets PSAs 2,6,8)

Ref No	Target	Lead Directorate
	<u>Special Educational Needs</u>	
11.	By March 2011, produce a report reviewing SEN policy proposals in light of analysis of the responses to 'ESAGS: The Way Forward for SEN and Inclusion' and begin implementation of an agreed capacity building programme for schools and funded pre-school settings.	Access, Inclusion & Well-being
12.	By December 2010, commence consultation on draft autism strategy and implementation plan.	Access, Inclusion & Well-being
13.	By March 2011, implement DE actions in the Transitions Action Plan prepared by the SEN Sub Group of the Ministerial Sub Committee on Children and Young People.	Access, Inclusion & Well-being
14.	Subject to Department of Education and Science timescale, agree by March 2011 the way forward on the preparation of a phased multi-annual plan for the future development of the Middletown Centre for Autism.	Access, Inclusion & Well-being
15.	<u>Transport</u> By March 2011, put proposals to the Executive to revise legislative provision which limits payment of transport assistance to pupils attending grant aided schools in the north.	Access, Inclusion and Well-being
16.	<u>Counselling</u> By October 2010, extend provision of counselling to post primary age pupils in special schools.	Access, Inclusion & Well-being
17.	<u>Youth Policy</u> By December 2010, publish 'Priorities for Youth' - for consultation.	Families & Communities
	<u>Transfer and Admissions</u>	
18.	By September 2010, issue advice on procedure for transfer to post-primary schools for 2011-12 school year.	Access, Inclusion & Well-being



19.	Establish an Exceptional Circumstances Body for pupil admissions that can receive applications from end May 2010, conduct hearings for such cases within 4 weeks, and process decisions for such decisions within a further 3 weeks.	Access, Inclusion & Well-being
20.	By March 2011, submit proposals to the Executive to revise legislative provision giving preference to applicants resident in the North of Ireland for admissions to schools.	Access, Inclusion & Well-being
	<u>Addressing Barriers to Learning</u>	
21.	By December 2010, publish for consultation policy proposals and implementation plan for alternative education provision.	Access, Inclusion & Well-being
22.	By January 2011, begin to pilot the Pupils' Emotional Health and Well-being programme in selected schools.	Access, Inclusion & Well-being
23.	By September 2010, ensure that funding of the Achieving Belfast and Achieving Derry/Bright Futures Programmes is linked to revised action plans that address the recommendations in the recently published ETI report on these programmes.	Curriculum, Standards & Qualifications
24.	By March 2011, develop draft action plan for Traveller Education.	Access, Inclusion & Well-being
25.	<u>Community Relations</u> By March 2011, publish a revised Community Relations, Equality and Diversity in Education (CRED) policy.	Families & Communities
26.	<u>Food in Schools</u> By December 2010, finalise and introduce a Food In Schools Policy in all grant-aided schools.	Families & Communities
27.	<u>Education Maintenance Allowances (EMA)</u> By March 2011, contribute to the review of the EMA Scheme led by DEL and decide on the way forward.	Families & Communities



3. DEVELOPING THE EDUCATION WORKFORCE

Related PSA Targets: Joint target PSA 20

Ref No	Target	Lead Directorate
	<u>Teachers' Education</u>	
28.	By November 2010, complete consultation on the policy framework document for Teacher Education (entitled "Teacher Education in a Climate of Change: The Way Forward) and by February 2011, produce an action plan to take forward the key actions flowing from the future policy framework for Teacher Education.	Workforce Development
29.	During 2010-11, take forward North/South professional development activities in line with the joint Department of Education and Department of Education and Science agreed action plan.	Workforce Development
30.	By March 2011, commence development of a new professional development and support model for teachers.	Workforce Development
	<u>Workforce</u>	
31.	By February 2011, provide detailed advice on number of future teachers required, reflecting the specific needs of individual sectors and identifying any shortages in particular curriculum areas.	Workforce Development
32.	By December 2010, launch a strategic review of the school workforce.	Workforce Development
33.	By September 2010, institute with recognised teacher unions a new working relationship built on the principles of partnership.	Workforce Development
34.	During 2010-11, support the effective operation of the Teacher Negotiating Committee and, in partnership with the recognised teacher unions: <ul style="list-style-type: none"> (i) By December 2010, publish guidance on tackling violence against teachers; (ii) By March 2011, develop proposals for ensuring that all teachers are able to avail of Planning, Preparation and Assessment (PPA) Time. (iii) By March 2011, to publish a strategy for promoting teacher health and well-being. 	Workforce Development



35.	During 2010-11, work with the employing authorities to reduce the level of teacher sickness absence to an annual average of 6 days per teacher by March 2011.	Workforce Development
36.	By March 2011, reduce the proportion of substitution cover provided by prematurely retired teachers to 10%.	Workforce Development
37.	By March 2011, the teachers' replacement pension system to be in full operation.	Workforce Development
<u>Teachers Pay & Pensions Team</u>		
38.	<u>Managing information on Teacher Absence</u> To ensure a common set of reports to enable DE and Education and Library Boards to monitor teacher absence information is implemented by 31 March 2011.	Workforce Development
39.	<u>Payment of Unqualified Teachers through the TPPT Payroll</u> To ensure accurate and timely Teacher Substitution information is input and provided by TPPT on a monthly basis.	Workforce Development
40.	<u>Re-employment of Unqualified Teachers</u> TPPT to monitor on a monthly basis employment of unqualified teachers and in line with existing legislation to notify employing authorities accordingly.	Workforce Development
41.	<u>Re-employment of Retired Teachers</u> To provide on a monthly basis timely and accurate information to allow employing authorities to monitor the re-employment of Retired Teachers.	Workforce Development



4. IMPROVING THE LEARNING ENVIRONMENT

Related PSA Targets: Joint target PSA 16

Ref No	Target	Lead Directorate
42.	<u>Sustainability</u> By March 2011, to develop guidance on assessing the long-term viability and quality of education in schools.	Investment & Infrastructure
	<u>Area Based Planning</u>	
43.	By March 2011, provide guidance on the implementation of Area Based Planning.	Investment & Infrastructure
44.	During 2010-11 advise on school proposals for reshaping the estate, including rationalisation, as required.	Investment & Infrastructure
45.	<u>Investment Strategy</u> By June 2010, report on the conclusion of the Capital Review and by March 2011, progress projects in light of the Review.	Investment & Infrastructure
46.	<u>ICT</u> During 2010-11 to monitor procurement of the next phase of C2K to upgrade the Local Area Network services to Post Primary and Special Schools and Wide Area Services and Management Information to all schools in line with the Department's Strategy for Enhancing the Use of ICT in Teaching and Learning.	Investment & Infrastructure
47.	<u>Procurement</u> By December 2010, in conjunction with the education bodies, develop proposals for a single COPE accredited procurement service for the education sector, with implementation from April 2011.	ESAIT/Investment & Infrastructure



5. TRANSFORMING EDUCATION MANAGEMENT

Related PSA Targets: Joint target PSA 20

Ref No	Target	Lead Directorate
	<u>Increasing Efficiency/Streamlining Management</u>	
48.	By July 2010, produce the Convergence Business Plan; and by March 2011 begin implementation (in accordance with agreed timescales) of regionally managed models of service delivery.	ESAIT
49.	By March 2011, complete a regional review of the management arrangements for Curriculum, Assessments and Examinations and prepare an agreed action plan for the convergence of services currently carried out by CASS, CCEA and C2K.	ESAIT
	<u>Consistency of Service Delivery - Convergence</u>	
50.	By July 2010, establish the Programme Management Board (PMB) and during 2010-11, support the work of the PMB as required.	ESAIT and Relevant Directorates
51.	By December 2010, support PMB to deliver consensus on Phase 1 convergence plans.	ESAIT
52.	<u>Establishment of ESA</u> During 2010-11, take forward work for the establishment of ESA, subject to progress of legislation through the Assembly.	Equality and All Ireland



6. DISCHARGING CORPORATE RESPONSIBILITIES

Related PSA Targets: Joint target PSA 20 & 21

Ref No	Target	Lead Directorate
	<u>Equality</u>	
53.	By March 2011, issue for consultation a new Equality Scheme, outlining how the Department intends to promote equality of opportunity and good relations over the next five years.	Equality and All-Ireland
<u>Financial Management and Budgetary Control</u>		
54.	<u>Accounts</u> By May 2010, completion of 2009-10 Departmental accounts and submission to Audit Office.	Finance
	<u>Budgets</u>	
55.	During 2010-11, to ensure that DE is appropriately positioned to respond on a strategic basis to the financial challenges of resource constraint in the Budget 2010 process and to secure an optimum share of available resources for allocation in line with Ministerial priorities.	Finance
56.	To ensure effective use of available resources in line with strategic priorities and in so doing achieve an outturn of 98% or more on resource and capital budget by March 2011.	All Directorates
57.	Ensure full compliance with all aspects of public expenditure control process in line with stipulated timescales - and ensure effective use of resources in accordance with full requirement of probity, propriety and regularity.	Finance
58.	In 2010-11, to ensure effective communication of accounting requirements and accounts-related issues to the Department and its funded bodies in accordance with DFP accounting requirements and timetable.	Finance
59.	In 2010-11, to disseminate and communicate guidance and training as appropriate to ensure sound arrangements for financial accountability within the Department.	Finance

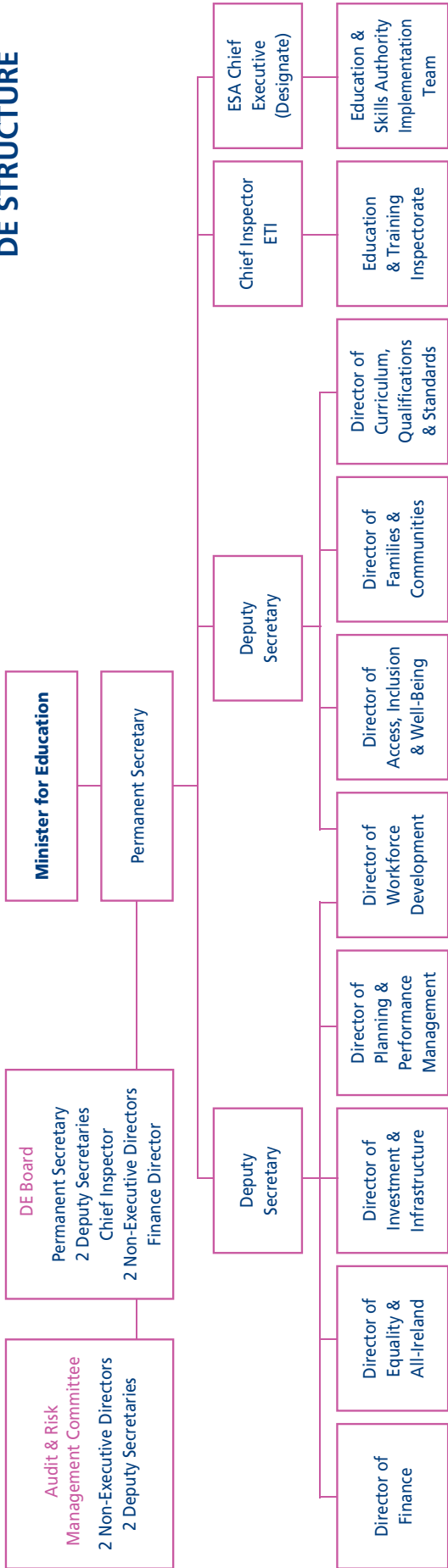


60.	By 31 March 2011, to take forward the Fundamental Review of School Funding to ensure allocative efficiency of resources to schools in line with the Minister's stipulated objectives.	Finance
	<u>Statistics and Research</u>	
61.	In 2010-11, to publish all statistical survey data and research to quality standards and specified timetables.	Planning & Performance Management
	<u>Governance & Accountability</u>	
62.	<p>During 2010-11 implement Enhanced Oversight, Accountability and Performance Management arrangements for the Department's Arm's Length Bodies (ALBs).</p> <ul style="list-style-type: none"> (i) ensure effective performance objectives and targets in place for ALB business planning and secure the data needed to monitor performance. (ii) revise arrangements for the organisation and delivery of effective governance and accountability meetings on a quarterly basis. (iii) By June 2010, implement reporting and monitoring arrangements on quarterly assurance statements on internal control. (iv) Ensure Board and Council members of the Department's ALBs receive appropriate training on governance and accountability. (v) embed effective Risk Management in the Department and across the sector. 	<p>Planning & Performance Management</p> <p>Planning & Performance Management</p> <p>Planning & Performance Management</p> <p>Planning and Performance Management</p> <p>Planning and Performance Management</p>
63.	Ensure that the Education and Library Boards are reconstituted through selection and appointments processes for members in liaison with the Commissioner for Public Appointments.	Planning and Performance Management
64.	<p><u>School Boards of Governors</u></p> <p>By September 2010, produce guidance document on the role and responsibilities of school Board of Governors.</p>	Planning and Performance Management



Staff Management and Development		
65.	Staff In 2010-11, to address the findings of the NISRA autumn 2009 Staff Attitude Survey.	All Directorates
	Managing Attendance	
66.	In 2010-11, to manage attendance in line with the annual sickness absence target for the Department.	All Directorates
67.	Fraud Prevention In 2010-11, to ensure that robust fraud management arrangements are in place within the Department and its ALBs to identify, evaluate and appropriately manage the risk of fraud and if fraud does occur to take firm action against the perpetrators.	Finance

DE STRUCTURE



RESPONSIBILITIES

Finance	Equality & All-Ireland	Investment & Infrastructure	Planning & Performance Management	Workforce Development	Access, Inclusion & Well-Being	Families & Communities	Curriculum, Qualifications & Standards	Education & Training Inspectorate	Education & Skills Authority Implementation Team
<ul style="list-style-type: none"> Budget/Monitoring Financial Governance and Accountability Accounts Funding Authority for Voluntary Grammar Schools and Grant-Maintained Integrated Schools 	<ul style="list-style-type: none"> Minister's Private Office, Press Office & Central Co-ordination DE Corporate functions Management of North/South Interface Promotion of equality in policy development 	<ul style="list-style-type: none"> Area-based Planning & Sustainable Schools Education Estate management policy Schools' building standards Schools' capital programme including Public Private Partnerships Energy Efficiency programme 	<ul style="list-style-type: none"> Business/operational planning and risk management Performance management of ALBs Governance & Accountability of ALBs Statistics and Research School governance Internal Audit services 	<ul style="list-style-type: none"> Policy development in all issues affecting the education workforce Teacher quality, supply and demand and professional development Payment of Teachers' Pay & Pensions Teachers' Pay & Conditions of service 	<ul style="list-style-type: none"> Open enrolment and transfer from primary to post-primary Special Educational Needs School Transport Support for pupils to address barriers to learning Safeguarding child protection Behaviour in schools including anti-bullying Pupil attendance Promotion of pupils' emotional health and well-being Alternative education provision 	<ul style="list-style-type: none"> Early Years Policy Youth Service Extended Schools Community Relations, Equality & Diversity Policy Healthy Schools Anti-poverty measures Neighbourhood Renewal Integrated Education Irish-Medium Education 	<ul style="list-style-type: none"> School Curriculum and Entitlement Framework Assessment of Learning Qualifications development, management and regulation School Improvement, raising standards, literacy and numeracy Effective use of ICT in schools Sponsor directorate role for CCEA Minister's Primary Sports and Languages Programmes 	<ul style="list-style-type: none"> Promote improvement in the interests of all learners Evaluate, report and provide advice on quality and standards of provision in education and youth Evaluate the quality of support for education and training from education sector Support Bodies Provide professional advice to DE on education and youth issues 	<ul style="list-style-type: none"> Support for implementation of ESA Support for implementation of interim convergence activities



Annex B

KEY EDUCATION STATISTICS

Schools

The education estate currently comprises 1,223 schools. The profile of schools is as follows:

Number of Educational Establishments in the north of Ireland by Management Type 2009/10

Voluntary and Private Pre-School Education Centres²	358
Nursery Schools	
Controlled	65
Catholic Maintained	33
TOTAL	98
Primary Schools	
Controlled	386
Catholic Maintained	398
Other Maintained	20
Irish Medium	4
Other	18
Controlled Integrated	23
Grant Maintained Integrated	849
TOTAL	849
Grammar school prep depts	17
	866
Post Primary Schools	
Secondary (non grammar) schools	
Controlled	57
Catholic Maintained	72
Other Maintained	1
Irish Medium	-
Other	5
Controlled Integrated	15
Grant Maintained Integrated	150
TOTAL	150
Grammar Schools	
Controlled	17
Voluntary	30
Schools under Catholic management	22
Schools under other management	69
TOTAL	69
Total Post Primary Schools	219
Special Schools	TOTAL
	41
Hospital Schools	TOTAL
	2
Independent Schools	TOTAL
	14
All schools	GRAND TOTAL
	1,223
Total schools and pre-school education centres	1,581

Source: Annual School Census 2009/10

²Voluntary and private centres funded under the Pre-school Education Expansion Programme, which began in 1998/99.



Pupils

In 2009/10 the census recorded 329,457 pupils at school. Further detail is provided in the following table:

Number of Pupils attending Educational Establishments in the north of Ireland by Management Type 2009/10³

Total Pupils in Voluntary and Private Pre-School Education Centres	6,744
Nursery Schools	
Controlled	4,061
Catholic Maintained	1,796
TOTAL NURSERY PUPILS	5,857
Primary Schools³	
Controlled	75,378
Catholic Maintained	74,937
Other Maintained	Irish Medium ⁴ 2047
	Other 384
Controlled Integrated	3,020
Grant Maintained Integrated	5,595
TOTAL	161,361
Grammar School Prep Departments	2,410
TOTAL PRIMARY PUPILS	163,771⁵
Post Primary Schools³	
Secondary (non grammar) schools	
Controlled	31,701
Catholic Maintained	40,954
Other Maintained	Irish Medium ⁶ 561
	Other 0
Controlled Integrated	2,754
Grant Maintained Integrated	9,345
TOTAL	85,315
Grammar Schools	
Controlled	14,885
Voluntary	Schools under Catholic management 27,545
	Schools under other management 20,014
TOTAL	62,444
TOTAL POST PRIMARY PUPILS	147,759
Special Schools	TOTAL 4,443
Hospital Schools	TOTAL 227
Independent Schools	TOTAL 656
All Schools	GRAND TOTAL 322,713
Total Schools and Pre-School Education Centres	329,457

Source: Annual School Census 2009/10

³Figures for Primary and Post Primary Schools include children in mainstream classes and in special units.

⁴There are also 58 pupils in an Irish medium controlled primary school, 148 pupils in an Irish medium Catholic Maintained primary school and 681 pupils in Irish medium units in 9 Catholic Maintained primary schools.

⁵Totals for primary pupils include nursery classes in primary schools and reception classes in primary schools.

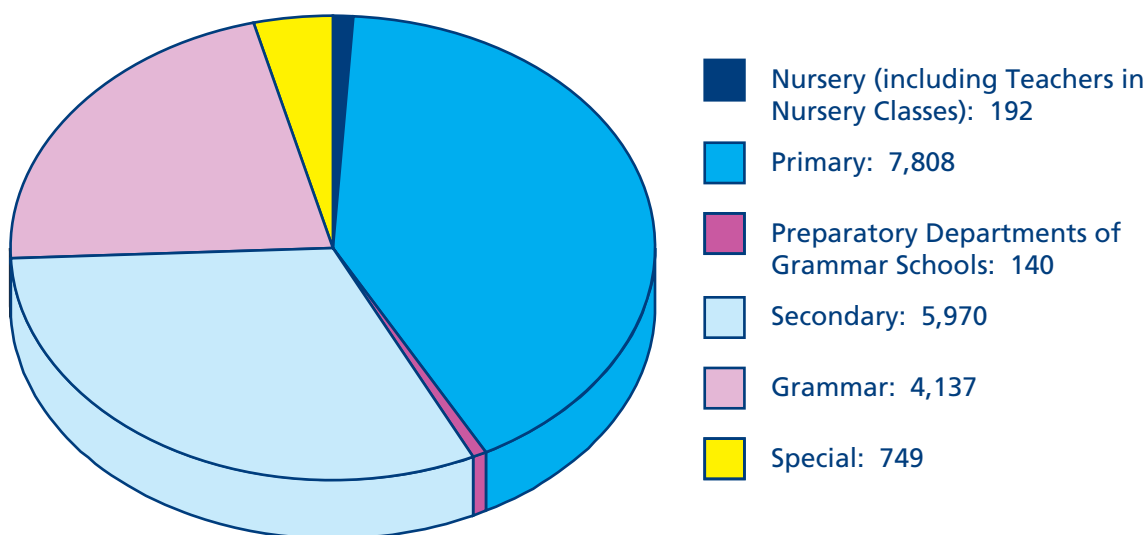
⁶There are also 145 pupils in Irish medium units in Catholic maintained schools.



- 18.1% of pupils at schools and pre school centres are entitled to free school meals. (This compares to 19.6% in 2004/05).
- 19.4 % of children at school have special needs (4.2% stated, and 15.2% non stated). In 2004/05, 15.7% of children had special needs.
- The school census recorded 7,787 newcomer children who required significant support at school because they did not have a language in common with the teacher. (This compares to 2,056 in 2004/05).

Teachers

In 2009/10, there were 18,996 Full Time Equivalent teachers. The breakdown by school type is outlined in Figure 3.



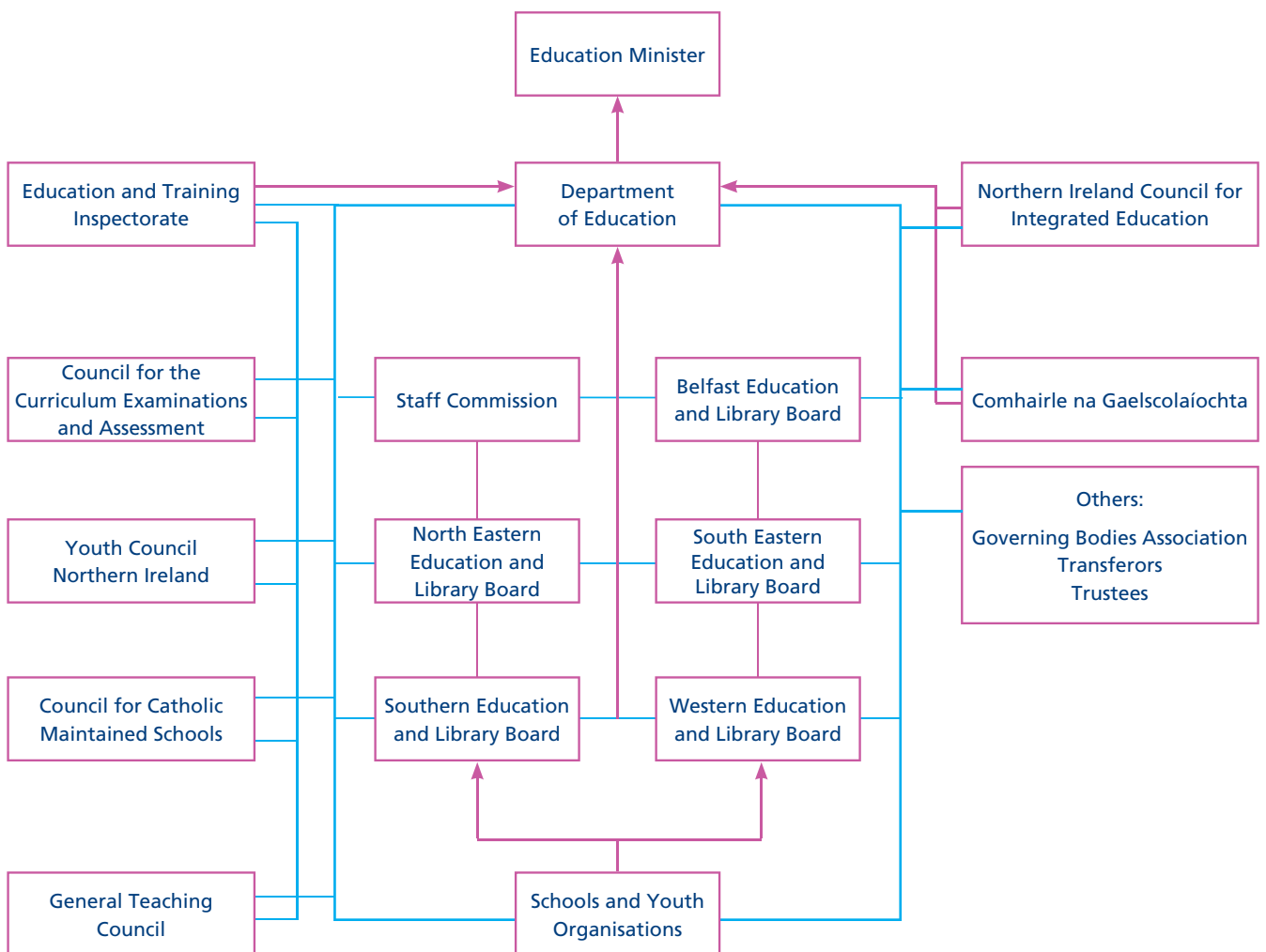


Annex C

CURRENT EDUCATION STRUCTURE

Key:

- Accountability
- Key Links





DE PUBLIC SERVICE AGREEMENT TARGETS

PSA 10 - Helping our Children and Young People to achieve through Education

Encourage all our children to realise their potential by improving access to formal and non formal education and provision tailored to the needs of disadvantaged children and young people.

- Deliver new early years strategy (0-6) which will bring early years care and education together in a co-ordinated way, to support integration of service delivery.
- Increase to 30% the percentage of students by 2011, with entitlement to Free School Meals, gaining a Level 2 qualification including English and Maths, by the time they leave school.
- By 2010 bring the attainment levels of primary schools identified as having 51% or more pupils living at a postcode within a Neighbourhood Renewal Area, up to within 5 percentage points of the NI average at Key Stage 2.
- By 2010 bring the attainment levels of post primary schools identified as having 51% or more pupils living at a postcode within a Neighbourhood Renewal Area, up to within 3 percentage points of the NI average at GCSE.
- By 2010, reduce the number of pupils achieving no GCSEs attending schools identified as having 51% or more of their pupils living at a postcode within a Neighbourhood Renewal Area, to within 1 percentage point of the NI average.
- To attract at least 98,000 visitors per annum to organised educational visits at National Museums by 2009.
- Introduce greater consistency and better value for money in the delivery of SEN services, by 2010-11.
- Implementation of agreed recommendations of the Irish Medium Education Review.

PSA 16 - Investing in the Health and Education Estates

Take forward a programme of investment to provide a modern fit-for-purpose health and education estate in line with best practice and ensuring value for money.

- Building projects to be advanced at over 100 schools over the period to 2011.
- Area-based planning approach to be developed and implemented in conjunction with the establishment of an Education and Skills Authority.



PSA 19 - Raising Standards in our Schools

Educate and develop our young people to the highest possible standards to deliver improved outcomes for all young people, including measurable reductions in the gap in educational outcomes between highest and lowest attainers.

- By 2011, 68% of students gaining a Level 2 qualification by the time they leave school.
- By 2011, 65% of students undertaking A level examinations gaining 3+ A levels A-C or equivalent in Year 14.
- Raise the participation rate of 16/17 year olds in full-time education or vocational training to 95% by 2011.
- 55% of students gaining a Level 2 qualification, including GCSEs A*-C in English/Maths (or equivalent) by the time they leave school by 2011.
- 30% of students with entitlement to Free School Meals gaining GCSEs A*-C in English and Maths by the time they leave school by 2011.
- 90% of students gaining GCSEs A*-G in English and Maths (or equivalent) by the time they leave school by 2011.
- Reduce percentage of year 12 pupils with no qualification at GCSE level or equivalent to 1.5% by 2011.

PSA 20 - Improving Public Services

Improve the quality and cost-effectiveness of public services to include delivery of the wider public sector reform programme and efficiency savings and outworking of decisions on the RPA.

- Deliver (ESA) no later than April 2009.



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