

ANNUAL REPORT 2022



teachers are more likely to ‘dip-in’ to the book and online resources as part of their own subject. The range of subject areas adopting this approach has grown considerably. Local Co-Ordinators have reported the use of aspects of the Programme within the following subject areas: Science, Materials Technology (Wood), Metalwork, Home Economics, Physical Education, Technology, Construction Studies, Engineering and Careers Education.

Since the publication of Irish versions of the *Choose Safety* materials in September 2014, there has been continuing growth of interest and involvement among Gaelcholáistí, with 66% of these schools involved this year.

Since September 2014, all schools have been invited to award Digital Badges to record and reward students’ completion of each Unit of the Programme on an incremental basis. Students are awarded Digital Badges directly to their email address. The system provides motivation for students to complete the Units and it provides statistics on units of the Programme completed by students. Digital Badges can be displayed on social media, online CVs and other online networks. Once a Badge is clicked on, it opens to list details of the skills learned.

In the 2021—22 school year, 46 schools registered for Digital Badges with <https://www.hsa.ie/eng/> and 2,656 Digital Badges were awarded.

Sincere thanks to all who assist in the delivery of this Programme.

Jim O’ Leary
Choose Safety Programme Co-Ordinator Liaison





An tÚdarás Sláinte agus Sábháilteachta
Health and Safety Authority

THE HEALTH AND SAFETY AUTHORITY CHOOSE SAFETY PROGRAMME 2021—22

This Report is written on the basis that it represents the progress of the *Choose Safety* Programme during the school year September 2021 — August 2022.

The *Choose Safety* Programme, in conjunction with the Health and Safety Authority, is co-ordinated nationally by Kilkenny Education Support Centre and supported by *Choose Safety* local Co-Ordinators from all of the 21 full-time Education Support Centres.

A number of key personnel support the Programme in Kilkenny Education Support Centre. Mr. Jim O’ Leary acts as a link between the local Co-Ordinators, Kilkenny Education Support Centre and the HSA. His role is focused on ensuring quality of service to schools among local Co-Ordinators and on report writing. Mary Clarke, Education Officer, HSA Projects, diligently and effectively supports the management of all aspects of the programme. Great credit is due to Mary and to Honorah Rochford, the Administrator, who supports the *Choose Safety* Programme, for their dedication and commitment to the success of the Programme.

The *Choose Safety* local Co-Ordinator for our Centre is Mr. Frank McKenna. Frank has had continuing success with his promotion of the Programme in our catchment schools, with 42% of them using the programme in Senior Cycle during the current school year.

Despite the difficulties presented by COVID-19 restrictions and restricted access to schools since March 2019, we at Kilkenny Education Support Centre and local *Choose Safety* Co-Ordinators have continued to promote the Programme, and, as a result, 52% of second-level schools were using the *Choose Safety* Programme during the 2021—22 school year. The total number of institutions (schools and non-traditional centres) involved in the *Choose Safety* Programme over the last eleven school years is as follows:

2011—12:	388
2012—13:	416
2013—14:	551
2014—15:	573
2015—16:	560
2016—17:	600
2017—18:	647
2018—19:	608
2019—20:	624
2020—21:	564
2021—22:	539

Continuing success has been achieved this year in engagement with the Programme in non-traditional Post Primary education institutions. This year, 140 such institutions used the Programme, including Centres of Further Education (Further Education Colleges), Post Leaving Certificate Colleges (PLCs), Youthreach Centres and a number of education centres in prisons and other settings.

Co-Ordinators continue to report a growing variety in the ways in which teachers make use of the *Choose Safety* Programme materials. While initially most schools attempted to timetable a specific weekly slot in the Transition Year schedule to be used exclusively on the *Choose Safety* Programme, now it appears that

VISION

The Management Committee and Staff of Kilkenny Education Support Centre envisage an open and innovative Centre, which inspires and supports teaching and learning in the educational community.

MISSION

Kilkenny Education Support Centre seeks to realise its vision by facilitating the sharing of ideas and the communication of knowledge with the learning community through the ongoing provision and development of services and resources.

TABLE OF CONTENTS

<i>SECTION 1</i>		<i>Page</i>
Agenda 2022 AGM		<i>6</i>
Minutes 2021 AGM		<i>7</i>
Chairperson's Report	<i>Eithne McKenna</i>	<i>10</i>
Director's Report	<i>John O' Sullivan</i>	<i>11</i>
Treasurer's Report	<i>Diarmuid Creedon</i>	<i>21</i>
Management Committee's Report and Consolidated Financial Statements for the Financial Year Ended 31 st December 2022		<i>22</i>
<i>SECTION 2</i>		
Kilkenny Education Support Centre Personnel		<i>61</i>
Kilkenny Education Support Centre Data		<i>62</i>
<i>REPORTS</i>		
Reading Recovery	<i>Sinéad O' Keffe and Ellen Quaid</i>	<i>64</i>
The Health and Safety Authority (HSA) Choose Safety Programme	<i>Jim O' Leary</i>	<i>66</i>



READING RECOVERY 2021—22

Reading Recovery is now in its fifteenth year working out of Kilkenny Education Support Centre. Reading Recovery is a short-term intervention for children who have the lowest achievement in literacy learning in their first years at school. Children are taught individually by a specially trained teacher for 30 minutes each day for an average of 12—20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance.

Teachers being trained in Reading Recovery are either holding Learning Support or Resource Teaching positions in their schools. The Department of Education does not provide substitute cover for the days teachers are away from their school attending professional development sessions.

In 2021—2022 in Kilkenny Education Support Centre, there were 53 teachers involved in Reading Recovery. 11 of these were teachers in their Initial Professional Development (IPD) year. There were 40 schools involved in the programme. These schools were situated in Kilkenny, Waterford, Wexford, Offaly, Tipperary, Kildare, Laois and Carlow. There were two Teacher Leaders (one full-time and one Associate) working in Kilkenny Education Support Centre.

Each IPD Reading Recovery teacher has four children at any one time on the programme. The Teacher Leaders also provide the programme to two children each. In total, Kilkenny had **324 children** receiving Reading Recovery. The proportion of English as an Additional Language (EAL) children on the programme was **13.8%**. The percentage of children who are in special groups, such as children in care, travellers or asylum seekers/refugees was **2.1%**. **144 children** were successfully discontinued since September 2021 i.e. they had been brought up to age-appropriate levels (e.g. going from a reading age of **five years four months** to **six years four months** in 12—20 weeks). **116 children** had programmes that were ongoing, to be completed in the school year 2022-2023.

In 2021-2022, Kilkenny Education Support Centre facilitated:

In-Person

Nine in-person Initial Professional Development (IPD) sessions

16 in-person Continuous Professional Development (CPD) sessions

One in-person Link Teacher Training session (Link Teachers are trained to ensure that when children complete the programme they are re-tested by an impartial professional. This ensures validity of results obtained).

Three in-person Celebration Days for IPD teachers trained in 2019-2020, 2020-2021 and 2021-2022.

Online

Four online Assessment Training sessions (IPD)

Nine online Initial Professional Development (IPD) sessions

16 online Continuous Professional Development (CPD) sessions

One online Principal's Information Session

One online Information Session for the incoming IPD teachers (to be trained in 2022-2023)

In the year 2022-2023, it is hoped that another 12 teachers will be trained, along with monitoring closely the other Reading Recovery teachers that have completed training.

SECTION 1

AGENDA 2022 AGM

Welcome

1. Minutes 2021 AGM
2. Chairperson's Report
3. Director's Report
4. Treasurer's Report
5. Management Committee's Report and Consolidated Financial Statements for the Financial Year Ended 31st December 2022
6. Election of Management Committee 2023-24
7. AOB



REPORTS

KILKENNY EDUCATION SUPPORT CENTRE DATA

MINUTES 2021 AGM

KILKENNY EDUCATION SUPPORT CENTRE OPENING DAYS

The Centre was open for the following number of days from 1st January to 31st December 2022:

MONTH	DAYS OPEN
January	20
February	20
March	24
April	19
May	24
June	23
July	17
August	22
September	25
October	25
November	26
December	18

KILKENNY EDUCATION SUPPORT CENTRE OPENING HOURS

Monday — Thursday	8a.m. — 5.30p.m.
Friday	8a.m. — 5.00p.m.
Late opening Monday — Thursday (when evening courses are running)	5.30p.m. — 10.00p.m.
Open on weekends by arrangement.	

Attendance: John O’ Sullivan, Martha Woodcock, Peter Madden, Gemma Ní Bhróin, Diarmuid Creedon, Josephine Doyle, Mary Clarke, Trish Maher, Monica Skehan, Honorah Rochford, Kate O’ Sullivan, Irene Browne and Eithne McKenna.

Apologies: Tom Percy and Liz Hurley.

Minutes: Draft Minutes of 2021 AGM were taken as read — no matters arising. Minutes proposed by Gemma Ní Bhróin and seconded by Peter Madden.

Chairperson’s Address: The Chairperson welcomed to all — it is good to have all here in person. Last year there was a hope that things would have improved but recovery has been slower than expected. Footfall in the Centre remains low although the numbers engaging have increased — we hope that trend continues. Eithne warned of the danger of increased online activity which could spell the end of the traditional Centre — it’s something we need to guard against and the Director and staff are actively addressing this. Our increased IT knowledge, skills and equipment, along with collaborations with Maynooth University, DCU and Hibernia College are all positives.

The Chairperson thanked the Management Committee for their on-going support. A special word of thanks to Ann Marie Bergin who has been appointed Deputy Principal in Killenaule.

Congratulations to Diarmuid Creedon on his secondment to INTO and recent marriage. Best wishes to Tom on his upcoming wedding in the New Year. She acknowledged the work of the Director, John, who has just completed three years in Kilkenny Education Support Centre — she noted that 85% of his time in the post has been under COVID measures which has not been an easy task. She thanked the staff for their ongoing work and support in an especially difficult year, and wished all well as we face a lot of new challenges ahead.

Full address is presented in Annual Report 2021.

Director’s Report: John gave a detailed run down on Centre courses during the year — 4,775 in total. He emphasised how vital it is to continue supporting our local schools. We have run a significant number of face-to-face courses. He feels strongly about the in-person learning experience. It’s most important to remember the end users — the young people in our catchment area — our aim is to support teachers in supporting them. To some extent we have got used to the online space, which has advantages but we must not forget how vital the sharing of skills and information in-person is. The quality of our Summer Courses far surpassed expectations. Let’s not allow a loss in effectiveness in the speed of efficiency — we will continue to fight that battle.

John noted that requests for IT courses has fallen which is understandable as new teachers have a higher skill base. There has been a large decrease in the provision of general education programmes. We would hope to see this trend reversed. All NQT courses are being delivered online, along with most of the Post Primary programmes. These are challenges for all Education Support Centres, and with the establishment of Oide — the new umbrella organisation for the support services — we hope to see the value of face-to-face CPD being acknowledged. A Centre really comes into it’s own when people are in it.

Over the year there has been a number of extremely successful projects:

- Creative Clusters

- *Concern* Primary School Debating Competition — a phenomenal success thanks to Honorah
- HSA *Choose Safety* — over 20,000 students involved — thanks to Mary
- Digital Book Project — thanks to Monica

There is so much uncertainty at the moment and we must look forward with a strong emphasis on face-to-face and collaborations — digital accreditation could be very useful and with minimal funding it could transform how CPD is recorded and credited.

John thanked...

- The staff who always work hard to make Kilkenny Education Support Centre a welcoming place
- Tutors — with whom we have built good relationships
- Management Committee — for their time, patience and support
- Chairperson — for her support and how well she deals with people in a principled way

Full report is presented in Annual Report 2021.

Treasurer's Report: Delivered by the Director — apologies from Treasurer who was unable to attend.

- The Accounts show a deficit of €39,347 — a significant loss.
- 5% reduction in income while costs increased by 4.5%.
- We do have some reserves but we are slowly eating into them.
- Payroll has been reduced so we hope to see a reversal of some numbers if we can increase income.
- A new funding model is expected from TES which would hopefully improve the draw down situation.
- We will continue to seek additional sources of income because we cannot rely on TES funding. Traditional we have a history of being innovative and sustainable.
- September 2023 — Oide due to be up and running so a lot will tell then.

Questions: Query on the high figure for website and IT — protection/security has improved and we need to pay for ongoing maintenance — there has also been some upgrades for staff with working from home. In the past we had three bank accounts — now we have only one and have changed to BOI from Ulster Bank.

Accounts proposed by Martha Woodcock and seconded by Josephine Doyle.

Elections to Management Committee 2022-23:

<i>Member Elected</i>	<i>Proposed by</i>	<i>Seconded by</i>
Eithne McKenna	<i>Automatically Returned</i>	
Paul Behan	Gemma Ní Bhróin	Josephine Doyle
Diarmuid Creedon	Peter Madden	Martha Woodcock
Josephine Doyle	Eithne McKenna	Diarmuid Creedon
Gerard Farrelly	Diarmuid Creedon	Gemma Ní Bhróin
Peter Madden	Eithne McKenna	Josephine Doyle
Gemma Ní Bhróin	Josephine Doyle	Eithne McKenna

KILKENNY EDUCATION SUPPORT CENTRE PERSONNEL

MANAGEMENT COMMITTEE MEMBERS 2022

Primary		Post Primary	
Diarmuid Creedon	<i>Treasurer (Nov. — Dec.)</i>	Paul Behan	
Josephine Doyle		Ann Marie Bergin	
Gerard Farrelly		Eithne McKenna	<i>Chairperson</i>
Peter Madden		Gemma Ní Bhróin	
Kate O' Sullivan			
Tom Percy	<i>Treasurer (Jan. — Oct.)</i>		
Margaret Walsh			
Martha Woodcock	<i>Vice-Chairperson</i>		

ADVISORY GROUPS/SUB-COMMITTEES 2022

Health and Safety/COVID-19 Response Committee:	Director, Brendan Kelly and Mary Clarke
Courses Committee:	Director, Patricia Maher
PDSTTiE Committee:	Director and Monica Skehan
Audit and Risk Committee:	Director, Diarmuid Creedon, Peter Madden, Eithne McKenna, Tom Percy and Martha Woodcock

KILKENNY EDUCATION SUPPORT CENTRE POLICIES

1. Centre Constitution and Charter including Role of Management Committee
2. Internal Financial Controls
 - Credit Card Policy
 - Procurement Policy and Procedures
 - Travel and Subsistence Policy and Procedures
 - Reserves Policy
3. Child Protection Policy and Risk Assessment
 - Vetting Policy
4. Health and Safety Statement and Employee Safety Handbook
5. Data Protection Policy and Privacy Notice (GDPR)
6. Conflict of Interest Policy and Procedures
7. Customer Service Charter
 - Complaints Policy and Procedures
8. Protected Disclosures Policy
9. COVID-19 Response Plan

KILKENNY EDUCATION SUPPORT CENTRE STAFF 2022

John O' Sullivan	Director
Patricia Maher	Office Manager/NIPT/PDST/Local Courses Administrator
Monica Skehan	Receptionist/PDSTTiE/Reading Recovery/PDST/Projects
Brendan Kelly	Caretaker/Housekeeper
Honorah Rochford	Projects/HSA/PDST Administrator
Liz Hurley	Accountant
Mary Clarke	Education Officer, Health and Safety Authority
Niall Skehan	Caretaker (weekends)
Conor Clarke	Caretaker (weekends)

<i>Member Elected</i>	<i>Proposed by</i>	<i>Seconded by</i>
Tom Percy	Peter Madden	Gemma Ní Bhróin
Margaret Walsh	Eithne McKenna	Josephine Doyle
Martha Woodcock	Diarmuid Creedon	Peter Madden
Kate O' Sullivan	Peter Madden	Irene Browne

AOB:

- To be in line with the Education Act we must rename to Kilkenny Education Support Centre — Ionad Tacaíochta Oideachais Chill Chainnigh. Proposed by Gemma Ní Bhróin and seconded by Irene Browne.
- A proposal that any expense/income over €10,000 would be detailed in the Accounts. Proposed by Diarmuid Creedon and seconded by Eithne McKenna.
- Martha commended the staff for their high level of professionalism, who always have a warm welcome for visitors to the Centre — especially in the tough times they have been experiencing.

The Chairperson closed the Meeting at 19.25p.m.

SECTION 2

CHAIRPERSON'S REPORT

A warm and sincere welcome to the Kilkenny Education Support Centre AGM. As always, at the start of the new academic year we are hopeful and optimistic of what lies ahead. There is still a hue of the pandemic around but it seems to be slowly receding with more positive vibes from the Department of Education as new programmes are beginning to roll out. It is good to see the Centre footfall gradually increasing but I believe the landscape of CPD delivery has changed radically. It seems that the online space will now be an integral part of that delivery and the challenge for us, as an Education Support Centre, will be to ensure the continuance of high quality of all CPD, however it may be delivered and received. As I have said in past years, it will take time and vision to keep the all-important face-to-face experience alive as teachers grapple with the tension between a convenient online course and the commitment to travelling to the Centre — especially on dark, winter evenings.

Through the continued dedication of our Director and the staff, Kilkenny Education Support Centre is a strong voice within the education community of our catchment area.

I was privileged to be part of an ESCI group who took on the challenge of addressing the issue of the Directors five-year tenure. After almost two years of negotiation we were delighted in December to get the news that Minister Foley has agreed to extend secondments to 10 years, with annual renewal should the Director wish to continue. The decision gives Directorship of Education Support Centres the weight it deserves and gives Directors a chance to really effect development and change within the network

A word of gratitude to our Management Committee for their ongoing engagement throughout the year. Their continued support is greatly appreciated.

The Centre would not function without the dedication of our Director, John O' Sullivan. His vision is key to the continued success of the Centre. I wish to further thank Patricia Maher, Honorah Rochford, Liz Hurley, Mary Clarke, Brendan Kelly, and our part-time staff Conor Clarke, Niall Skehan and Pat Hayes, who has finished up with the Centre in recent months. A word of thanks to Monica Skehan who left the Centre during the year with every good wish to her for the future. Please be assured that all your work in Kilkenny Education Support Centre continues to be appreciated.

Congratulations to Tom and Maureen, Honorah and James as they await the arrival of their new babies. Condolences to Trish on the loss of her dear sister, Julie, during the year.

*With every good wish,
Eithne McKenna
Chairperson
Kilkenny Education Support Centre*

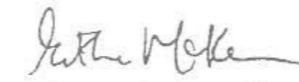
KILKENNY EDUCATION CENTRE NOTES TO THE FINANCIAL STATEMENTS FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

23. Comparatives

Comparatives have been reclassified to conform with current year presentation.

24. Approval of the Financial Statements


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



Eithne McKenna
Management Committee
Date: 13/09/2023



Diarmuid Creedon
Management Committee
Date: 13/09/2023



John O' Sullivan
Director
Date: 13/09/2023

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 2022 that are required to be disclosed in the financial statements.

18. Contingencies

The Centre had no contingent liabilities at 31 December 2022 (31 December 2021: Nil).

19. Capital Commitments

The Centre had no capital commitments at 31 December 2022 (31 December 2021: Nil).

20. Post Balance Sheet Events

Since the year end the Education Centre has started a redundancy process with two staff members

21. 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

22. 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.

I am delighted to present the Kilkenny Education Support Centre's Director's Report for the year 2022. This report highlights the key initiatives, programmes and professional development activities that our Centre has been engaged in throughout the year.

As stipulated in our Constitution, the Annual General Meeting serves the purpose of reporting the Centre's work, ratifying financial accounts, and electing a Committee to oversee the Centre's operations in the upcoming year.

Throughout 2022, Kilkenny Education Support Centre continued to align its activities with the self-identified needs of our school community within our catchment area and the priorities of the Department of Education. We maintained a close collaboration with ESCI (Education Support Centres Ireland) and other Education Support Centres to align with the Teacher Education Section's goals and uphold corporate governance standards.

The persistent challenges brought about by the COVID-19 pandemic required ongoing adaptation and professionalism from our team. We prioritised the safety of our staff and Centre users, ensuring the continuity of our support to school communities during this trying time.

While 2022 began with limited in-person participation, we saw gradual increases in attendance, we ran a very successful Summer Course programme that allowed teachers to collaborate in person.

Financial Position

Regarding the Centre's financial position, the Management Committee affirmed the accuracy and fairness of the Financial Statements, which provide a comprehensive overview of our financial performance and position at the close of 2022.

Throughout the year, the Centre experienced a notable level of activity with Local Course offerings and bookings from both the public sector and select private commercial entities. Furthermore, we dedicated significant efforts to the continued delivery of the Health and Safety Authority's *Choose Safety* Programme. This programme's success is a testament to the dedication of our team and the co-operation of the Health and Safety Authority.

Regarding national programmes, the Centre experienced a higher workload compared to the previous year, although it did not reach the levels of activity seen prior to the onset of the COVID-19 pandemic.

As indicated by the Financial Report, these operations resulted in an overall deficit of €116,110. The primary factor contributing to this deficit was the absence of income from the Department of Education, which typically amounted to €167,580.

To mitigate the financial impact, the Management Committee very reluctantly took decisive action when the Employment Wage Subsidy Scheme (EWSS) concluded, by implementing payroll expenditure cuts, resulting in savings of approximately €30,000.

Professional Development

A primary mission of Kilkenny Education Support Centre is to provide high-quality professional development opportunities. In 2022, we achieved this by:

- Hosting over 365 courses, both in-person and online
- Offering diverse in-service education programmes, workshops, and training sessions
- Collaborating with field experts to ensure our offerings align with best practices
- Receiving positive feedback that underscores the impact of our professional development initiatives on teaching skills and knowledge enhancement

Our 2022 course offerings saw a substantial response, reflecting the commitment of our educators to continuous learning. Trish Maher, Honorah Rochford and Monica Skehan ensured the smooth administration of these courses.

By the end of 2022, we surpassed the course offerings outlined in our initial Business Plan for the year.

Feedback from participants lauded our courses, the professionalism of our tutors, and the warm and supportive atmosphere created by our staff. Kilkenny Education Support Centre's reputation as a hub of learning and support in our catchment area continued to grow.

Supports and Training Programmes

Our programmes included training to enhance curriculum delivery, integrate technology, address literacy difficulties, and support students with specific challenges, such as those newly-arrived in the country for whom English was an additional language. The Centre, in partnership with ELSTA (English Language Support Teachers Association), ran two courses on English as an Additional Language (EAL) and collaborated on many more; thousands of teachers attended these from across the country. We also offered sessions on leadership development, wellbeing, and resilience, as well as creative projects in the classroom. These initiatives aimed to enhance language and communication skills, provide First Aid and health and safety training, promote innovative teaching approaches, develop language skills, and offer specialised curriculum training.

Curriculum Support

We provided guidance and resources to assist teachers in curriculum development, lesson planning, and instructional strategies. Collaboration with local schools helped tailor our support to specific curriculum needs.

Research and Innovation

Collaborations with academic institutions and experts led to the development and dissemination of new teaching methods and practices. We also established a research repository and co-hosted a Research Conference in October 2022.

Collaborations and Networking

Our collaborations extended to organisations such as NEPS, Action Autism, CYPSC, Kilkenny County Library, and multiple academic institutions to enhance arts and cultural education. We also participated in variety of projects including the *Something Fishy* Programme to educate students about environmental conservation and aquatic life.

I extend my heartfelt appreciation to our Management Committee, Audit and Risk Committee members for their voluntary contributions. Special thanks to Chairperson, Eithne McKenna, and our Deputy Chairperson, Martha Woodcock, whose unwavering support has been invaluable.

Looking ahead, Kilkenny Education Support Centre is poised to uphold its strategic priorities and address both local and national educational needs, in close partnership with the Department of Education, ESCI, and various stakeholders. Together, we aim to nurture a passion for learning within our community.

In conclusion, Kilkenny Education Support Centre remains steadfast in fulfilling its mission as outlined in the Education Act. The year 2022 was marked by significant achievements in professional development, curriculum support, special education, research, innovation, collaboration, and networking. These successes are a testament to the dedication and hard work of our team, and we remain committed to serving the educational needs of our community in the coming year.

*Le gach dea-ghuí,
John O' Sullivan
Director
Kilkenny Education Support Centre*

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

15. Reserves

	2022 €	2021 €
Opening reserves	911,088	950,435
Surplus / (Deficit) for year	(116,110)	(39,347)
Closing reserves	794,978	911,088

16. Financial Instruments

	2022 €	2021 €
Financial assets measured at amortised cost		
Trade debtors	34,323	11,424
Cash at bank and in hand	232,678	420,705
Financial liabilities measured at amortised cost		
Trade creditors	12,931	8,001
Other creditors	125,020	180,849

KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

14. Creditors: Amounts Falling Due Within One Year

	2022	2021
	€	€
Grants payable	123,175	154,530
Trade creditors	12,931	8,001
Taxation and social insurance	9,038	7,430
Accruals	8,596	9,103
Deferred income	3,700	57,168
Other creditors	1,845	24
Amounts owed to Tipperary Education Centre	1,381	4,910
	160,666	241,166

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

The terms of accruals 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

	2022	2021
	€	€
PAYE/PRSI/USC	8,874	7,357
VAT	164	73
	9,038	7,430

Grants payable

	2022	2021
	€	€
Teachers Professional Communities	12,029	12,029
Creative Clusters	9,799	10,955
Teacher /Artist Partnership	7,790	9,569
HSA Choose Safety Programme	59,557	109,977
BLAST	34,000	12,000
	123,175	154,530

NATIONAL PROGRAMMES

The principal activity of Kilkenny Education Support Centre is to organise the local delivery of national programmes of teacher professional development on behalf of the Department of Education.

On a national level, Kilkenny Education Support Centre hosted a comprehensive programme of work organised by the Professional Development Service for Teachers (PDST) and the National Educational Psychological Service (NEPS).

Kilkenny Education Support Centre is proud to host Reading Recovery for the South East Region. Reading Recovery Teacher Leaders, Sinéad O' Keffe and Ellen Quaid, who are wonderful assets to the participating teachers and to the Centre, present their Report separately.

LOCAL PROGRAMMES

Kilkenny Education Support Centre organises a varied local programme of activities for teachers, school management and parents/guardians, in response to demand.

The tables below set out the Local Courses delivered to address the National Priorities provided for in our Business Plan 2022. Our Local Courses are targeted at schools in our own catchment area.

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
SEN	Series of Workshops			
P	Support for Newly Appointed Special Education Teachers (SETs) in Primary Schools Webinar	Q1	11	1
P	Introduction to Teaching Social Skills and Self-Regulation for Primary Teachers Webinar	Q1	27	1
P/PP	Reviewing the Student Support Plan to Evaluate Progress Webinar	Q1	21	1
P/PP	SEN Webinar Series - Anxiety and Wellbeing in School	Q1	24	1.5
P/PP	The Acting-Out Cycle and Negative Consequences for Primary Teachers Webinar	Q1	10	1
P/PP	ABCs of Behaviour for Special Educational Needs (SEN) Meeting	Q1	8	1
P/PP	Kilkenny and Carlow Autism Teachers Support Network Seminar	Q1	34	2
P/PP	Setting SMART Targets in the Student Support Plans Webinar	Q1	19	1
P/PP	SEN Webinar Series - Reaching Hard to Reach Students	Q1	13	1.5
P	Assisting Teachers to Maximise the Role of the SNA in Mainstream Primary Schools Webinar	Q1	7	1
P	The Process of Reviewing and Developing SEN Policy in the Mainstream Primary School Webinar	Q1	4	1
P/PP	SEN Webinar Series - Supporting Students with Literacy and Numeracy	Q1	14	1.5
P/PP	Compiling an Effective Support File for Students with Special Educational Needs (SEN) Webinar	Q1	17	1
P/PP	Assistive Technology for Students who are Deaf/Hard of Hearing Webinar	Q1	2	2
P	Planning in Special Education Teaching for Primary Schools Webinar	Q1	13	1
P/PP	Assistive Technology for Students who are Blind/Visually Impaired Webinar	Q1	1	2
P/PP	SEN Webinar Series - Speech, Language and Communication	Q1	14	1.5
P/PP	Working Memory in the Classroom Webinar	Q1	21	1
P	Implementing Models of Co-Teaching in Mainstream Primary Classrooms Webinar	Q1	5	1
P	Leading the Provision of SEN in Mainstream Primary Schools Webinar	Q1	8	1
P/PP	SEN Webinar Series - Fine, Gross Motor and Sensory Activities	Q1	14	1
P/PP	Teaching Students with Special Educational Needs (SEN) Webinar	Q2	17	1
P/PP	SEN Webinar Series - Teaching Methodologies for Students with SEN (Including Team-Teaching)	Q2	23	1
P/PP	Developing the Student Support Plan Webinar	Q2	20	1
PP	Post Primary Autism Community of Practice	Q2	8	1
P/PP	Epilepsy Awareness Online Information Session for Teachers and SNAs	Q2	19	1
P/PP	An Introduction to Trauma and Regulation. A Practical Guide for Teachers and SNAs Webinar	Q2	26	1.5
P/PP	Autism and Social Skills - An Introduction to the Autistic Perspective Webinar	Q2	12	2
P	Support for Newly Appointed Special Education Teachers (SETs) Webinar	Q3	13	1
P/PP	Compiling an Effective Support File for Students with Special Educational Needs (SEN) Webinar	Q3	23	1
PP	Technology to Make Learning Easier' Webinar Series	Q4	3	2
P/PP	Assistive Technology for Special Needs Assistants (SNAs) Webinar	Q4	11	1
P	Behaviour Management in the Classroom Webinar	Q4	21	1
P	ESCI and Rise Therapy Setting up the ASD Classroom: Sensory and Motor Tools Webinar	Q4	8	1
PP	Technology to Make Learning Easier' Webinar Series	Q4	3	2
P/PP	Assistive Technology for Students who are Deaf/Hard of Hearing Webinar	Q4	2	2
PP	Technology to Make Learning Easier' Webinar Series	Q4	2	2
P/PP	Assistive Technology for Students with Physical Difficulties Webinar	Q4	2	2
P/PP	Autism Training Autism and Sensory Processing Webinar	Q4	32	2
P/PP	Diabetes in Schools Webinar Series	Q4	13	1
P	ESCI Strategies to Support the Inclusion of Culturally and Linguistically Diverse Primary Students with SEN	Q4	2	1.5
P	Understanding and Supporting Children's Sensory Needs Webinar	Q4	11	1
P/PP	Diabetes in Schools Webinar Series	Q4	14	1
P/PP	Signs and Symptoms of Different Special Educational Needs (SEN) Webinar	Q4	19	1
P/PP	Assistive Technology for Students who are Blind/Visually Impaired Webinar	Q4	1	2
P/PP	Epilepsy Awareness Online Information Session for Teachers and SNAs	Q4	10	1

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
Leadership	Series of Workshops			
PP	Introduction to Developing Leadership, Values and Rapport Webinar Series	Q1	3	1
PP	Introduction to Developing Leadership, Values and Rapport Webinar Series	Q1	4	1
PP	Introduction to Developing Leadership, Values and Rapport Webinar Series	Q1	3	1
P	Continuation of Support Meeting	Q1	5	2
PP	Introduction to Developing Leadership, Values and Rapport Webinar Series	Q1	4	1
P	Continuation of Support Meeting	Q2	3	2
P	Continuation of Support Meeting	Q2	5	2

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
ICT	Series of Workshops			
PP	Google Meetings Series for Post Primary Schools	Q1	8	0.5
P	Student-Friendly Websites for Middle and Senior Primary Classes Webinar	Q1	14	1.5
PP	Google Meetings Series for Post Primary Schools	Q1	5	0.5
PP	Google Meetings Series for Post Primary Schools	Q1	7	0.5
PP	Google Meetings Series for Post Primary Schools	Q1	8	0.5
P/PP	Photography in the Classroom Webinar	Q1	6	1.5
PP	Google Meetings Series for Post Primary Schools	Q1	7	0.5
P/PP	Introduction to Animation Webinar	Q1	5	1.5
PP	Google Meetings Series for Post Primary Schools	Q1	5	0.5
P/PP	Presentations (PowerPoint, Prezj, Canva) Webinar	Q1	6	1.5
PP	CSinc Online CPD for Post Primary Teachers 2 - Tea with CSinc	Q1	4	2
P/PP	Computational Thinking and Coding Webinar	Q2	8	1
P/PP	Creating and Using Digital Content Webinar	Q2	6	1.5
P/PP	Assessment and Feedback Using Digital Technologies Webinar	Q2	17	1.5
P/PP	Introduction to Film-Making Using Pocket Devices Webinar	Q2	7	1.5
P/PP	Engaging Students with SEN with Technology Webinar	Q2	11	1.5
P/PP	Digital Citizenship and Internet Safety Webinar	Q2	11	1.5
P/PP	ICT for Infant Education Webinar	Q2	6	1
P/PP	Active Learning Methodologies Webinar	Q2	24	1
PP	Introduction/Refresher to MS OneNote	Q3	20	1.5

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
Early Childhood and Aistear	Series of Workshops			
P	Infant Teacher Workshop Series	Q3	2	1.5
P	Infant Teacher Workshop Series	Q3	5	1.5
P	Infant Teacher Workshop Series	Q4	4	1.5
P	Infant Teacher Workshop Series	Q4	4	1.5

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
Assessment	Series of Workshops			
P	Using Checklists and Diagnostic Tests as Effective Tools for Teaching, Planning and Assessment Webinar	Q1	17	1
PP	NEPS Introduction to the PPAD-E Post-Primary Assessment and Diagnosis – English Webinar	Q4	3	1

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
Wellbeing	Series of Workshops			
P/PP	School-Life Balance Meeting	Q1	10	1
P/PP	Creating/Maintaining Positive Culture in Schools Meeting	Q1	9	1
P/PP	Paediatric First Aid Webinar	Q1	73	2
P	ESCI Region 3 Child Protection Webinar for Primary School Teachers	Q1	18	1.5
PP	ESCI Region 3 Child Protection Webinar for Post Primary School Teachers	Q1	3	1.5
P/PP	Knitted Together: Knit and Crochet Classes for Teachers and Support Staff	Q2	5	2
P/PP	Knitted Together: Knit and Crochet Classes for Teachers and Support Staff	Q2	5	2
P/PP	Knitted Together: Knit and Crochet Classes for Teachers and Support Staff	Q2	6	2
P/PP	Knitted Together: Knit and Crochet Classes for Teachers and Support Staff	Q2	6	2
PP	ESCI What You Need to Know About CAO Change of Mind and Alternative Options After Leaving Cert Webinar	Q2	1	1
P	Best Foot Forward: Getting the New School Year Off to a Positive Start! In-Class Webinar	Q3	39	1
P/PP	First Aid: Managing Concussion Webinar	Q3	10	1
P	The Classroom with the Green Floor and Blue Ceiling Webinar	Q3	2	1
P	CPR AED	Q4	12	3
P/PP	First Aid for Primary and Post Primary Schools Webinar	Q4	30	2
P/PP	Nine Lessons for Living From Those That Have Lived the Longest Webinar	Q4	6	1.5
P/PP	Facing Uncertainty Webinar	Q4	4	1
P/PP	ESCI and Jigsaw Classroom Resources for Promoting Mental Health and Wellbeing in Schools Webinar	Q4	4	1
PP	Study Skills Online Workshop Series	Q4	57	0.75
PP	Study Skills Online Workshop Series	Q4	42	0.75
PP	ESCI Region 3 and NEPS Post Primary Welcoming Young People to our Schools Webinar	Q4	1	0.75
P	ESCI Region 3 and NEPS Primary Welcoming Children to our Schools Webinar	Q4	22	0.75

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
SSE and SIP	Series of Workshops			
PP	TL21	Q2	10	2
PP	TL21	Q2	8	2
PP	TL21	Q3	3	2
PP	ESCI Region 3 and The Teaching Council Cosán Workshop Programme for Post Primary Schools	Q4	15	2

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
Gaeilge	Series of Workshops			
P/PP	Sraith Webinar Gaeilge/Gaeilge Webinar Series - Podchraoltaí i nGaeilge/Podcasts in Irish	Q1	5	1.5
P/PP	Sraith Webinar Gaeilge/Gaeilge Webinar Series - Scríbhneoireacht sa Ghaeilge/Writing in Irish	Q1	5	1.5
P/PP	Sraith Webinar Gaeilge/Gaeilge Webinar Series - Drámaíocht sa Ghaeilge/Drama in Irish	Q1	1	1.5
P/PP	Sraith Webinar Gaeilge/Gaeilge Webinar Series - Ealaín agus an Ghaeilge/Art and Irish	Q1	1	1.5
P/PP	Déan Comhrá Webinar Series - Webinar 1	Q1	2	1
P/PP	Sraith Webinar Gaeilge/Gaeilge Webinar Series - Scríobh Leabhar Ilimheánach le Book Creator	Q2	4	1.5

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
ESCI Region 3 Annual Research Conference				
P/PP	ESCI Region 3 11 th Annual Research Conference - Supporting Newly Arrived Learners in Our Schools	Q4	5	4

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
School Organisation				
PP	ESCI Region 3 and 4 OLCS Training for Data Inputters (Post Primary)	Q4	4	1.5
P/PP	Self-Care and Well-Being for School Secretaries Webinar	Q4	21	1

12. Debtors: Amounts Falling Due Within One Year

	2022 €	2021 €
Trade debtors	34,323	11,424
Prepayments	3,515	4,606
	37,838	16,030

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

13. Cash and Bank

	2022 €	2021 €
Ulster Bank Current Account	(1,516)	214,340
Ulster Bank Projects Account	-	115,612
Petty cash	71	291
Ulster Bank Information Communications Account	-	90,462
Bank of Ireland Account	234,123	-
	232,678	420,705

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

11. Tangible Fixed Assets

	Fixtures and Fittings	Office Equipment	Computer Equipment	Building & Improvements	Total
	€	€	€	€	€
Cost or Valuation					
As at 1 January 2022	120,481	29,751	82,796	809,388	1,042,416
Additions	10,283	-	-	-	10,283
At 31 December 2022	130,764	29,751	82,796	809,388	1,052,699
Depreciation					
As at 1 January 2022	86,625	28,288	68,547	143,437	326,897
Charge for year on owned assets	13,226	1,194	6,019	20,235	40,674
At 31 December 2022	99,851	29,482	74,566	163,672	367,571
Net book value					
At 31 December 2022	30,913	269	8,230	645,716	685,128
At 31 December 2021	33,856	1,463	14,249	665,951	715,519

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
In-School Leadership				
PP	The Role of the Year Head	Q4	4	2
PP	The Role of the Year Head	Q4	4	2
PP	The Role of the Year Head	Q4	4	2

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
Numeracy and Literacy	Series of Workshops			
P/PP	Irish Sentence Builders Online Workshop for Primary and Post Primary Schools	Q1	8	1.5
PP	Leaving Certificate Prescribed Poetry Webinar Series Webinar 1 - Emily Dickinson (2022-23)	Q1	19	1
PP	Leaving Certificate Prescribed Poetry Webinar Series Webinar 2 - Paula Meehan (2023)	Q1	15	1
P	Explicitly Teaching Writing Webinar Series - Overview of the Balanced Writer and the Description Text Webinar	Q1	14	1.5
P	Explicitly Teaching Writing Webinar Series - Teaching the Explanation Webinar	Q1	7	1.5
P	Step-by-Step: Reading, Spelling, Writing Webinar Series	Q1	30	1
P	Building Bridges of Understanding Webinar Series for Primary Teachers	Q1	53	1.5
P/PP	Kilkenny Education Centre Reading Group	Q1	3	1.5
P/PP	Literacy Response Activities Webinar	Q1	9	1.5
P	ESCI Exploring Numicon in the Classroom Webinar Series	Q1	18	1
P	Building Bridges of Understanding Webinar Series for Primary Teachers	Q1	43	1.5
P	The Dialogic Classroom: Developing Oral Language Through Dialogue (Infants - First Class) Webinar	Q1	12	1
P	Step-by-Step: Reading, Spelling, Writing Webinar Series	Q1	24	1
P	ESCI Exploring Numicon in the Classroom Webinar Series	Q1	14	1
P	ESCI Exploring Numicon in the Classroom Webinar Series	Q1	10	1
P	Building Bridges of Understanding Webinar Series for Primary Teachers	Q1	38	1.5
P	The Dialogic Classroom: Developing Oral Language Through Dialogue (Second - Sixth Class) Webinar	Q1	14	1
P/PP	Using Accelerated Reader (AR) to Develop and Strengthen a Reading Culture Meeting	Q1	4	0.5
P	Playful Literacy - The What, the Why and the How! Webinar	Q2	17	1
P/PP	Kilkenny Education Centre Reading Group	Q2	6	1.5
P	Teaching Hands-on Primary STEM	Q2	7	1
P	Introduction to SpellingPlay Webinar	Q2	11	1
P	Introduction to PhonicsPlay Webinar	Q2	7	1
P	Building Bridges of Understanding Webinar Series for Primary Teachers	Q2	52	1.5
P	Building Bridges of Understanding Webinar Series for Primary Teachers	Q2	43	1.5
P	Building Bridges of Understanding Webinar Series for Primary Teachers	Q2	39	1.5
P	Step-by-Step: Reading, Writing, Spelling Webinar Series	Q3	28	1
P	The Dialogic Classroom: Junior Infants - Second Class Webinar	Q3	16	1
P	Step-by-Step: Reading, Writing, Spelling Webinar Series	Q3	28	1
P	The Dialogic Classroom: Third - Sixth Class Webinar	Q3	9	1
P	Step-by-Step: Reading, Writing, Spelling Webinar Series	Q3	24	1
P	Literacy Lift Off	Q3	52	1
P/PP	Kilkenny Education Centre Reading Group	Q3	5	1.5
P	Guided Reading Webinar	Q4	14	1
P	NEPS Effective Interventions for Struggling Readers Webinar Series	Q4	5	1
P	Making Maths Fun For Children Webinar Series	Q4	4	5
P	Literacy Lift Off	Q4	44	1
P	ESCI English as an Additional Language (EAL) Webinar Series - Support Through Collaborative Teaching	Q4	9	1.5
P	What Can I Do With a Poem? Exploring Poetry in the Primary Classroom	Q4	6	1
P	NEPS Effective Interventions for Struggling Readers Webinar Series	Q4	3	1
P	Oral Language Instruction in the Senior Primary Classroom	Q4	20	1
P	Strategies for Playful Literacy Development in the Junior Primary Classroom	Q4	17	1
P/PP	ESCI EAL implementing an Integrated Plurilingual Approach to Education Webinar Series	Q4	4	1
P	NEPS Effective Interventions for Struggling Readers Webinar Series	Q4	1	1
P/PP	Kilkenny Education Centre Reading Group	Q4	6	1.5
P/PP	ESCI EAL implementing an Integrated Plurilingual Approach to Education Webinar Series	Q4	1	1
P/PP	ESCI Technologies to Support English as an Additional Language (EAL) Webinar	Q4	3	1

Theme of Local Course	Summary of Course	Delivery Date (Q1, Q2 etc.)	Number of Teachers	Number of Hours
Summer Courses				
P	Enhancing the Delivery of PE and Integration with Other Curriculum Subjects (GAA)	Q3	16	20
P	Teacher/Artist Partnership	Q3	11	20
P	PDSTIE Embedding Digital Technologies in the Primary Classroom	Q3	7	20
P	Nature for Learning and Wellbeing: A Forest School Approach to Literacy and Maths	Q3	14	20
P	Primary School Cookery Skills Programme	Q3	15	20
P	PDST A Whole School Approach to Relationships and Sexuality Education (RSE)	Q3	7	20
P	Fun With Samba Drumming and Other Instruments	Q3	11	20
P	Chess for Social Skills: Ficheall	Q3	9	20
P	PDST Bringing the Primary Language Curriculum to Life in my Classroom	Q3	14	20
P	Exploring Kilkenny's Nature With Your Class	Q3	16	20
P	PDSTIE Digital Storytelling in the Primary Classroom: Filmmaking	Q3	8	20
P	Collaborative Literacy Practice from Junior Infants to Sixth Class	Q3	12	20
P	20 Inspirational Women in Irish History	Q3	2	20
P	25 Key Events in Ireland Since the 1960s	Q3	1	20
P	Bringing S.E.S.E. to Life	Q3	3	20
P	Considering Leadership	Q3	3	20
P	Demonstrating Practical Projects in Primary Science	Q3	5	20
P	Gaeilge Le Spaoil	Q3	15	20
P	Gramadach na Gaeilge	Q3	1	20
P	Life Coaching for Teachers	Q3	1	20
P	Making Music in the Classroom	Q3	1	20
P	Mindfulness, Self-Care and Classroom Wellbeing	Q3	3	20
P	Mindfulness, Wellbeing and Resilience for Schools	Q3	4	20
P	No Splashing! Teaching Water Safety in the Primary Classroom	Q3	4	20
P	Nutrition for Wellbeing	Q3	3	20
P	Supporting Literacy and Numeracy through Sensory Play	Q3	16	20
P	The Wellbeing Toolkit for Teachers and Children	Q3	2	20
P	Wellness and Self-care for Teachers	Q3	9	20

In addition to this programme of Local Courses, Kilkenny Education Support Centre also supported the following projects which offer a sustained model of support to participating schools and teachers.

PRIMARY

Concern Primary School Debating Competition

With support from *Concern*, both in the provision of training seminars and access to support and materials for

teachers and adjudicators on their website, and financial support, we offered our Primary School Debating Competition in 2022. This year, due to physical distancing restrictions during the COVID-19 pandemic, the Competition continued online. Eilís Costelloe, Co-Ordinator, manages the rollout of this Competition locally for us. The Competition develops oral language, communication and research skills, as well as developing awareness of development education and justice issues in our world among students in Senior Primary classes. All participating schools express great satisfaction with the Competition outcomes for their students. The high standards make the adjudicators role a challenging one. The overall winner of the Competition in the Kilkenny Education Support Centre catchment area was St. Leonard's N.S., Dunnamaggin, who proceeded to the national stages of the All-Ireland *Concern* Primary School Debating Competition, narrowly losing out to Holy Family Senior School, Portlaoise, in the Knockout Round.

<i>Total Schools</i>	<i>Total Teachers</i>	<i>Total Students</i>
18	24	144

Teacher/Artist Partnership

The Teacher/Artist Partnership (TAP) is a CPD opportunity to explore partnership through Arts-in-Education within Primary schools. Teacher/Artist Partnership provides trained teachers with the opportunity to host a fully-funded TAP Artist Residency in their school. Teachers train to work in partnership with a wide variety of Artists in areas such as the visual arts, textiles, ceramics, photography, writing, poetry, dance, and much more. The programmes empower teachers to work through the integration of the arts in education and assists teachers and artists to work in partnership in Primary classrooms in enhancing the creative potential of every child.

<i>Total Schools</i>	<i>Total Teachers</i>	<i>Total Students</i>
7	7	186

Something Fishy Programme

The Inland Fisheries Something Fishy Programme educates students about aquatic life and conservation. It includes classroom presentations on fish and fishing gear, as well as hands-on river visits to study aquatic ecosystems and water quality. The Programme is cross-curricular, but particularly relates to objectives of the Geography and Science Curricula in Senior Primary classes. As part of the Programme, Inland Fisheries Ireland staff visit participating schools and facilitate a visit to a local river for the participating teacher/s and class/es. An optional project may be done by the participating class/es following the river visit.

<i>Total Schools</i>	<i>Total Teachers</i>	<i>Total Students</i>
8	8	231

CROSS-SECTORAL

BLAST—Bringing Live Arts to Students and Teachers

The Bringing Live Arts to Students and Teachers (BLAST) Programme aims to support the integration of the principles and key skills outlined in the Arts-in-Education Charter and the Creative Ireland Programme. The aim of the Programme is to give students in schools the opportunity to work with a professional Artist on unique projects, to be planned and developed between the Artist, the teacher and the school, under the co-ordination of the Education Support Centres Ireland (ESCI) network. The BLAST Residency Programme offers a range of exciting activities and resources, including music, dance, drama and visual arts. These activities are tailored to suit different age groups and abilities for both Primary and Post Primary schools.

<i>Total Schools</i>	<i>Total Teachers</i>	<i>Total Students</i>
22 (Primary)	22 (Primary)	934 (Primary)
10 (Post Primary)	10 (Post Primary)	455 (Post Primary)

Creative Clusters

Creative Clusters is an initiative of the Department of Education, led by and in partnership with the 21 full-time Education Support Centres (ESCI) and funded through the Schools Excellence Fund. In 2022, under this scheme, Kilkenny Education Support Centre had 13 schools involved, Primary and Post Primary; 1,767

KILKENNY EDUCATION CENTRE NOTES TO THE FINANCIAL STATEMENTS FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

9. Consultancy Costs

Consultancy costs include the cost of external advice to management.

	2022 €	2021 €
Human resources	4,000	3,989
	<u>4,000</u>	<u>3,989</u>

No legal costs were occurred in the year (31 December 2021: €Nil).

10. Hospitality Costs

	2022 €	2021 €
Vouchers (gifts for tutors/speaker/lecturers)	365	-
	<u>365</u>	<u>-</u>

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

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 x times on x dates. The following is summary of Management Committee member attendance at these meetings

	No. of meetings attended
Paul Behan	5
Ann Marie Bergin	0
Diarmuid Creedon	7
Josephine Doyle	5
Gerard Farrelly	5
Peter Madden	9
Eithne McKenna	9
Gemma Ni Bhroin	8
John O Sullivan (Director)	9
Kate O' Sullivan	1
Tom Percy	9
Margaret Walsh	6
Martha Woodcock	8

students and 85 teachers. The schools built capacity in creativity, created student-led projects through creative expression and collaborated on new ideas based on local experience and the unique perspective of each student and school community. Lego initiatives, stop motion animation, local history, heritage, murals, outdoor space, book reading initiatives (One Book, Many Schools), art, music and wellbeing were some of the areas explored during 2022.

<i>Total Schools</i>	<i>Total Teachers</i>	<i>Total Students</i>
<i>Year 1 — 10 (Primary)</i>	85	1,767
<i>Year 2 — 3 (Post Primary)</i>		

POST PRIMARY

The Health and Safety Authority (HSA) Choose Safety Programme

The HSA *Choose Safety* Programme is designed to prepare young people for the world of work and work experience. Transition Year and Senior Cycle students can explore core principles of health and safety as they may apply in their current or future places of work. In Kilkenny, our effective *Choose Safety* Programme Co-ordinator, Frank McKenna, supports local Post Primary schools to implement the Programme in Transition Year (TY), Leaving Certificate Applied (LCA), Leaving Certificate Vocational Programme (LCVP), and through the practical subjects of the Leaving Certificate. In 2022, 42% of Post Primary schools in the Centre's catchment area used the Programme in at least one of their classes.

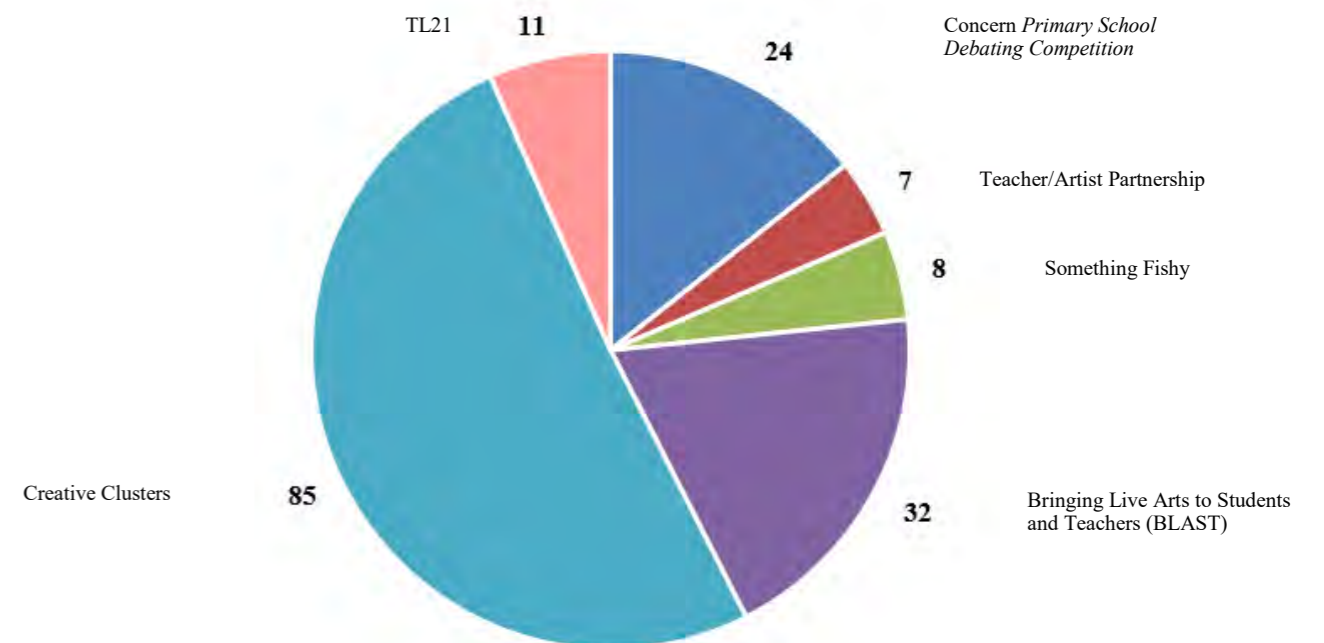
<i>Total Schools</i>	<i>Total Students</i>
13	465

A separate report details the national rollout of the Programme across 21 full-time Education Support Centres.

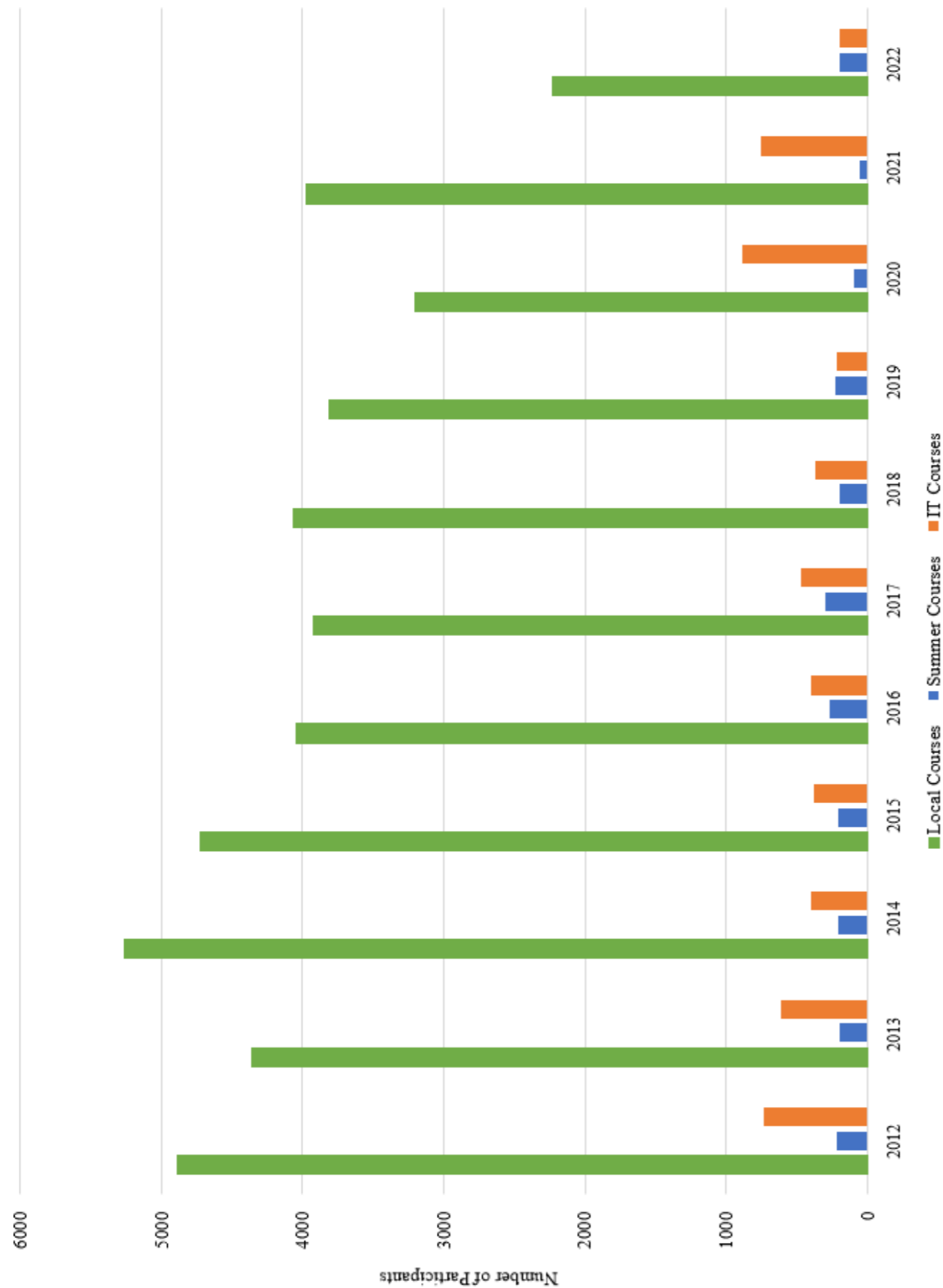
TL21 — Teaching and Learning in the 21st Century

The TL21 Programme, a collaboration with National University of Ireland (NUI) Maynooth and colleague Education Support Centres, is a workshop-based CPD programme for Post Primary teachers and school leaders. The Programme promotes innovative practice and professional learning communities in Post Primary schools. The Programme is research-led and it's main aims are to strengthen teachers' capacities as co-operative and self-critical authors of their own work and to enable students to take an active and responsible part in their own learning.

<i>Total Schools</i>	<i>Total Teachers</i>
3	11



OVERVIEW OF KILKENNY EDUCATION SUPPORT CENTRE ACTIVITIES 2022



KILKENNY EDUCATION CENTRE NOTES TO THE FINANCIAL STATEMENTS FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

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

The Director of Kilkenny Education Centre was seconded by the Department of Education and is not paid by Kilkenny 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 the detail of the expenses received by the Management Committee:

	2022 €	2021 €
Management Committee expenses amounted to	878	564
The Director's expenses amounted to	4,193	614
	<u>5,071</u>	<u>1,178</u>

There were no additional transactions occurred between the Centre and the Management Committee or Director during the financial year ended 31 December 2022. No amounts are outstanding at 31 December 2022.

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

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:

	2022 Number	2021 Number
Administration	4	4
Housekeeper/Caretaker	1	1
Manager	1	1
	<u>6</u>	<u>6</u>

The aggregate payroll costs incurred during the financial year were:

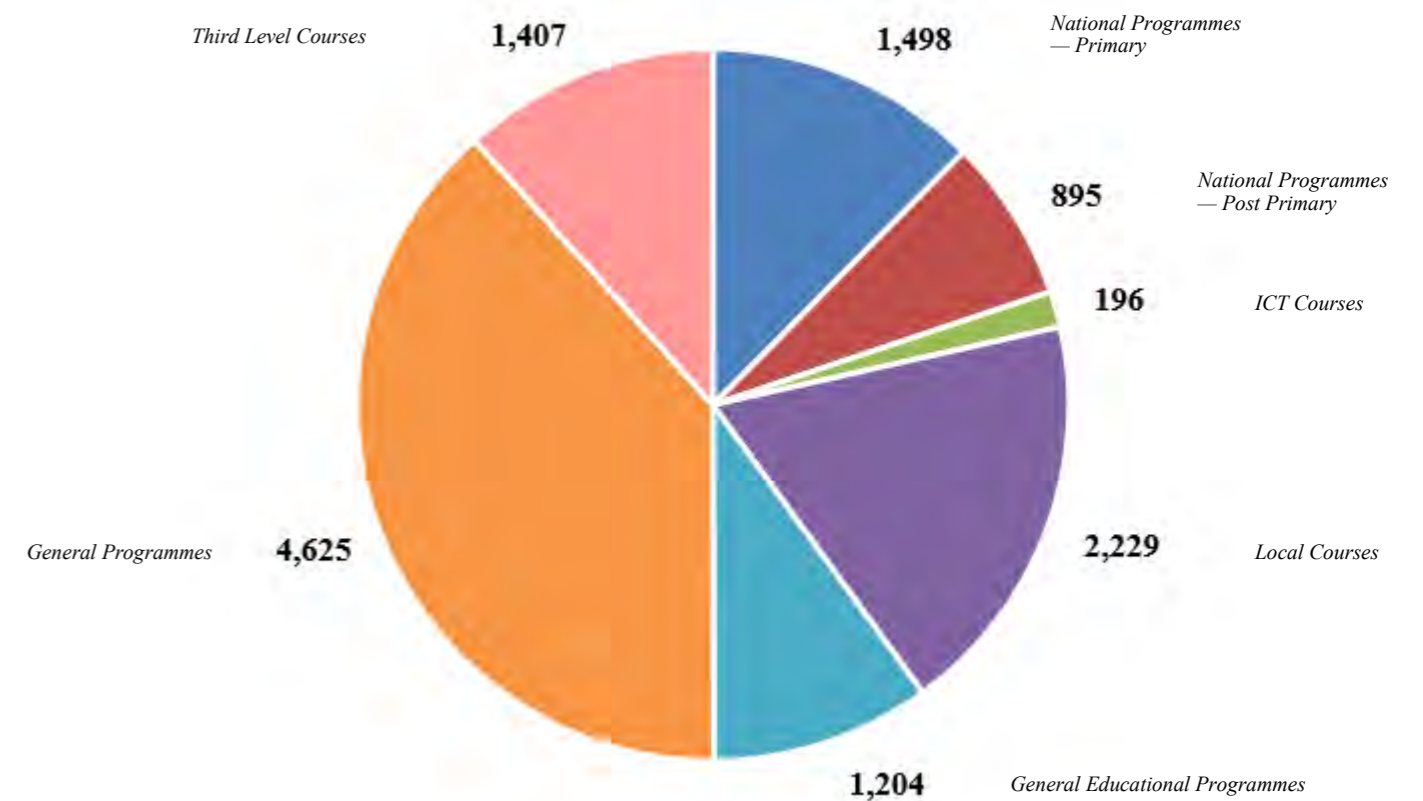
	2022 €	2021 €
Wages	212,171	232,629
Social Insurance Costs	24,887	27,514
	<u>237,058</u>	<u>260,143</u>

The company operates a defined contribution scheme for its employees. The scheme is externally financed in that the assets of the scheme are held separately from those of the company in an independently administered fund.

Pay Range	No. of employees	2022 €	2021 €
0 - 59,999	6	212,171	232,629
60,000 - 69,999	-	-	-
70,000 - 79,999	-	-	-
80,000 - 89,999	-	-	-
90,000 - 99,999	-	-	-
100,000 - 110,000	-	-	-
Total	<u>6</u>	<u>212,171</u>	<u>232,629</u>

Courses/Programmes at Kilkenny Education Support Centre **Number of Participants**

National Programmes — Primary	1,498
National Programmes — Post Primary	895
ICT Courses	196
Local Courses	2,229
General Educational Programmes	1,204
General Programmes	4,625
Third Level Courses	1,407
Total	12,054



NOTES

KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

5. Other Programme Income

	2022	2021
	€	€
Reading Recovery	(330)	5,880
NIPT	-	45
Programme administration fees	6,437	-
Catering costs reimbursed	40,417	11,072
Teacher Artist Partnership	9,779	24,431
Creative Cluster	20,656	18,266
	<u>76,959</u>	<u>59,694</u>

6. Other Income

	2022	2021
	€	€
Room rental	153,047	116,799
Administration fee	30,000	25,000
Fees for services	968	3,428
Sundry	15,473	7,150
Wage subsidy scheme	21,602	137,151
	<u>221,090</u>	<u>289,528</u>

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

TREASURER'S REPORT

4. Department of Education Grants (continued)

	2022	2022	2021	2021
	€	€	€	€
<u>4d. Minor Works Grant</u>				
Income				
Opening deferred grant income	4,366		2,099	
Minor works grant	-		5,067	
Minor works grant income deferred in the year	-		(4,366)	
	4,366	4,366		2,800
Less: Total Expenditure				
Maintenance	4,366		2,800	
		4,366	2,800	2,800
Net Surplus / (Deficit)		-		-

Name of Grantor - Department of Education & Skills, Teacher Education Section

Name of Grant - Minor Works Grant

Purpose of Grant and Restriction of Use – Funding of minor works to include repairs or improvements to Centre buildings and grounds and to purchase fixtures and fittings, IT and office equipment

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

Total deferred income as at 31 December 2022 €Nil.

It is with pleasure that I write this year's Treasurer's Report. Presented below are the audited Financial Statements for the Financial Year ended 31st December 2022 for Kilkenny Education Support Centre — the Accounts were audited by Crowley's DFK.

The 2022 financial year was a particularly challenging period due to the impact of COVID-19 and the unfit for purpose core funding model used by the Department of Education. The Director and Management Committee ensured that the costs were managed throughout this trying period, and that services continued to be provided to school communities in our catchment area.

Income and Expenditure Account

1. In 2022 there was a deficit of €116,110. The overall costs in 2022 are approximately the same as 2021, but income dropped by €75,000 (17%). The Centre received no Department funding and the Employee Wage Subsidy Scheme (EWSS) ended in April 2022. This impacted significantly on income.
2. The loss of other income, particularly the EWSS, led to a reduction of €68,000 (24%) in 2022.
3. Other programme income (programmes run by PDST and JCT) increased in 2022 by 29%, due to a return of face-to-face trainings coming back into the Centre.
4. Staff costs dropped by €23,000 (9%) from 2021 levels, due to staff hours being reduced in 2022, these cuts were made in line with the reduction in Centre income.
5. Light and heat increased by 55% in 2022.
6. Travel and subsistence, venue costs and catering all increased in 2022 due to a greater number of face-to-face activities.
7. I.T. costs reduced by 57% from 2021. Staff were set up on their laptops and needed less support from A to Z Computers; also there was a reduction in Zoom licence costs.

Balance Sheet

1. Fixed assets have decreased in value from the 2021 Accounts due to depreciation of the assets and very few assets being purchased.
2. Debtors, the clients who owe money to the Centre, increased in value, almost doubling. Many of the Centre's clients and users for 2022 were external bodies, who were generally slower to pay.
3. In 2022, cash on hand declined by €188,000 because of the significant drop in income, necessitating the Centre to rely on its reserves.
4. Creditors, clients that the Centre owes money to, decreased by €81,000 in 2022.

Thanks to Eithne, John, the Management Committee, the Audit and Risk Committee (ARC) and the Centre staff — especially our Accountant, Liz, without whose patience and support my job would be far more difficult indeed!

*Diarmuid Creedon
Treasurer
Kilkenny Education Support Centre*

MANAGEMENT COMMITTEE'S REPORT AND CONSOLIDATED FINANCIAL STATEMENTS FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

KILKENNY EDUCATION CENTRE

MANAGEMENT COMMITTEE'S REPORT AND FINANCIAL STATEMENTS

FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

4. Department of Education Grants (continued)

	2022	2022	2021	2021
	€	€	€	€
<i>4c. ICT Grant</i>				
Income				
ICT grant	-	-	16,000	-
Total Income	<u>-</u>	<u>-</u>	<u>16,000</u>	<u>16,000</u>
Less: Total Expenditure				
Wages	-	-	8,000	-
Website and IT costs	-	-	8,000	-
	<u>-</u>	<u>-</u>	<u>16,000</u>	<u>16,000</u>
Net Surplus / (Deficit)		<u>-</u>		<u>-</u>

Name of Grantor - Department of Education & Skills, Teacher Education Section

Name of Grant - ICT Grant

Purpose of Grant and Restriction of Use – To fund ICT administrator and related course costs

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

Total deferred income as at 31 December 2022 €Nil.

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

4. Department of Education Grants (continued)

	2022	2022	2021	2021
	€	€	€	€
<u>4b. Local Course Grant</u>				
Income				
Opening deferred grant income	1,702		2,972	
Local course grant	-		34,444	
Local course grant deferred in the year	-		(1,702)	
		1,702		35,714
Less: Total Expenditure				
Lecture fees	1,149		31,772	
Travelling and subsistence	222		2,139	
Room hire	62		-	
Catering supplies and canteen	240		1,108	
Course resources	29		695	
		1,702		35,714
Net Surplus / (Deficit)		-		-

Name of Grantor - Department of Education & Skills, Teacher Education Section
Name of Grant - Local Course Grant
Purpose of Grant and Restriction of Use – Funding of local course costs
Accounting for Grant - Term is 12 months from January to December
Total deferred income as at 31 December 2022 €Nil.

CENTRE INFORMATION

Management Committee

The Management Committee consists of twelve people; Chairperson, Vice Chairperson, Treasurer, and eight ordinary members, the Centre's Director is an ex-officio member.

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

Name	Role	Date of Appointment
Paul Behan	Member	23/06/2021
Annemarie Bergin	Member	23/06/2021
Diarmuid Creedon	Treasurer	23/06/2021
Josephine Doyle	Member	23/06/2021
Gerard Farrelly	Member	23/06/2021
Peter Madden	Member	23/06/2021
Eithne McKenna	Chairperson	23/06/2021
Gemma Ní Bhroin	Member	23/06/2021
Tom Percy	Member	23/06/2021
Margaret Walsh	Member	23/06/2021
Martha Woodcock	Vice Chairperson	23/06/2021
John O' Sullivan	Ex-officio Member	23/09/2019

Director John O' Sullivan

Business Address Seville Lodge
Callan Road
Kilkenny

Auditor Crowleys DFK Unlimited Company
5 Lapps Quay
Cork

Bankers Ulster Bank
High Street
Kilkenny

CONTENTS

	Page
Management Committee's Report	4-8
Management Committee's Responsibilities Statement	9
Independent Auditors' Report	10-13
Statement of Income and Expenditure	14-15
Statement of Financial Position	16
Statement of Cash Flows	17
Notes to the Financial Statements	18-39

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

4. Department of Education Grants

	2022 €	2022 €	2021 €	2021 €
<u>4a. Core Grant</u>				
Income				
Core Grant	-		13,651	
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
		-		13,651
Less: Total Expenditure				
Committee members' expenses	-		564	
Director's expenses	-		276	
Telephone and internet costs	-		1,820	
Stationery, printing and postage	-		757	
Memberships and subscriptions	-		1,750	
Consultancy	-		1,500	
Light, heat and water	-		3,750	
Insurance	-		2,000	
Cleaning/caretaking/equipment maintenance	-		1,234	
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
		-		13,651
Net Surplus / (Deficit)		<u> </u>		<u> </u>
		-		-

Name of Grantor - Department of Education & Skills, Teacher Education Section
 Name of Grant - Core Grant
 Purpose of Grant and Restriction of Use – Normal day to day running costs of the Centre
 Accounting for Grant - Term is 12 months from January to December
 Total deferred income as at 31 December 2022 €Nil.

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 €37,838 (2021: €11,424).

Useful Lives of Tangible Fixed Assets

Long-lived assets comprising primarily of building and improvements, 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 €685,128 (2021: €715,519).

Going Concern

The Centre made a deficit of €116,110 for the financial year ended 31 December 2022 and has net assets of €794,978 at 31 December 2022. The Centre is part funded by the Department of Education (the Department). Annually the Centre prepares and submits a budget to the Department for the following financial year. Following a review of the proposed budget and the Centre's available cash balances the Department confirms to the Centre its funding allocation for the next financial year. The Centre has now agreed its budget and funding allocation for year ended 31 December 2023 with the Department. While the Department will not confirm the Centre's funding allocation for year ended 31 December 2024 until early 2024, the Management Committee is satisfied that at the date of signing these financial statements there is no indication that the Department is likely to withdraw its financial support to the Centre.

On this basis, the considered view of the Management Committee is that there is a reasonable expectation that the Centre will have adequate resources available to finance its operating activities and other obligations for a period of at least twelve months from the date of signing these financial statements and that there is no material uncertainty regarding the Centre's ability to meet its liabilities as they fall due. The Management Committee therefore considers it appropriate to prepare the financial statements on a going concern basis. Accordingly, these financial statements do not include any adjustments to the carrying amounts and classification of assets and liabilities that may arise if the Centre was unable to continue as a going concern.

Principal Activities

Kilkenny Education Support Centre engages in the following key activities:

- **National Programmes:**
We organise and deliver national programs for professional and personal development on behalf of the Department of Education.
- **Support Services:**
We provide services to schools, teachers, and other relevant individuals to assist them in carrying out their educational responsibilities as recognized by the Minister. This includes supporting professional development needs for schools, Boards of Management, Principals, Deputy Principals, Middle Leaders, Teachers, SNAs, and all other school staff. Additionally, we offer support to Parents and Guardians in primary and post-primary schools within our defined geographical area.
- **Local Programmes:**
We offer a diverse range of local support, training, and professional development programs tailored to the specific needs and demands of schools and their stakeholders.
- **Reading Recovery Programme:** As the Regional Centre for the South East, we play a key role in the implementation of the Reading Recovery Programme.
- **Collaboration and Support:** We actively engage in various projects, programs, and initiatives within the education sector, serving as a strategic resource. We also act as a resource centre, venue,
- **Other roles include:**
 - Housing Special Education Needs Organisers (SENOs), Tusla Education Welfare Officers, National Council for Curriculum and Assessment (NCCA) staff, and the National Educational Psychology Service (NEPS) for the area. Furthermore, the Centre acts as the administrative hub for the Health and Safety Authority's Choose Safety programme.

The Centre also:

- Plays a vital role in education by acting as a strategic resource for national and other projects, programs, and initiatives determined by the Minister. Additionally, it serves as a valuable resource, venue, and meeting centre for the local education community.
- Furthermore, the Centre actively promotes its role and major functions within the education sector. It contributes to the development of expertise in key areas through consultation and partnership with the Department and shares this knowledge throughout the Education Centre network and the broader education system.
- The Centre also fosters cooperation and engagement with other Education Support Centres. This collaboration aims to facilitate the exchange of best practices and ensure the collective success of the education support system.

**KILKENNY EDUCATION CENTRE
MANAGEMENT COMMITTEE'S REPORT
FOR THE FINANCIAL YEAR 31 DECEMBER 2022**

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

Results

The Management Committee confirms the accuracy and fairness of the financial statements, providing a comprehensive overview of our financial performance and position at the year end.

Throughout the year, the Centre experienced a notable level of activity with local courses and bookings from the public sector and select private commercial entities. Furthermore, we dedicated significant efforts to the ongoing delivery of the Health and Safety Authority's Choose Safety Programme.

In terms of national programmes, the Centre witnessed a higher workload compared to the previous year, although it did not reach the pre-COVID-19 levels of activity.

As indicated by the Financial Report, the aforementioned operations resulted in an overall deficit of €116,110.

This deficit primarily stemmed from the absence of income from the Department of Education (typically €167,580).

To mitigate the financial impact, when EWSS ended, we implemented payroll expenditure cuts, resulting in savings of approximately €30,000.

We maintained a healthy annual income from rent and external room hire, which predominantly contributed to meeting our payroll costs.

Energy costs in 2022 witnessed a significant increase compared to 2021. Despite this, we absorbed the additional expenses without passing on the burden to our tenants through rental increases.

Governance Statement

The Management Committee

The Management Committee consisted of 11 members until October 27, 2022, and expanded to include 12 members from that date onwards.

Dates of meetings: 13-January-2022, 17-February-2022, 24-March-2022, 07-April-2022, 28-April-2022, 19-May-2022, 08-September-2022, 27-October-2022, 24-November-2022

Overall attendance was 80.1%

The Committee has a formal schedule of matters specifically reserved for its decisions including the approval of its annual financial statements, budgets, business plans, the appointment of staff, the Centre's policies and procedures etc.

Management Committee/Director

The Director holds the responsibility for the daily management of Education Centre activities, as delegated by the Management Committee. Both the Management Committee and the Director adhere to an organisational structure tailored to meet the Centre's requirements in various areas, such as CPD delivery, Finance, Audit, Property, Human Resources, and IT. Additionally, the Director plays a key role in coordinating activities from a reporting and governance standpoint within the Centre.

Audit and Risk Committee

The Audit and Risk Committee consisted of 6 members until October 27, 2022, from October 27 onwards, it had 5 members, one of whom is the Chairperson, one the Treasurer and one of whom is the Director.

2. Accounting policies (continued)

2.11 Foreign Currency Translation (continued)

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.

2.12 Interest Income

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

2.13 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.

2.14 Borrowing Costs

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

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

2. Accounting policies (continued)

2.9 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.

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.

2.10 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.

2.11 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.

**KILKENNY EDUCATION CENTRE
MANAGEMENT COMMITTEE'S REPORT
FOR THE FINANCIAL YEAR 31 DECEMBER 2022**

Audit and Risk Committee Members	Roles
Eithne McKenna	Chairperson
Martha Woodcock	Vice Chairperson
Tom Percy (until 27 October 2022)	Treasurer until 27/10/22
John O'Sullivan	Director
Peter Madden	Ordinary Member
Diarmuid Creedon	Ordinary Member Treasurer from 27/10/22

The committee met eight times in 2022.

Dates of meetings: 13-January-2022, 17-February-2022, 24-March-2022, 28-April-2022, 19-May-2022, 08-September-2022, 27-October-2022, 24-November-2022

Overall attendance was: 93.5%

The Audit and Risk Committee receives regular updates on the Centre's financial position from the Centre's Accountant. The Finance Committee is fully aware of the nature and scope of the external audit and the findings and results of same.

The Audit and Risk Committee also keeps under review the control, procedures and policies relating to compliance, and fraud. The Committee reviews the system of internal controls and makes recommendations in relation to the control activities.

Statement on Internal Controls

The Management Committee acknowledges its responsibility for maintaining and operating an effective system of internal control in accordance with the Code of Practice for the Governance of State Bodies 2016.

This statement has been thoroughly reviewed by the Audit and Risk Committee and the Board to ensure its accuracy in reflecting the control system implemented during the reporting period. Additionally, external auditors have reviewed the statement to ensure consistency with the information obtained 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 eliminate it entirely. While the system provides reasonable assurance, it does not guarantee absolute prevention of material errors, irregularities, or complete elimination of risk. It aims to safeguard assets, ensure proper authorisation and recording of transactions, and timely detection and prevention of errors or irregularities.

Capacity to Handle Risk.

Kilkenny Education Centre has developed an Internal Controls Policy that outlines financial and other process-related controls. The Management Committee assumes responsibility for approving the Internal Controls Framework, which is tailored to address specific strategic objectives and manage risk exposures efficiently within the policy's context. The policy ensures the implementation of appropriate procedures throughout the Education Centre to identify, assess, and manage key risks that may impact reputation, operational and financial capabilities, and hinder the achievement of objectives in a risk-averse manner.

**KILKENNY EDUCATION CENTRE
MANAGEMENT COMMITTEE'S REPORT
FOR THE FINANCIAL YEAR 31 DECEMBER 2022**

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

Risk Monitoring and Review.

Formal procedures are established for monitoring control processes, and any identified control deficiencies are promptly communicated to those responsible for corrective actions, as well as to the Director and relevant members of the Management Committee. The Education Centre has implemented ongoing monitoring systems, including the identification of key risks, monitoring of key controls, reporting of deficiencies, and establishment of reporting arrangements for financial management responsibilities. The Management Committee conducts regular reviews of periodic and annual performance and financial reports to assess performance against budgets/forecasts.

Procurement.

The Management Committee diligently strives to adhere to prevailing procurement regulations and guidelines.

Internal Control Issues.

In relation to the year 2022, there were no material weaknesses, material losses, or frauds identified that require disclosure in the financial statements. Furthermore, no weaknesses in internal controls with a significant impact on the financial statements for 2022 or subsequent years were discovered during the current year.

The Management Committee and the Director maintain a vigilant approach to identify and address control weaknesses. They actively encourage feedback through external audit and ongoing monitoring and review processes to enhance the Education Centre's control system. Reports, recommendations, and suggestions received are diligently followed up, and actions are promptly implemented to address any identified areas for improvement.

The Education Centre remains committed to continuously strengthening its internal control system to safeguard against risks and ensure effective financial management

Principal Risks and Uncertainties

The current funding model is a risk.

The COVID-19 pandemic which took hold in March 2020 had a significant effect on our operations. The centre adapted to online provision of professional learning opportunities. Now that the pandemic is over, the main focus is again to restore the level of face to face CPD provision, but to do it differently; the Management Committee strongly believes in the value of face-to-face professional learning opportunities. We recognise the benefits of personal interaction, non-verbal communication, networking, and hands-on activities that in-person sessions provide. The Centre intends, by clustering schools together, to deliver accessible CPD directly to their doorsteps, fostering a sense of community and enhancing the effectiveness of our programmes and courses.

The Centre remains committed to assessing the engagement with online learning and face-to-face opportunities. We will continue to adapt and meet the perceived and observed needs of school communities, both in-person and online. Our goal is to provide effective and flexible learning options to ensure the ongoing support and growth of educators.

With the rising costs every business is currently facing and the uncertainties, these present a worrying risk to the Centre's future income and expenditure.

It is important to note that Despite facing significant challenges, including rising costs and the energy crisis of 2022, the Centre's dedicated staff has shown unwavering commitment in maintaining our services. We

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	-	15%
Buildings and Improvements	-	2.5%

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 Stocks

Stocks are stated at the lower of cost and net realisable value, being the estimated selling price less costs to complete and sell. Cost is based on the cost of purchase on a first in, first out basis.

At each reporting date, stocks are assessed for impairment. If stock is impaired, the carrying amount is reduced to its selling price less costs to complete and sell. The impairment loss is recognised immediately in income or expenditure.

2.7 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.

2.8 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.

KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

2. Accounting Policies (continued)

2.3 Income (continued)

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.

KILKENNY EDUCATION CENTRE
MANAGEMENT COMMITTEE'S REPORT
FOR THE FINANCIAL YEAR 31 DECEMBER 2022

have persevered through the financial burdens imposed by increased expenses in labour, utilities, insurance, maintenance, and materials. Moreover, it is important to highlight that our funding level has remained relatively unchanged since 2013, adding strain to our operations.


The surge in natural gas prices, reaching eight times its average level prior to the Ukraine War, along with inflationary pressures not witnessed in Ireland for four decades, has further intensified the financial burden on our Centre. However, we are resolute in our determination to overcome these challenges and ensure the continuity of our vital services for the benefit of the education community we serve. Our commitment remains steadfast, and we will navigate this difficult period with resilience and determination.

Future Developments

- **Evaluation and Impact Assessment:** Strengthening evaluation processes to measure effectiveness and improve professional learning programmes.
- **Energy Efficiency:** Developing a robust energy efficiency programme to reduce the Centre's carbon footprint and reliance on fossil fuels.
- **Expansion of Local Course Programme:** Continuing expansion of services to schools through the Local Course Programme, aligning with our Budget, Service Plan, and Strategic Plan.
- **Implementation of Digital Learning Initiatives:** Exploring and implementing digital learning initiatives alongside face-to-face CPD for flexibility and accessibility.
- **Strengthening Partnerships:** Cultivating collaborative partnerships with external organisations, educational institutions, and stakeholders to enhance professional learning opportunities.
- **Enhancing Technology Infrastructure:** Investing in technology infrastructure upgrades for seamless online learning and virtual collaboration platforms.
- **Promoting Diversity and Inclusion:** Initiating dedicated initiatives to foster diversity, inclusivity, and cultural competency in professional learning. **Post Balance Sheet Events.**

Post Balance Sheet Events.


There have been no significant events since the end of the financial year that require adjustment to or disclosure in the financial statements. Approved by the Management Committee and signed on its behalf by.



Eithne McKenna
Management Committee
Date: 13/09/2023



Diarmuid Creedon
Management Committee
Date: 13/09/2023



John O'Sullivan
Management Committee
Date: 13/09/2023

**KILKENNY EDUCATION CENTRE
MANAGEMENT COMMITTEE'S RESPONSIBILITIES STATEMENT
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

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").

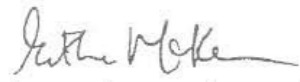
The Management Committee must not approve the financial statements unless it is satisfied that they give a true and fair view of the assets, liabilities and financial position of the Centre as at the financial year end date and of the surplus or deficit of the Centre for that financial year.

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:



Eithne McKenna
Management Committee
Date: 13/09/2023



Diarmuid Creedon
Management Committee
Date: 13/09/2023



John O'Sullivan
Management Committee
Date: 13/09/2023

**KILKENNY EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

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 Kilkenny Education Centre for the financial year ended 31 December 2022.

The nature of Kilkenny 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.

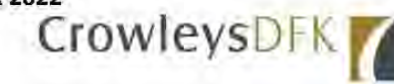
2.3 Income

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:

**KILKENNY EDUCATION CENTRE
STATEMENT OF CASH FLOWS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

	Note	2022 €	2021 €
Surplus / (Deficit) for the financial year		(116,110)	(39,347)
<i>Adjustments for:</i>			
Depreciation for year	11	40,674	41,894
<i>Changes in:</i>			
Decrease / (Increase) in Stock		-	13,961
Decrease / (Increase) in Debtors and prepayments	12	(21,808)	(7,548)
Increase / (Decrease) in Creditors and accrued income	14	(80,500)	25,141
Cash generated from operating activities		<u>(177,744)</u>	<u>34,101</u>
Cash generated from investing activities			
Purchase of tangible assets	11	(10,283)	(2,468)
Net cash used in investing activities		<u>(10,283)</u>	<u>(2,468)</u>
Net increase / (decrease) in cash and cash equivalents		(188,027)	31,633
Cash and cash equivalents at beginning of financial year	13	420,705	389,072
Cash and cash equivalents at the end of financial year	13	<u>232,678</u>	<u>420,705</u>
Cash and cash equivalents at the end of the financial year comprise:			
Cash at bank and in hand		<u>232,678</u>	<u>420,705</u>

**INDEPENDENT AUDITORS' REPORT TO THE DEPARTMENT OF EDUCATION
AND THE MANAGEMENT COMMITTEE OF KILKENNY EDUCATION CENTRE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**



**Report on the audit of the financial statements
Opinion**

We have audited the financial statements of Kilkenny Education Centre for the year ended 31 December 2022. 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 2022 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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Partners: James O'Gorman (Director), Tony Cooney (Director), Edward Murphy (Director), Colette Nágle (Director), Niall Kelly (Director), Vincent Teo (Director), Siobhán O'Hea (Director), Harry O'Sullivan (Director), David Coombes (Director), Niall Grant (Director), Donna Gould (Director)

Crowleys DFK Unlimited Company trading as Crowleys DFK. Registered Office: 16/17 College Green, Dublin D02 V078. Company No: 551878

A member firm of DFK International a worldwide association of independent firms

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 KILKENNY EDUCATION CENTRE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022 (CONTINUED)



KILKENNY EDUCATION CENTRE
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2022

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.

	Note	2022 €	2022 €	2021 €	2021 €
Non-Current Assets					
Tangible assets	11		685,128		715,519
			<u>685,128</u>		<u>715,519</u>
Current Assets					
Debtors: amounts falling due within one year	12	37,838		16,030	
Cash at bank and at hand	13	232,678		420,705	
		<u>270,516</u>		<u>436,735</u>	
Creditors: amounts falling due within one year	14	160,666		241,166	
Net current assets			<u>109,850</u>		<u>195,569</u>
Total assets less current liabilities			<u>794,978</u>		<u>911,088</u>
Net assets			<u>794,978</u>		<u>911,088</u>
Reserves					
Income and expenditure account	15		<u>794,978</u>		<u>911,088</u>

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

Eithne McKenna
Management Committee
Date: 13/09/2023

Diarmuid Creedon
Management Committee
Date: 13/09/2023

John O' Sullivan
Director
Date: 13/09/2023

The notes on pages 18 to 38 form an integral part of these financial statements.

**KILKENNY EDUCATION CENTRE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022**

	Note	2022 €	2021 €
Expenditure			
Staff costs	7	237,058	260,143
Staff training and recruitment		1,483	690
External training course providers		32,378	34,159
Management Committee members' expenses	8	878	564
Director's expenses	8	4,193	614
Travelling and subsistence		12,716	1,153
Telephone and internet costs		3,696	4,240
Website and IT		8,596	19,844
Stationery, printing and postage		3,944	1,069
Memberships and subscriptions		1,750	1,750
Light, heat and water		19,715	12,719
Venue costs		12,541	502
Insurance		7,844	4,731
Security		1,828	2,067
Cleaning/caretaking/equipment maintenance		3,968	3,596
Maintenance of premises and grounds		10,285	15,229
Catering supplies and canteen		32,364	8,438
Legal, audit and professional fees		4,000	3,989
Bank charges		650	578
Depreciation	11	40,674	41,894
Obsolete stock		457	13,938
Advertising and marketing		-	369
Office supplies		1,092	1,002
Gifts/Donations		365	-
Creative Cluster		20,656	18,266
Teacher Artist Partnership		14,734	24,431
Total Expenditure		<u>477,865</u>	<u>475,975</u>
Net Surplus / (Deficit)		<u>(116,110)</u>	<u>(39,347)</u>

There were no other recognised gains and losses for year ended 31 December 2022 or 31 December 2021 other than those included in the Income and Expenditure account.

The notes on pages 18 to 38 form an integral part of these financial statements.

**INDEPENDENT AUDITORS' REPORT TO THE DEPARTMENT OF EDUCATION
AND THE MANAGEMENT COMMITTEE OF KILKENNY EDUCATION CENTRE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022 (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 KILKENNY EDUCATION CENTRE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022 (CONTINUED)

KILKENNY EDUCATION CENTRE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2022

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 Kilkenny 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 Kilkenny Education Centre, for our audit work, for this report, or for the opinions we have formed.

Crowleys DFK Unlimited Company
Chartered Accountants and
Statutory Audit Firm
5 Lapps Quay
Cork
Date: 13 September 2023

<u>Income</u>	Note	2022 €	2021 €
Source			
Department of Education - Full Time Centre	4		
Core grant	4a	-	13,651
Local course grant	4b	1,702	35,714
ICT grant	4c	-	16,000
Minor works grant	4d	4,366	2,800
Programme Income			
Professional Development Services for Teachers (PDST)		32,974	1,800
Local courses		6,626	6,706
Post Primary Professional Development (PPPD)		7,496	6,398
Information Technology (NCTE)		9,714	4,337
SESS seminar costs		828	-
Other programme income	5	76,959	59,694
Other Income	6	221,090	289,528
Total Income		<u>361,755</u>	<u>436,628</u>