

ANNUAL REPORT AND ACCOUNTS 2003 / 2004



**North Eastern Education and Library Board
Annual Report and Accounts
For the year ended 31 March 2004**

*Laid before the Houses of Parliament by the
North Eastern Education and Library Board
In accordance with Paragraph 12(2) and 12(4) of the Schedule to the
Northern Ireland Act 2000 and Paragraph 41 of the Schedule to the Northern Ireland
Act 2000 (Prescribed Documents) Order 2004*

18th May 2006

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by the North Eastern Education and Library Board*

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CHAIRMAN'S FOREWORD

It gives me great pleasure to introduce the North Eastern Education and Library Board's Twelfth Report covering the 2003-2004 financial year.

As this is my first report as Board Chairman I should like to pay tribute to my predecessor James Currie.

It has been another year of notable success for the Board, tempered by a sad note with the retirement of the Chief Librarian, Pearl Valentine. During her nine years with the Board she contributed to many changes in the Library Service, moving it into the digital age of free internet access for everyone.

In January of this year I was delighted to take part in the North of England Education Conference hosted in Northern Ireland by the five Education and Library Boards. The organising Committee under the leadership of our Chief Executive took this unique opportunity to showcase not just the professionalism and creativity within education in Northern Ireland but also the many and varied talents of our young people. Those fortunate enough to attend the Gala Opening of the Conference will not easily forget the extravaganza of song and dance. This spectacle set the scene and introduced the theme of 'Education in a Pluralist Society' which ran throughout the Conference. Many and deserved accolades were paid to Gordon Topping for the pivotal role which he played in the organisation of this very successful Conference. I take this opportunity on behalf of my colleagues on the Board to congratulate and thank our Chief Executive. Living in reflected glory is good.

The same high degree of organisational skill and management expertise was in evidence as the Board achieved the Gold Standard in the Steps to Excellence programme run by the Northern Ireland Centre for Competitiveness. The North Eastern Education and Library Board was the only public sector body in the Province to achieve the Gold Standard award this year, having obtained a Silver award last year at its first attempt.

Add to this the success of the Board's Youth Service in being presented with the Government's Charter Mark for excellence in public service and you have even more evidence of what real quality public services can and should be like.

However this is only the tip of the iceberg. The Annual Report contains example after example of the work which constantly goes on to improve our services across a whole range of areas. I have been privileged during the past year while visiting schools, youth clubs and libraries to see evidence of best practice across the Board. No-one could fail to be impressed by such concerted efforts. Success is not a destination but a journey and the Board, its members and officers are committed to this journey.

Finally I wish to thank my Vice Chairman, Patsy McShane, for his support, my Board colleagues for their wisdom as important decisions are taken and the many dedicated staff who make it all happen.

Joan Christie OBE
Chairman

CHIEF EXECUTIVE'S COMMENTARY

Partnership is a word we hear quite often these days and for a very good reason. No one individual and no one organisation can expect to function successfully in today's multi-faceted society without the support of others.

In an environment where there is co-operation, with each constituent partner contributing their strengths, there is a far greater likelihood that what is promised can be delivered and the outcomes we seek can be realised.

This annual report is testimony to what we as individuals working together as teams have achieved over the past year. But the ethos of partnership working stretches beyond the immediate organisation to interlock with others in the public and private sectors and the end result is a service to our customers that is second to none.

A prime example of this is our Curriculum Advisory and Support Service (CASS) which has rightly been praised for its role in the Learning Schools Programme of Information and Communications Technology training for teachers supported by the New Opportunities Fund and Research Machines Ltd. The feedback from schools and those involved in the programme here and in the rest of the UK has been overwhelmingly positive. Our Board had the highest uptake by teachers of any authority in the UK, and the completion rate was equally successful.

A similar story emerges in relation to the partnerships we have developed between our schools and those in other European countries, particularly with our partner authorities in Brandenburg, Strasbourg and Andalusia. The extent of these partnerships is astonishing and can be witnessed by anyone who views our website. There is little doubt that we are leading the field in this area.

While we are on the subject of websites a further example of inter-board co-operation and partnership is the Student Support website which the North Eastern Board has played the leading role in developing.

Another good example of partnerships in our Board is the Post Primary Heads Association which has been revitalised in the past year as a forum for discussion and concerted action.

There are numerous examples of partnership work with our colleagues in health and social services but I shall refer here to just one. The production of the 'Everyone Together' pack for PE teachers working with pupils who have special needs was made possible by funds from the Northern Investing for Health Partnership. These teaching materials provide a tremendous testimony to a multi agency approach and they have been very well received in Northern Ireland and elsewhere.

The following pages illustrate many more instances of good practice and I urge you to explore them with an open and enquiring mind.

Gordon Topping OBE
Chief Executive

BOARD MEMBERSHIP

The Board consists of 35 members who are appointed by the Minister responsible for Education to represent:

- each district council
- the interests of transferors of schools
- the interests of trustees of maintained schools
- the services for which the Board is responsible

The membership of the Board from 1 April 2003 until 31 March 2004 was as follows:

Representing each Borough/ District Council

Mr D D Barbour MSc HNC
Mr J R Beggs MP
Mr R F Cavan BA DipEd DMS
Mrs O M Church
Mrs J M Crilly BA(Hons) DipEd
Mr J K F Currie MBE BEd(Hons) SDA
Mrs L Frazer BSc(Hons)
Mr J A Gaston MBE JP
Mr J A McBride BA
Mr A P McConaghy MBE
Mr H Nicholl
Mr A J Templeton
Mr R Thompson JP
Mr A D C Watson

Representing the services for which the Board is responsible

Mrs J Christie MBE
Mrs U M Duncan MA DASE BA CertEd
Mrs P A Gillespie BA DipLib DipKin
Mrs L A Hicklin
Mr M J Johnston BA
Miss M Laverty
Mr K M McCann
Mr S A McCrea BEd BA MA(Ed)
Mr P G McShane
Mr N S Macartney
Mr N C Murray
Mr J C Reid BSc TD BSc
Mrs C Wegwermer

Representing the interest of transferors of schools:

Mrs M W Crockett
Rev D S Graham
Rev J T Jamieson
Mrs C M Poots BA MSc PGCE
Rev R B Savage
Rev T Scott

Representing the interest of trustees of maintained schools:

Mr J Convery BA DASE (resigned 23/2/04)
Mr M P Devine BEd DASE MEd

SUMMARY OF KEY ACHIEVEMENTS IN 2003/2004

- Taking account of income generating opportunities the Youth Service attracted an additional £1.1m to support the provision of projects and facilities for young people.
- The Youth Service, in partnership with MENCAP, researched and produced a good practice guideline relating to the inclusion of young people with learning disability in mainstream youth provision in Northern Ireland.
- The Board was awarded 'Gold' recognition in the 2003 'Steps to Excellence' awards process.
- A Unit Supervisor from the Education Catering Service succeeded in being awarded the Northern Ireland Salon Culinaire 2004 for Education Catering.
- The First Annual School Survey was issued to schools in the Board's area. A 60% response rate was recorded.
- The second bi-annual Staff Opinion Survey was carried out.
- Mechanisms were developed in order to effectively monitor feedback from customers regarding service quality.
- The Education Welfare Service used funding from the European Peace and Reconciliation Fund to set up study support groups in five children's homes across the Northern Health and Social Services Board area to develop partnership work with the Health and Social Services Trusts and young people in public care.
- Special Education established an MLD forum which is representative of all sectors involved in the education of pupils with moderate learning difficulties
 - Special Schools
 - Mainstream schools
 - Units attached to mainstream schools

to advise the Board on the future needs of this group of pupils.

- The Board opened two Primary Support Units based in Coleraine and Newtownabbey in response to the needs of Key Stage 1 and Key Stage 2 pupils with emotional and behavioural difficulties.
- The Board continued its extensive programme of capital development.

Under major capital schemes this included:

- the completion of Antrim Grammar School in November 2003;
- the completion of the new Sports Hall at Crumlin High School in June 2003;
- the completion of Damhead Primary School in August 2003;
- the completion of Ballymena Library in October 2003.
- The implementation phase of the ELFNI project was signed off at the end of July 2003.
- The NOF training for teachers and school librarians was completed. The uptake and completion rates of the training in the Board area were the highest in the United Kingdom.
- The Board's Mathematics Adviser was invited by the UK Maths Trust to speak about the Board's approach to '*Enriching Mathematical Experience*' at teachers' conferences in six centres throughout England.

INTRODUCTION

The North Eastern Education and Library Board was established in 1973 and its constitution as revised is laid down in the Education and Libraries (NI) Order 1986. The Board consists of 35 members, appointed by the Minister responsible for the Department of Education (DE), and representative of the following:-

- each District Council in the Board's area
- transferors' interests
- trustees of maintained schools
- those with an interest in the services for which the Board is responsible, including the Library Service, Youth Service and teachers.

A list of members of the Board for the period 2003/2004 is included in the preface to this document.

SOME FACTS AND FIGURES

Local Government Districts included within the Board's area:



Population

Population of the Board's area in the 2001 census	394,400
2003/2004 mid-year population estimate	395,514

School Enrolment Figures

(i) <i>Schools Controlled or Maintained by the Board</i>		
Category	Number of Schools	Enrolment Figures
Nursery Schools/Units	17 schools 34 units	1,456 1,364
Primary Schools (including Controlled Integrated and Irish Medium)	211	35,952
Secondary Schools	34	18,089
Special Schools	11	1,000
Grammar Schools	5	4,649
(ii) <i>Voluntary and Grant Maintained Schools</i>		
Category	Number of Schools	Enrolment Figures
Grant Maintained Nursery Unit	4	98
Grant Maintained Integrated Primary Schools	6	1,023
Grant Maintained Post Primary Schools	4	1,829
Voluntary Grammar Schools	11	9,093
Preparatory Departments	1	156
Total number of children enrolled in schools within the Board's area in the School Year 2003/2004		74,709

Library Service

Number of Branch Libraries	37
Number of Public Service Mobile Libraries (includes 2 dedicated to serving housebound library users)	9
Schools Mobile Libraries	4
Number of registered members of the Public Library Service	128,885

Youth Service

Membership of youth organisations within the Board's area (young people aged 4 – 25 years)	41,136
Number of Controlled Youth Clubs	30
Number of Voluntary Youth Organisations	536

Employees

Number of Board Employees (including Full-Time Teachers):	Approx. 10,500
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FUNCTIONS OF THE BOARD

The functions of the Board in relation to the provision of education and library facilities are laid down primarily in the Education and Libraries (NI) Order 1986, the Education Reform (NI) Order 1989, the Education and Libraries (NI) Order 1993, the Education (NI) Order 1996 and the Education (NI) Order 1997 and the Education (NI) Order 1998.

The system of public education is organised in two stages -

Primary Education	-	for pupils aged 5-11 in Key Stage I and II
Secondary Education	-	for pupils aged 11-18 in Key Stage III and IV and post 16 studies

The Board must also have regard to the need to provide nursery education and has a key role in delivering the pre-school expansion programme.

Within this public education system it is the duty of the Board -

- to contribute towards the spiritual, moral, intellectual and physical development of the community;
- to ensure that there are sufficient schools for providing primary and secondary education;
- to secure special educational provision for those children who have been identified as having special educational needs.

In fulfilling these functions we are required to draw up schemes which allocate finance and delegate responsibility to boards of governors of schools. In addition the Board must maintain a curriculum and advisory support service to provide support for staff and governors in schools.

The Board is also required -

- to secure the provision for its area of adequate facilities for recreational, social, physical, cultural and youth service activities and for services ancillary to education;
- to provide a comprehensive and efficient Library Service for persons living, working or undertaking courses of education in its area.

MISSION STATEMENT

The North Eastern Education and Library Board has a vision of developing world class Education, Library and Youth Services.

In achieving this the Board will aim to help everyone realise their potential and contribute to a caring, tolerant and progressive society.

In pursuing this aim *we believe* in the need to be

People Centred - valuing, motivating and developing all to their potential by –

- recognising the moral and spiritual dimension of education
- offering challenges and providing support
- providing equality of opportunity
- encouraging social inclusion
- providing information and fostering individual rights and responsibilities.
- involving people in the decision-making process
- welcoming cultural diversity

Creative and innovative - promoting new approaches to service delivery through –

- partnership
- flexible work practices
- staff development
- looking beyond ourselves to identify best practice

Committed to Quality – monitoring and evaluating service delivery in order to –

- take account of the needs of customers
- reach the highest possible standards
- foster a professional approach by dedicated staff, trained to fulfil their role
- demonstrate value for money.

Accountable - through the management of services which -

- are open and transparent
- are subject to scrutiny by the community
- encourage delegation within defined systems and procedures.

Corporate in Outlook - where staff understand how they contribute to meeting targets by –

- participating in staff appraisal
- helping to improve communication
- concentrating on outcomes.

We will endeavour to translate our values into action by

Managing effectively through

- target setting
- focussing on business results
- benchmarking
- continuously improving
- succession planning.

Encouraging Achievement through

- effective leadership
- training
- support and advice
- participation.

Providing Choice of

- appropriate schools and programmes
- formal and informal educational opportunities and experiences
- library and information resources and services.

Extending Access by

- working closely with partners
- developing innovative styles of service delivery
- providing appropriate facilities
- encouraging community involvement
- using new technology
- making people aware of educational opportunities
- seeking improved services for marginalised young people.

We are confident that the fulfilment of this mission will contribute to the strengthening of society and the economy; and that it can make a genuine contribution to the enrichment of the quality of life within the Board area.

STRATEGIC THEMES

The Board recognises that there is already a firm foundation of sound professional practice both centrally and within its institutions. In seeking to fulfil its mission and working within the context of an environment which is frequently subject to change, we developed the following key strategic themes to provide a comprehensive framework for the planning and delivery of services:

MEETING NEEDS
RAISING STANDARDS
BROADENING HORIZONS
ACQUIRING AND MANAGING RESOURCES

We believe that these themes continue to provide an effective structure for corporate planning and represent a shared approach within which all services will focus their activities towards the key outcomes of our organisation.

This Report records progress towards the targets set out in the Corporate Plan 2002-2006. The Board has also maintained and established performance indicators in many areas of service and these are highlighted in Section 3 of the Report.

BOARD STRUCTURES

In the period covered by this Report, the Board comprised five Departments providing services as follows:-

CHIEF EXECUTIVE'S DEPARTMENT

(Chief Executive: Mr G Topping OBE BA(Hons) MSc MBA DipEd FRSA)

The Chief Executive's Department provides services to Board members, other Board Departments, schools, Board staff and the general public. In particular the Department provides an information service to the general public through the media and to those who work and serve the Board.

Its functions are carried out through three units -

The Board Secretariat which provides administrative, organisational and secretarial support for the Board and its committees.

The Information Unit which provides a means of collecting and disseminating information to internal and external publics.

Internal Audit which provides assurance to the Chief Executive as Accounting Officer on the adequacy and effectiveness of Board systems.

EDUCATION DEPARTMENT

(Head of Department: Mr G Irwin DASE MEd)

The Education Department comprises six services which aim to make a specific contribution to the Board's Strategic Themes as well as contributing to a multi-disciplinary approach at Board level.

The Curriculum Advisory and Support Service aims to enhance the quality of education by providing a high quality, cost effective, proactive and responsive service to all those involved in education within the community.

The Strategic Management Unit aims to provide effective management and administration, including training, to primary and post primary schools.

The Educational Psychology Service aims to provide to schools and parents and other agencies, non statutory assessments and advice. Also the provision of statutory assessments and advice on individual children. Specialist teaching services provide support and direct teaching for the benefit of individual children.

The Education Welfare Service aims to ensure that parents fulfil their statutory obligations to secure suitable education for their children and seeks to provide support for children in liaison with schools, parents and other agencies.

The Special Education Service aims to identify children with special educational needs and determine and secure the special education provision that should be made for them.

The Youth Service aims to support and provide opportunities in informal settings relating to the personal and social development of young people with emphasis placed on supporting adolescents in their developmental transition from childhood to adulthood.

ADMINISTRATION DEPARTMENT

(Head of Department: Mr R Harper MA CertEd)

The Administration Department provides the Board, schools, parents and young people with a range of statutory and support services:-

The Human Resources Branch is responsible for the provision of Personnel Services to schools and Board managers.

The Pupil Student Services Unit is responsible for the provision of Transport, Student Support and Benefits and Open Enrolment/Transfer Services.

The Best Value Officer is responsible for supporting a programme of Best Value Reviews across all departments, as well as contributing to inter-board Best Value Reviews.

The Equality and Human Rights Officer is responsible for managing the Board's response to legislative requirements and for supporting other managers in dealing with equality and human rights education.

The School Meals Service is responsible for providing a range of comprehensive catering services to a variety of schools including primary, secondary, nursery and special.

The Property Services Division is responsible for providing the Board and schools with a wide range of professional and technical support services, for the maintenance of all Board properties and for the ongoing development of the Board's estate to meet the ever changing needs of the Education Service. Besides the Direct Services Organisation, which is responsible for building cleaning, grounds maintenance and vehicle maintenance, the Property Services Division also includes the Claims and Legal Administration Service which is responsible for the investigation of Personal Injury Claims brought against the Board and its legal administrative function including acquisition and sale of property.

LIBRARY AND INFORMATION DEPARTMENT

(Head of Department: Mrs P Valentine MBE BA(Hons) FCLIP)

The Library Department aims to meet the reading and information needs of all NEELB residents by providing a library service which is readily accessible and responsive to the needs of its users. It carries out this function through the following services:

The **Lending Service** allows all adults and children who live, work or are in education within the area to borrow from its libraries, books, videos, music and spoken word recordings and open learning materials.

The **Reference and Information Service** aims to answer enquiries from any member of the public on any subject from a wide range of sources.

The **Local Studies Service** preserves and makes available materials and information relating to the history of the area.

The **Direct Library Services** department (formerly Health and Welfare) provides and facilitates equal access to reading and information for those who have difficulty using mainstream library services because of age, illness, disability or isolation.

The **Stock Department** provides a backup service to branch libraries and liaises with library suppliers to ensure orders are dealt with promptly and efficiently. Reserve collections are also maintained to facilitate requests.

The **School Library Service** provides resources to assist in teaching, together with advice, materials and assistance to schools in relation to their own school library provision.

A fleet of *mobile libraries* provides a regular library service to rural areas.

ICT Management Services enable NEELB staff and the public to access Board services through the effective and efficient use of innovative technologies.

FINANCE DEPARTMENT

(Head of Department: Mr S N S McCurdy BA(Hons) CIPFA)

The Finance Department provides the Board with a wide range of financial services to assist the Chief Executive in the discharge of his responsibilities as an Accounting Officer. Its functions are carried out through the following service units:

Financial Accounting Division

The service is responsible for the payment of salaries and wages (excluding payments to teachers and lecturers), the payment of creditors, the estimating and ordering of cash requirements from DENI and the reconciliation and analysis of monies received from other sources. Services are also provided in relation to the maintenance of the General Ledger system and Chart of Accounts, the reconciliation of bank accounts, the administration of, and accounting for, Trust and Endowment Funds and the compilation and recording of Losses and Special Payments.

Management Accounting Division

This service unit is responsible for providing a financial planning and management information service to the Board in line with its Strategic Plan. This includes the preparation of short and medium term financial plans and the maintenance of a financial management information service to facilitate budgetary control and decision making by budget holders, including those responsible for the local management of schools.

Purchasing Branch

The Purchasing Branch is responsible for the procurement of goods and services for the Board, taking account of the Board's Standing Orders, Government legislation and EU directives.

The main activities of the section relate to:

- (i) Contracts, Quotations and Tendering
- (ii) Monitoring and Inventory
- (iii) Stores

STRATEGIC THEMES

MEETING NEEDS

The Board must research and monitor customer needs continually to ensure that services are responsive and proactive in meeting changing demands, as well as being provided to an acceptable standard in a timely and cost-effective manner. Within this overall context we will take account of the particular requirements of children and young people with special educational needs whether they be educated in mainstream or specialist schools.

In *meeting needs* we will –

1 Promote social inclusion by implementing the New Targeting Social Needs (NTSN) action plan.

During 2003/2004 in pursuit of this target

- the Board reviewed its progress towards achieving the targets established in the TSN action plan. The vast majority of these targets had been achieved or were ongoing. The Board has decided to update the action plan in the coming year to ensure that a wide range of Board activities take account of social and educational needs in our area.
- learning centres in Greenisland and Rathcoole Libraries ran ICT courses. These locations have been designated areas of social deprivation.
- the Area Local Studies Development Officer worked with the Learning Officer, Greenisland and Rathcoole Learning Centres in delivering Genealogy workshops to learning centre students. As part of the learning experience students also visited the Area Local Studies Service.
- the Board worked with the DCAL/NDPB Reference Group to develop a single plan for the culture, arts and leisure sector directly involving the Board's Library Service in its delivery on NTSN.
- the Education Welfare Service provided support through projects undertaken with marginalised young people and their families including:
 - School Age Mothers
 - Looked After Children
 - Parent Support Groups
 - Individual in School Support
 - EOTAS Provision
 - Support for Traveller Families
 - Applications for Education Supervision Orders.
- in collaboration with the Northern Investing for Health partnership the Board targeted young people in socially deprived areas in order to improve their overall health eg the Health Promoting School initiative (40 of our schools are in this), the Willows for Shade, Fresh Fruit in Schools and Water for Schools initiatives.

- ICT CASS
 - supported the IBM Kidsmart early learning programme in 6 nursery schools.
 - initiated the YESIP project to support and develop young people in the Board's three Guidance Centres
 - provided 5 regional ICT summer schools for transferring primary pupils.
- the Literacy team, in its selection of schools for inclusion in the Department of Education's Literacy and Numeracy Schemes, ensured that priority was given to schools serving areas of social need.
- the Youth Service provided support programmes in 12 post-primary schools for disaffected pupils and involved 32 young people in a school year transition programme in the Summer.
- the Youth Service provided Summer intervention programmes in the most deprived areas of the Board.
- Special Education established an MLD forum which is representative of all sectors involved in the education of pupils with moderate learning difficulties;
 - Special Schools
 - Mainstream schools
 - Units attached to mainstream schools

to advise the Board on the future needs of this group of pupils.

- Special Education has worked in partnership with the Northern Health and Social Services Board to examine how best to meet the education and health needs of a group of pupils with very significant emotional, social and behavioural difficulties, which prevents them from accessing traditional schooling.
- in response to Regional Initiative on meeting the needs of children with Autism, the Board appointed a Senior Educational Psychologist with specialist responsibilities for children with Autistic Spectrum Disorder.
- the Education Audiology Service provided individual teaching support to 27 children in mainstream and special schools.
- the Educational Audiology Service provided parent guidance to the families of 28 pre-school children with hearing impairment.
- the Educational Audiology Service carried out Audiological Assessments and provided advice on 367 children.
- INSET on supporting hearing impaired children in mainstream classrooms was provided for:
 - 6 new host schools;
 - cluster groups of
 - (a) 19 classroom teachers, and
 - (b) on two occasions for 17 classroom assistants.
- the pre-school service provided support and direct teaching to 55 pre-school children.

- the Educational Psychology Service delivered training in the following areas
 - Behaviour management of Key Stage 3 and 4 pupils
 - Nurturing and nurture groups
 - Bullying
 - Bereavement and loss
 - Issues relating to the new Tuition Service.
- the three Educational Guidance Centres provided places for 70 pupils in 32 post-primary schools.
- the Primary Behaviour Support Service supported 103 pupils with emotional and/or behavioural difficulties in 80 primary schools.
- the Secondary Behaviour Support Service supported 237 KS3 and KS4 pupils with emotional and/or behavioural difficulties in 35 secondary schools.
- the two Primary Support Units for KS1 and KS2 pupils with behavioural difficulties provided places for 18 pupils in 17 schools.
- the Educational Psychology Service and Education Welfare Service continued to support the further development of School Based Care Teams in post-primary schools.
- the three multidisciplinary Area Behaviour Support Teams continued to ensure that the needs of pupils with emotional and behavioural difficulties were met.

2 Promote equality and human rights by implementing the approved Equality Scheme and developing an awareness of Human Rights amongst staff.

During 2003/2004 in pursuit of this target

- the Board published, with the Staff Commission and the other Boards, the first annual 'Equality Update'.
- the Board provided, with the Staff Commission and the other Boards, a supplementary report on Screening of Policies to update consultees on the screening of new policies.
- equality awareness training was provided on a quarterly basis to new staff and others.
- the Staff Commission/five Board Equality Impact Assessment on Code of Procedures on Recruitment and Selection was completed.
- the European Year of People with Disabilities was publicised with a small audio visual exhibition hosted at County Hall, the Antrim Board Centre and in a number of libraries across the area.
- the Board hosted the Community Relations Council 'Who do you think we are?' exhibition in County Hall, the Antrim Board Centre and in a number of the libraries in the area.
- a diversity training pilot was developed and delivered utilising materials supplied by the Community Relations Council.
- human rights training was provided for administrative and Library Service managers, staff from Education Welfare, Special Educational Needs, the Education Psychology Service and also to CASS staff.

- the Education Catering Service developed Ethnic menus.
- the Education Welfare Service put measures in place to ensure all Education Welfare Service Policies relating to staff practice were in compliance with the relevant Board Scheme and all staff received training from the Board's Equality and Human Rights Officer.
- child protection training delivered to school governors and designated teachers for child protection, school principals and Board officers developed awareness of human rights and, specifically, children's rights.
- requests to support pupils for whom English is not their first language were responded to within one week and arrangements for support agreed.
- equality webpages were updated on a regular basis to inform staff and the public of developments in legislation and progress with Equality Impact Assessment.
- the Board opened two Primary Support Units based in Coleraine and Newtownabbey in response to the needs of KS1 and KS2 pupils with emotional and behavioural difficulties.

3 **Develop early years provision by –**

- **Completing the implementation of the Pre-School Education Advisory Group (PEAG) Plan to achieve 100% availability of places for children whose parents seek them**

During 2003/2004 in pursuit of this target

- the Board extended pre-school provision to 94% of the cohort.

- **Implementing the Area Childcare Plan in partnership with the Northern Health and Social Services Board (NHSSB).**

During 2003/2004 in pursuit of this target

- the Education Welfare Service used funding from the European Peace and Reconciliation Fund to set up study support groups in five children's homes across the Northern Health and Social Services Board (NHSSB) area to develop partnership work with the Health and Social Services Trusts and young people in public care.
- the Youth Service contributed to projects identified in the Plan and also consulted young people on behalf of the Partnership.
- Special Education funded a training programme for all nursery schools and pre-school playgroups to raise awareness of autism and the impact of this on learning –
 - 80 members of nursery staff attended
 - 205 members of playgroup staff attended.
- the Board funded training for parents who have an autistic child in the pre-school sector. This was attended by 50 parents.

4 Increase community involvement by devising and implementing strategies to involve stakeholders in policy development and service improvement including establishing a local consultation network by 2004.

During 2003/2004 in pursuit of this target

- the Library Service consulted all registered users of the Learning Centres in Greenisland and Rathcoole Libraries concerning the future running of the Learning Centres.
- the Library Service acted on findings of the Rathlin Island survey carried out August 2002.
- a Library Service Awareness Day was held in November 2003 with particular emphasis on local studies materials and support.
- the Library Service consulted with users on the revised customer care policy.
- the Board consulted with S75 umbrella groups in the context of EQIA on Code of Employment.
- the Board consulted with local groups such as the Ballymena Ethnic Minority Forum.
- the Board supported the establishment of a Joint Consultative forum for the Education Sector with NICEM and other agencies from the voluntary sector.
- the North Eastern Equality Officers' Forum was developed to strengthen the membership base.
- the Board collaborated with the PSNI and local council officers to develop community drugs awareness programmes and established a local steering group for Health Promoting Schools involving the Northern Investing for Health, Environmental Health, Causeway and Homefirst Health Promotion Departments, Health Action Zones personnel and CCMS.
- the Literacy Team, in partnership with Business in the Community, introduced Time to Read whereby NEELB personnel engaged in a paired reading project in the Antrim and Larne areas.
- the Youth Service introduced an annual survey for youth organisations (customers) seeking comment on improvements that might be made and also discussed issues arising at local meetings.
- Special Education sought to develop positive relationships between the Branch, parents and outside agencies, working in partnership with voluntary organisations, namely PAPA and PEAT to deliver training to meet the needs of children with an autistic spectrum disorder.
- Special Education established two parental focus groups to discuss and try to ease the concerns of parents about the statutory assessment process and to look at ways of improving service delivery. Approximately 90 people attended.

5 Contribute to the development of a competitive economy by –

➤ **Fostering business-education links and services by reviewing the Board's strategy**

During 2003/2004 in pursuit of this target

- two members of staff acted in conjunction with the Centre for Competitiveness and assessed two Northern Ireland organisations with regard to quality award recognition, using the EFQM Excellence Model.

- the Science and Technology team developed links with Denford Ltd through the Formula 1 car design competition and QUB through “Medics in Primary Schools” project.
- 14 schools were supported in setting up and managing Achievers International (mini-enterprise) projects with German partners.
- a total of 33 businesses exhibited at an interactive careers convention for young people in receipt of special educational provision within the Board.
- the School to Employment programme continued to run in partnership with Triangle Supported Employment and provided a job coaching service for 12 young people in the special school sector (SLD).
- students from the special school sector (MLD) and special units attached to seven post primary schools received specialist support while on work placement and capacity building in preparation for vocational life, in partnership with Triangle Supported Employment.
- twenty five post primary schools engaged in the Flexibility at Key Stage 4 programme which enabled students to follow a work related programme of study, alongside placements in industry. Fourteen schools continued in a consortium arrangement with the North East Institute of Further and Higher Education, while five schools worked in partnership with the Causeway Institute of Further and Higher Education.
- the North East Institute of Further and Higher Education launched the First Steps into Employment Programme, which provided support and guidance to young people engaged in the Flexibility at Key Stage 4 programme in the Ballymena campus.
- the Special Education sector continued to work in partnership with Triangle Housing Association to develop work placements for pupils from the SLD sector and has developed this service into the MLD unit and special MLD school sector.

➤ **Participating fully in the review of the Northern Ireland Curriculum**

During 2003/2004 in pursuit of this target

- the Board responded to the Northern Ireland Curriculum proposals from the team and subject groups.
- the Board was involved in revising the Religious Education syllabus and the Misuse of Drugs guidance to schools.
- consultation meetings were held with RE and Home Economics Heads of Department about their subject support needs.
- the Science and Technology Unit responded to CCEA consultation documents for Key Stages 1-4.
- Board officers worked with CCEA to pilot early foreign language learning in 46 primary schools.
- members of the maths team continued to work with colleagues from CCEA, CCMS and the other four Boards in relation to curriculum review.
- the Literacy Adviser was appointed as Key Stage 3 adviser and joined the Key Stage 3 implementation group led by CCEA.

- the Business Education Officer represented the Board on the CCEA Employability Working Party.
- working in Partnership with CCEA, the Board launched an Education for Employability Programme for Year 8 pupils, with a two-day training programme for 20 teachers from 10 post primary schools.

RAISING STANDARDS

The Board is committed to the principle that its work and activity will be of the highest quality; meeting the needs of customers and partners in a professional, timely and appropriate manner through well trained and courteous staff. It is also dedicated to improving the education service to assist young people and adults to develop their potential throughout their lives. Accordingly we will foster a climate of continuous improvement.

In order to *raise standards* we will

1 **Raise educational achievement through –**

➤ **Meeting literacy and numeracy targets**

During 2003/2004 in pursuit of this target

- literacy and numeracy strategies were promoted through subject area training.
- 74 full days of centre-based training were provided for teachers of mathematics.
- Centre-based professional development days were attended by –
 - 580 primary teachers from 78 schools
 - 90 post-primary maths teachers from 15 post-primary schools
 - 220 primary numeracy co-ordinators
 - 38 post-primary numeracy co-ordinators
 - 35 Heads of Mathematics attended a two-day conference.
- the Maths Team supported 310 school-based whole-staff professional development sessions for numeracy.
- the Maths Team delivered a Numeracy Summer Scheme which was attended by 21 pupils for the whole of the first week in July.
- over 900 year 8 and year 9 pupils took part in school-based Maths Fun Days supported by members of the NEELB Maths Team.
- the Literacy Team continued to deliver the Northern Ireland Literacy Strategy.
- the Literacy Team delivered school-based support to 81 primary schools.
- the Literacy Team worked closely with 15 schools in a Raising Achievement pilot. This intensive support model is recognised by Department of Education as phase two of the literacy strategy.
- 155 Literacy Co-ordinators attended a series of cluster meetings relating to literacy development in the primary school.

- 35 post-primary literacy co-ordinators attended training from Julia Strong, Assistant Director of the National Literacy Trust.
- staff in 9 post primary schools were supported in whole-school literacy development.
- eleven teachers were trained in the Reading Recovery Programme. The tutors also supported a further 77 teachers in 66 schools.
- 17 volunteers received training in the Better Reading Partnership Scheme. Some funding was given to purchase new materials to support the programme which aimed to provide quality individual reading time to pupils each week.
- the Literacy Team supported 40 Department of Education Summer Learning Schemes to promote literacy and numeracy among lower achieving pupils. This involved 1040 pupils.
- the Peripatetic Reading Recovery Service for small schools was extended to four teachers, and offered a training programme to 22 teachers.
- primary Beginning teachers received two days' training in reading and writing and post-primary English teachers were offered four days of INSET.
- the Literacy Team provided training and continued support and advice to the teachers involved in the Enriched Curriculum pilot.
- officers from the Literacy Team provided 12 information sessions to parents on supporting their child's literacy development.
- Special Education and Psychology, working in partnership with Causeway and Homefirst Trusts and NHSSB, established a speech and language project in 14 primary schools within the Board's area.
- to develop a consistent and holistic approach to the delivery of ASD support services across the Board's area, Special Education and Psychology established and recruited additional staff to the Autism Support staff.
- Special Education assisted in the development of an improved Home Tuition Service to better meet the needs of pupils who are out of school. A managed tuition service is now established in three centres across the Board area.
- the Library Service hosted adult Essential Skills classes in the Learning Centres in Greenisland and Rathcoole Libraries.

➤ **Helping schools to improve public examination results**

During 2003/2004 in pursuit of this target

- the Board promoted best practice in subject areas with teachers, and advised teachers on the choice of appropriate examinations.
- the Science and Technology Unit provided support and training to teachers in coursework development for GCSE and AS/A2 and supported Technology and Design teachers by use of CAD/CAM equipment.
- the Management Development Team assisted schools with the analysis of their examination data to identify strengths and areas for improvement.

➤ **Providing support to under-achieving schools by implementing the School Support Programme**

During 2003/2004 in pursuit of this target

- one school with Board support, successfully exited the School Support Programme.
- the Science and Technology Unit supported action plans in Science and Technology departments for improvement of teaching and learning.
- schools were supported in the development and integration of ICT across all curriculum areas to support learning.
- the Maths team continued to deliver the Northern Ireland Numeracy Strategy by supporting 45 primary and special schools and 12 post-primary schools from Cohort 1.
- four primary schools and 3 post-primary schools were a priority for CASS support under the School Improvement Programme to help them to achieve the targets for improvement in their Action Plans.

➤ **Encouraging reading and the development of information skills by implementing the literacy strategy**

During 2003/2004 in pursuit of this target

- the Literacy Team organised 'The Big Read' event to promote reading and to survey the reading habits of pupils in our schools. Approximately 100 schools participated and the celebratory event was attended by 55 schools.
- in collaboration with the Library Service information sessions on current children's fiction was delivered to teachers. All schools received funding to purchase new reading materials at key stage 2 and 3.
- the Library Service appointed a Stock and Reader Development Officer.
- the Library Service now has 11 reading groups across 9 locations, including 2 children's reading groups established during this period.
- the Board linked with, and promoted, national reading initiatives such as BBC Big Read and World Book Day Online festival 2004.
- the Library Service encouraged reading by
 - establishing a Reading Group Support budget to supply copies of reading titles for the 11 Readers Groups currently in the NEELB area.
 - establishing a Reading Development budget which bought multiple copies of national book award material for branches throughout the year, eg Whitbread, Booker, BBC Big Read, W H Smith award.
- the Education Welfare Service, in partnership with the Library Service developed the DIY 4 LIFE Project to provide an attractive learning environment in one children's home in the NHSSB area; to introduce libraries as ICT centres where young people alienated from education could pursue independent learning and to teach financial awareness and budgeting skills to looked after children.

- 40 primary science co-ordinators were supported by developing strategies for literacy in primary science and technology.
- the Literacy Teaching Support Service provided support to 119 children in 103 schools.
- the Literacy Teaching Support Service provided direct teaching to 238 children in 154 schools.

➤ **Improving the learning environment by building new schools and libraries and maintaining existing stock effectively – review capital programme annually**

During 2003/2004 in pursuit of this target

- the Board continued its extensive programme of capital development.

Under major capital schemes this included:

- the completion of Antrim Grammar School in November 2003;
- the completion of the new Sports Hall at Crumlin High School in June 2003;
- the completion of Damhead Primary School in August 2003;
- the completion of Ballymena Library in October 2003.

Work commenced on:

- new primary school at Loanends;
- new school at Roddensvale, Larne;
- new school at Hillcroft, New Mossley;
- school meals accommodation at Millquarter Primary School, Toome.

Planning progressed on a number of new starts:

- Leaney Primary School, Ballymoney;
- Camphill Primary School, Ballymena;
- Mossley Primary School, Newtownabbey.

Economic Appraisals were completed in respect of:

- Carnalridge Primary School, Portrush
- Moorfields Primary School, Ballymena;
- Fourtowns Primary School, Ahoghill;
- Magherafelt Primary School;
- Ballymoney High School;
- Magherafelt High School;
- Parkhall College, Antrim;
- Loughan School, Ballymena.

Large scale minor works were completed or are currently underway at a number of schools:

- library and car parking at Eden Primary School, Carrickfergus;
- refurbishment of changing facilities at Carrickfergus College;
- new entrance at Glengormley High School;
- refurbishment of Art Suite at Dunclug College;
- refurbishment of Home Economics at Coleraine High School;
- new classroom extension at Killowen Primary School.

Under SAP funding schemes currently under construction are:

- new ICT department at Ballyclare High School;
- refurbishment of science laboratories at Larne High School;
- refurbishment of science laboratories at Dunluce School;
- refurbishment of science laboratories at Maghera High School.

Under the Reinvestment and Reform Initiative large scale minor works, to replace temporary accommodation, were completed at Mallusk, Cairncastle, Straidhavern, Toreagh, Carnaghts, The Diamond and Straidbilly Primary Schools.

Various minor works were also carried out to enhance facilities in a number of small rural primary schools.

Temporary accommodation was allocated to nine schools.

Nursery provision for the Buick Memorial Primary School, Cullybackey, was completed while planning on two further nursery units for Broughshane Primary School and Gracehill Primary School continued.

Schemes were completed at three specialist units for pupils with Special Educational Needs.

Work to provide the data cabling and electrical infrastructure in all schools required to implement the Classroom 2000 initiative was completed.

Approximately 200 schemes were completed under the Board's planned maintenance programme.

- a disability access audit was carried out on all Library Service buildings and work begun to improve external features and public toilets.
- Monkstown Library was refurbished in March 2004 and work started on the refurbishment of Garvagh, Cushendall and Broughshane Libraries.
- two Library Mobiles were delivered in June 2003 – Direct Services Mobile 1 and SLS vehicle, and two new delivery vans were delivered in early 2004.
- a new fully accessible mobile library has extended independence and choice for people who are housebound.
- a refurbishment programme for Home Economic rooms including the provision of interactive whiteboards was carried out.
- 80 interactive whiteboards were supplied and installed in science and technology departments.
- nine science laboratories were refurbished.

➤ **Improving school attendance levels in areas of under achievement**

During 2003/2004 in pursuit of this target

- the Education Welfare Service worked in partnership with schools through Service Level Agreements to help maintain levels of school attendance in Post-Primary Schools at 91.8% and in Grammar Schools at 96.0%.

- the Education Welfare Service put measures in place to ensure each school had a named Educational Welfare Officer.
- schools were advised regarding pupils involved in drugs incidents.
- the Youth Service provided a Summer transition/support residential for 32 disaffected pupils.

➤ **Supporting youth groups in the implementation of the Youth Services Curriculum**

During 2003/2004 in pursuit of this target

- Youth Service staff were inducted as Cascade Training Tutors to support the embedding of the Youth Service Curriculum document “Youth Work: A Model for Effective Practice” and training was undertaken.

➤ **Increasing the membership of youth service organisations as a percentage of the youth population**

During 2003/2004 in pursuit of this target

- membership of the Youth Service remained at the 2002/03 level in the 4 – 25 years age range.

2 Demonstrate continuous improvement in Board services by –

➤ **Maintaining Investors in People recognition.**

During 2003/2004 in pursuit of this target

- the Board was invited to participate in a pilot Work-Life Balance module as part of IIP assessment.
- the Education Catering Service
 - rolled out a training programme for online ordering on computer;
 - continued Basic Food Hygiene Training for 62 new members of staff along with refresher training for 91 members of staff;
 - introduced Intermediate Food Hygiene Training for 16 members of staff; and
 - successfully provided ILM course to 9 Unit Supervisors.
- the Transport Branch ensured that training standards are maintained throughout the service.

➤ **Improving scores in the Excellence Model, with a target of 500 from a baseline of 371.**

During 2003/2004 in pursuit of this target

- during 2003 the Board’s submission for the ‘Steps to Excellence’ programme resulted in a Gold Level of Recognition, scoring within the band 350-400 points.

- **Maintaining and extending the Chartermark standard across the Board, with a target of 10 services.**

During 2003/2004 in pursuit of this target

- the Curriculum Advisory and Support Service participated in monitoring and evaluating current practice and gathering evidence for the new submission.
- Equality and Human rights training information was contributed in support of CASS submission.
- the Education Welfare Service attended Chartermark Seminars, held staff development days and set up a working group with a view to application for Chartermark in the next school year.

- **Completing the Best Value review programme.**

During 2003/2004 in pursuit of this target

- the five-board Review of the School Meals Service was completed and the five-board Review of the Youth Service commenced.
- the Transport Branch continually reviewed existing services and consulted with its customers.
- the Transport Branch maintained its ISO9001:2000 recognition as a quality assured service.
- guidance was provided on Section 75 aspects to the Best Value Review of Education Catering.
- the Youth Service contributed to an ongoing Fundamental Review of the Youth Service undertaken by the Central Management Support Unit for Education and Library Boards.

3 Promote continuous improvement in schools, libraries and youth services by supporting and encouraging the use of quality assurance models

During 2003/2004 in pursuit of this target

- the revised library service customer care policy incorporated better customer feedback and reporting mechanisms.
- the Science and Technology Team developed jointly with other Education and Library Boards an online science department self evaluation resource for use by schools.
- the appointment of a Library Marketing and Promotions Officer has improved focus on customer information, customer care feedback and helped to provide more transparency.
- the Excellence Model was applied to the Information Services Section of the Library Department and an Action Plan for improvement produced.
- the revised Northern Ireland School Library Guidelines were published and delivered to all schools in the North Eastern Board area.
- schools were encouraged to employ the self-evaluating schools model.

- the CASS Management Development Team has trained 50 post-primary principals and 140 primary principals in the ETI Together Towards Improvement model for self-evaluation.
- the CASS Management Development Team has trained 50 senior managers from post-primary schools and 30 principals from primary schools in skills and strategies for self evaluation.
- the Youth Service completed “Quality Assurance” exercises for Area Youth Office work and residential centres.

4 Improve the quality of leadership and management at all levels in the education service by –

➤ Targeting management support within the school support programme.

During 2003/2004 in pursuit of this target

- support was given to senior management involved in the school support programme.
- ten principals of School Support Schools travelled to Bristol with their link officers to visit schools and attend a course provided by OFSTED inspectors on self evaluation with particular reference to classroom observation.

➤ Promoting an increased uptake of the Professional Qualification for Headship in Northern Ireland (PQHNI) amongst aspiring headteachers.

During 2003/2004 in pursuit of this target

- 17 applicants were funded to undertake the PQH qualification.
- 54 teachers attended Preparing for Leadership courses to encourage more teachers to apply for the PQHNI.

➤ Provide specific leadership training to those managing Board staff.

During 2003/2004 in pursuit of this target

- the Education Catering Service provided training for 9 Unit Supervisors in ILM Certificate in Management.
- a team member from the Transport Branch successfully completed her Supervisory Management Certificate (SMC). One new team member has commenced his SMC.
- Six team members from the Transport Branch obtained their European Computer Driving Licences.
- the Equality and Human Rights Officer completed Future Ways/UUJ ‘Growing a Learning Society’ Programme focused on organisational development.
- the Education Welfare Service had two members of staff who completed the ISM certificate in Management, two members of staff who completed the ISM Introductory Management Course and provided the opportunity for a further 2 members of staff to access ILM Certificate in Management training from April 2004.
- three CASS advisers have completed Module One of the NAEIAC School Improvement Diploma.

- **Encourage an increased number of suitable applicants for management posts within schools and the Board.**

During 2003/2004 in pursuit of this target

- the Education Welfare Service promoted management training for all staff eligible for promotion.
- Support was provided to Beginning Teachers as follows –
 - 120 nursery and primary Beginning Teachers supported and trained by CASS.
 - 114 post-primary Beginning Teachers supported and trained by CASS.
 - 188 teachers supported through Early Professional Development (EPD) by CASS.
 - 107 EPD Teacher Tutors supported by CASS.

BROADENING HORIZONS

The process of learning should be about broadening horizons, opening up educational opportunities and experiences. Rapid developments in science and technology mean that the world has become a more complex yet, at the same time, smaller place. As a result, children, young people and adults require to develop the skills necessary to live in an increasingly international environment, one which values mutual understanding, respects diversity, promotes social inclusion and demands innovative and collaborative ways of working within the education and library service.

We will endeavour to *broaden horizons* by

1 Creating an informed community through –

- **Preserving existing cultural and information resources in order to make them widely available**

During 2003/2004 in pursuit of this target

- funding was directed to support the preservation of Local Studies materials (journals, newspapers and book materials).
- the Library Service re-introduced cataloguing of Newspaper microfilm to facilitate web catalogue searching by readers.
- the Library Service had an awareness-raising away-day on Rathlin when Islanders were able to meet staff and find out how new technology can facilitate remote access to library services. Local Studies staff highlighted the Library's Rathlin-related resources including maps, books, periodicals and original documents.
- the Area Local Studies Service purchased the Belfast Newsletter from 1926 – present day, to complete existing holdings from 1738 – 1925.
- the Information Team Librarian, Carrickfergus Group, and the Learning Officer, Rathcoole and Greenisland, completed the Community Multi-Media and Archiving Course (Comma) delivered by the Ulster People's College.

➤ **Implementing the Electronic Libraries for Northern Ireland (ELFNI) project**

During 2003/2004 in pursuit of this target

- the implementation phase of the ELFNI project was signed off at the end of July 2003. The project is now in 'steady state' and the contract executive, together with our private sector partner, is now examining how we might maximise this infrastructure for the benefit of the public.
- in the Learning Centres in Greenisland and Rathcoole Libraries we offered ICT tuition to enable the public to better avail of the People's Network.
- the Library Service led in the production of the five-board Joint Tender Consortium for the supply and delivery of Pre-Serviced Library Books. This obtained for all Boards competitive rates for the purchase of Adult, Junior and Schools materials. The new tender contracts will run from April 2004-2006.
- the Library Service led in the five-board standardisation of servicing requirements for book material to avail of competitive discount rates from library suppliers in line with Best Value requirements.
- the Library Service moved towards online selection of stock from library suppliers websites to speed up the ordering process and also progressed electronic procurement by extending the number of suppliers using online ordering procedures.
- development of Ni:Libraries continued as follows:
 - remote online access to the holdings of all NI libraries at www.ni-libraries.net
 - facility to register online through ni-libraries.net
 - facility to reserve books on line at ni-libraries.net
 - facility to renew books on line at ni-libraries.net
 - call point service available to renew books 24/7 on 028 9032 7515
 - e-mail alerts for overdues and also requested items available for pickup
 - library information online at ni-libraries.net, locations, opening hours etc.
 - what's on in libraries online at ni-libraries.net
 - customer feedback from [ni-libraries](http://ni-libraries.net) web site to NEELB information, and to main [ni-libraries](http://ni-libraries.net) contact
 - selected and evaluated information sites
 - online electronic resources
 - free access to the www for library members
 - free web based e-mail facilities for library members
 - free access to office software for library members: word-processing, spreadsheet software, database creation software, PowerPoint software
 - black and white and colour photocopying available in all service points
 - scanning facilities available in all service points
 - adaptive technology, Supernova, Braille printing facilities
 - video conferencing available in all service points
 - self issue/renewal terminals in Ballymena
 - staff supported e-learning facilities in Greenisland, Rathcoole and Ballymena Learning Centres.

➤ **Assisting the implementation and review of the Education Technology (ET) strategy**

During 2003/2004 in pursuit of this target

- the Board continued to play its part in the implementation of the ET Strategy. The NOF training for teachers and school librarians was completed. The uptake and completion rates of the training in the Board area were the highest in the United Kingdom. In addition Property Services completed the networking in schools for the installation of C2k.
- the Chief Executive led the review of the strategy, which concluded that 85% of the targets set had been achieved and led the development of a new strategy for the next five years entitled 'emPowering Schools'.
- the Alice User's Group continued to support school based library staff in partnership with C2k.
- ICT CASS
 - cabled 100% of post-primary and special schools in readiness for Managed Service provision in collaboration with the Board's Property Services Division.
 - provided 2 managed service consultation visits to all post-primary and special schools.
 - supported the integration of legacy computer systems into managed service provision
 - provided central support to schools through Teacher Leader conferences
 - provided and managed an online learning experience for students taking GCSE ICT.
- two ICT staff are currently undergoing training as online tutors with the Regional Training Unit.
- interactive whiteboards were provided to Science and Technology Units.
- a laser cutter and rapid prototyper were acquired by the Science and Technology Unit.
- the Mathematics Adviser continued to chair, and one assistant adviser continues to be a member of, the Inter-Board ICT in Numeracy Group.
- the Literacy Adviser chaired the ICT and Literacy Working Group focusing on improving the understanding of ICT in developing pupils' language skills.
- the ICT and Literacy Working Group liaised with C2K to pilot the Academy of Reading, an ICT system for delayed readers.

➤ **Creating partnerships to support learners and information seekers.**

During 2003/2004 in pursuit of this target

- the Education Catering Service participated in a pilot of the 'Return to Learn' Scheme for staff in conjunction with UNISON.
- the Learning Centres entered into partnership in a pilot scheme with Help the Aged. In this Scheme Help the Aged provided volunteer tutors to teach ICT classes to those aged over 50. The classes are held in Carrickfergus and Larne Libraries.
- Learning Centre staff taught basic Internet and e-mail skills to Classroom Support Officers from a Special School prior to Classroom 2000 being launched into their school.

- the Information and Children’s librarians, Magherafelt Group, and the Bookstart Officer, worked together on the DIY for life project. The project was launched in August 2003 and aims to increase information awareness and library skills in ‘looked after children’ in children’s homes in the Magherafelt area. The Northern Bank has given financial support to the project, and other partnership working involved the NEELB Mathematics Adviser and the care home staff.
- the Library Service participated in the BBC WW2 interactive project.
- access to the Centre for Migration studies database, from the Ulster American Folk Park extended to all libraries in the Board’s area through training delivered by the Information Team librarians to Branch Library managers.
- the Area Local Studies Service began piloting for six months, the Northern Ireland Film Commission’s NI Archive of Moving Images database on a stand-alone PC in the Local Studies Department.
- officers of the Board worked with the dietetic service to produce healthy food choice guidelines and also worked with the PSNI, ReSolv, Ulster Cancer Foundation and the Stauros Foundation to train teachers in Drugs Education and produce schemes and lesson plans for KS2, 3 and 4 for all our schools.
- officers worked with the British Nutrition Foundation on two Inset days for Health Education and Home Economics Co-ordinators to raise their awareness of nutrition topics.
- ICT CASS successfully bid for European funding under YESIP to provide additional opportunities for students to gain relevant experience and qualifications in ICT.
- the ICT in Numeracy Group liaised with C2K and software publishers to evaluate mathematics software for recommendation for inclusion in the managed service.
- the Youth Service, supported by a Local Strategy Partnership and Council respectively, developed ICT provision in Magherafelt and Carrickfergus.

➤ **Developing and implementing an Information and Communications Technology (ICT) strategy for the Board, which includes staff development**

During 2003/2004 in pursuit of this target

- a portfolio of projects from the ICT strategy was developed and implementation of priority projects commenced.
- key ICT training in Windows 2000 and Oracle technologies was identified and delivered.
- the Education Welfare Service accessed funding from DE for the purchase of CAPITA CSS module to provide an integrated database for the management of information. This has been initiated in headquarters as well as one local area office in Loughview. All relevant staff have had CSS training and refresher training in March 2004. All other staff to continue to engage in ICT training through ECDL.
- two members of the Languages and Business Education Unit completed the OCR Diploma in Information and Communications Technology for Teachers and Trainers.
- two members from the Literacy Team achieved the OCR Diploma in ICT accreditation.

- a cohort of Youth Service staff successfully completed the European Computer Driving Licence (ECDL) course.

➤ **Creating electronic information resources**

During 2003/2004 in pursuit of this target

- a Corporate Intranet was developed in order to share internal information.
- ICT Unit enabled systems onto the corporate network to support the capture of performance information for CASS services to schools.
- ICT Unit implemented with Schools Branch a system to record and report on children excluded from school.
- the Library Service re-introduced Libweb, a bibliographic tool to enable access to detailed bibliographic details of approximately 1.3 million searchable book records of English Language books published in the United Kingdom, Europe and America.
- Religious Education, Home Economics and RSE resource materials were made available through the Board's website.
- the Science and Technology website was updated and modernised and provided a range of learning resources.
- the Languages/International Unit launched a website containing case studies on 100 local schools' international links, project work and exchanges.
- in-service course materials for Mathematics/Numeracy courses were distributed to co-ordinators and teachers on electronic media rather than on paper.
- the Literacy Team launched its website, providing a range of information and resources to teachers.
- school reports on Development and Dissemination of Good Practice and Innovation in Schools were made available on the website.
- the Youth Service contributed to the planning of a Northern Ireland Information website for young people, with the Western Education and Library Board as lead agency.
- the NEELB Youth Service Information website, which now has a europort, received 80,900 hits.

2 Developing e-services by –

➤ **Modernising the Board's communication structure including a management information system**

During 2003/2004 in pursuit of this target

- the Education Catering Service continued to roll out the programme for e-procurement of kitchen supplies.
- the Education Catering Service introduced a message board service to 100 plus kitchens.

- the corporate network was extended to include Loughview offices, enabling staff at those locations to make sure of corporate ICT services, including pupil databases.
- papers for the Board and Committees of the Board were provided on the corporate website.
- the capabilities of the student support website were extended to include enquiries on discretionary awards.
- the Education Welfare Service participated on a regional basis in the purchase of a common integrated database for use by all the Education Welfare Service across the five boards.
- ICT CASS initiated the SDMS information management system for CASS data.
- Special Education extended the use of the Capita EMS system to automate work that was previously done manually.

➤ **Developing interactive services, available remotely**

During 2003/2004 in pursuit of this target

- corporate e-mail facilities were provided to staff using the internet, for example Youth Workers and CASS officers.
- availability of information currently on the corporate website was extended.
- ICT CASS
 - provided a range of training/learning resources for teachers through the CASS area of the Board's website.
 - developed the use of video conferencing to support teacher training and pupil learning (Virtual Field Trips).

➤ **Participating in Northern Ireland connectivity initiatives**

During 2003/2004 in pursuit of this target

- the Board worked with other Boards in modernising student support, in enhancing property services information, developing accruals accounting, and a payroll/personnel system. In addition working through BISPd the Board agreed a programme of development.
- ICT CASS continued to develop links between Board schools and
 - Fairfax Virginia
 - Europe (Euroview and Commenius)
 - North-South (Dissolving Boundaries)
 - NASA (Expert in the Classroom)

➤ **Meeting e-government targets**

During 2003/2004 in pursuit of this target

- the Education Catering Service expanded on the number of units with computers.

- Learning Centre staff taught e-government possibilities to students in Greenisland and Rathcoole Libraries as part of our Internet and e-mail course.
- the Board initiated, with other ELBs, a project to provide electronic services for parents, students and young people.
- increasing amounts of information about the Board's services were provided on the corporate website.

3 Promoting good community relations by implementing the Board's policy on Promoting a Culture of Tolerance

During 2003/2004 in pursuit of this target

- the Equality and Human Rights Manager delivered pilot Diversity Training based on Community Relations Council 'Who do you think we are?' exhibition and materials.
- the Education Welfare Service put active measures in place to ensure all project initiatives encouraged and were available to all sectors of the community incorporating an ethos of inclusion and tolerance to marginalised groups.
- Science summer schools were held involving 15 pupils from TSN schools.
- teachers in the EAI provided direct teaching to 117 pupils for whom English was not their first language. They also provided advice and support to a further 7 schools.
- the Youth Service provided 43 Summer intervention programmes specifically designed to direct young people away from violent situations and give them a positive outlet for their energies.

4 Developing and promoting the national and international dimensions of our work through –

➤ Strengthening existing partnerships through a review of the Boards policy by 2003

During 2003/2004 in pursuit of this target

- the Library Service established a Modern Languages budget to support foreign nationals and language learning facilities. This was targeted according to locally expressed need.
- officers were involved in the Health Promoting Schools Initiative which is part of the European Network of Health Promoting Schools.
- links were formed with the Republic of Ireland to work on a cross-border nutrition policy and strategy.
- officers were involved in a cross-border mental health project for pupils called 'Mind Out'.
- the existing International Policy was revised and adopted by the Board.
- the Literacy Adviser continued to serve on the Northern Ireland Literacy Steering Group.
- the Literacy Adviser continued to work on the Task Force group for dyslexia. The group, chaired by the Department of Education representative, aims to develop materials to support teachers when working with pupils with dyslexia.

- the Mathematics Adviser continued to serve on the Northern Ireland Steering Group for Numeracy.

➤ **Exploring new opportunities for national and international links**

During 2003/2004 in pursuit of this target

- officers networked with other nationalities at various international health conferences.
- the Literacy Adviser participated in an Arion programme in Portugal on the theme of improving literacy standards.
- the Science Adviser participated in Arion study visit to Netherlands on Quality in Education leading to an international Comenius project on regional management of schools for quality education.
- 46 primary schools took part in the Board's Early Foreign Languages Initiative.
- a successful bid was made through ESF (peace II) for joint North/South project (Sharing Science Across Ireland) with the other Education and Library Boards.
- 11 primary schools obtained the services of EU-funded language teaching assistants from Spain, Germany, Belgium and Italy for 2-6 months.
- 65 schools were supported in setting up and managing international projects and exchanges with partners in Alsace, Brandenburg and Andalusia.
- 316 pupil visits and 553 teacher visits took place between Board schools and partners in Alsace, Brandenburg and Andalusia.
- the Board's Mathematics Adviser was invited by the UK Maths Trust to speak about the Board's approach to '*Enriching Mathematical Experience*' at teachers' conferences in six centres throughout England.
- Youth Service activities included:
 - young people planning and hosting the second phase of a two year exchange with South Africa with ten young people from Johannesburg and two leaders participating.
 - four exchanges with Brandenburg, Germany, continued with one link including partners from Croatia and Bosnia.
- the Chief Education Welfare Officer chaired a regional working group to produce a directory of preventative practice within the Education Welfare Service in Northern Ireland.

➤ **Fostering exchanges of personnel and good practice with other providers**

During 2003/2004 in pursuit of this target

- the Heartstart programme brought in health workers to train teachers.
- science and technology staff participated in planning and delivering a range of inter-board courses such as CAD/CAM, Health and Safety, AS and A2 courses.

- three CASS officers and seven Youth Officers took part in two Leonardo project conferences on Marginalisation.
- 750 year twelve and lower sixth form pupils from 38 teams in NEELB post-primary schools took part in the international mathematics competition, Mathématiques Sans Frontières 2004. The Mathematics Adviser continued to organise the competition throughout Northern Ireland, where 1837 students from 90 teams took part. Rainey Endowed School, Magherafelt was the overall Northern Ireland winner at advanced level and Northern Ireland runner-up at intermediate level.
- 124 primary seven pupils from 62 Board primary schools took part in the 24 Game mental maths competition held in the Antrim Board Centre. The Board hosted the inter-board final of the competition where 80 primary seven pupils representing all five boards took part.
- the Youth Service hosted a good practice exchange involving education staff from Poland, Germany and France and staff participated in a return programme to Brittany, France.
- the Principal Educational Psychologist represented the five Education and Library Board Services on a North/South Group which is considering provision for children with Autistic Spectrum Disorder.
- the Principal Educational Psychologist and the Education Officer (Special) represented the Board on a fact finding visit to a school in New York State specialising in the education of children and young people with Autistic Spectrum Disorder.
- the Educational Psychology Service, together with Homefirst Trust and the Northern Health and Social Services Board staff finalised the multi-disciplinary working arrangements for the Autism Diagnostic Service.

5 Promoting a culture of creativity and innovation by –

➤ Implementing the Board Policy on Creativity

During 2003/2004 in pursuit of this target

- the Education Catering Service encouraged staff to participate in demonstrating skills at competition level with the result that a Unit Supervisor succeeded in being awarded the Northern Ireland Salon Culinaire 2004 for Education Catering.
- Learning Centre staff developed a broad range of ICT based courses eg *Let's Learn Desk Top Publishing, Trace your family tree, Digital Photograph.*
- officers promoted active learning and thinking skills approaches to the curriculum.
- the Literacy Team continued its Literacy and Creativity project with professional actors working in ten schools.
- the Literacy Team offered the Days of Excellence programme to forty schools in the summer literacy learning schemes. This promoted creativity to support the development of pupils' literacy and numeracy skills.
- youth clubs and area promotions used local theatres - Riverside, Coleraine; Clotworthy, Antrim; Ballyearl, Newtownabbey - to publicise training and programme activities – video, drama, dance and arts.

➤ **Supporting new approaches to learning**

During 2003/2004 in pursuit of this target

- Learning Centre staff developed a course which applied computer courses to a hobby eg *Family History on a Computer*.
- Learning Centre staff successfully entered one student for one of the Adult Learner of the Year awards organised by EGSA.
- the Science and Technology team supported teachers of technology and design by training and making available laser cutting facilities and rapid prototyping resources as well as new data logging capabilities.
- the Mathematics team continued to liaise with Professor Mahesh Sharma and to disseminate a model of learning mathematics based on his internationally presented work.
- the Literacy Adviser secured funding to research the implications of a movement programme on pupils' reading attainments. Training was offered to teachers in nine schools who then implemented the exercise programme and engaged in the evaluation.
- CASS Management Development Team supported 9 primary schools through the Activating Thinking Skills Programme.
- 54 primary schools were represented at Jenny Mosley training for Circle Time.
- schools in the School Support Programme were allocated interactive whiteboards to encourage new approaches to learning.
- CASS continued to support schools in the introduction of new approaches to learning.
- four CASS staff are taking the RTU Diploma for e-learning.

➤ **Fostering innovative mechanisms for service delivery**

During 2003/2004 in pursuit of this target

- electronic ordering (via EDI) and Five Board Consortium in purchasing improved the speed of stock ordering and delivery.
- ICT CASS provided a range of resources electronically through the CASS website.
- an on-line course has been developed for SETAQ.
- the Youth Service, with Northern Drug and Alcohol Team funding, appointed three field officers to promote innovative Drugs Awareness programmes including evening presentations.

➤ **Implementing a staff suggestion scheme**

During 2003/2004 in pursuit of this target

- a campaign to promote and encourage participation in the Staff Suggestion Scheme was launched.

- the Education Catering Service developed an in-service News Sheet which encourages Staff Suggestions.

6 Working in partnership with others to enhance service delivery by –

➤ Reviewing the effectiveness of existing partnerships in improving service delivery by 2003

During 2003/2004 in pursuit of this target

- the Education Catering Service worked in conjunction with suppliers/ manufacturers to develop products suitable for healthy eating.
- the Transport Service worked closely with the DoE Vehicle Enforcement Section in the inspection of private operators taxis/minibuses serving schools.
- the Library Service worked closely with Amey, the Northern Bank (DIY4 Life) and Surestart.
- the Education Welfare Service began to address the recommendations of the ETI inspection survey through the setting up of Inter-Board groups to promote improvement in the Service.
- the Education Welfare Service evaluated all partnership project initiatives in relation to Parent Groups, school age mothers and put measures in place to begin an overall review of the LAC Support Service.
- all existing partnerships in the many health initiatives the Board is running were reviewed.
- CASS Management Development Team supported first time principals, first time vice-principals and experienced vice-principals in primary and post-primary schools on RTU leadership courses.
- CASS Management Development Team supported six post-primary schools through the RTU Senior Leadership Development Programme.

➤ Establishing a strategy for partnership working by 2004

During 2003/2004 in pursuit of this target

- the Youth Service participated with other key stakeholders in the development of a Youth Work Strategy for Northern Ireland under the auspices of the Department of Education.
- the Transport Service obtained sponsorship for the Annual Driver of the Year Competition, through working in partnership with Board vehicle suppliers.
- the Transport Service has forged partnerships with the Department of Environment, Vehicle Enforcement Section and also the Community Transport Association. These partnerships will continue into 2004/2005.
- the five Chief Education Welfare Officers have continued work to develop a regional strategy.
- following review of the existing partnerships in health initiatives, the Board is continuing these to further promote the health of the young people in our schools.
- all science and technology courses are shared with partner Education and Library Boards to increase the range and availability of access by teachers.

7 Contributing to the protection of the environment by implementing the Board's Environmental Policy

During 2003/2004 in pursuit of this target

- the Education Catering Service carried out awareness training with Unit Supervisors to increase recycling and associated areas.
- the Transport Service continued its vehicle servicing programme to ensure that Board buses are maintained to the highest standards, which are above normal servicing arrangements.
- the Health Promoting Schools Steering Group ran a 'Save a Cup' scheme and recycle paper.

RESOURCES

The effective use of resources is central to the Board's ability to meet its responsibilities. In an environment where the emphasis on efficiency, effectiveness and value for money will continue for the foreseeable future, prudent management will be required if the Board is to make use of existing resources and generate additional income from alternative funding sources. In particular the Board will continue to implement the Best Value philosophy and practice throughout its services during the period of this plan by completing the 5 year programme.

In seeking to *acquire and manage sufficient or additional resources* we will –

1 Target resources to priority outcomes by ensuring that Resource Allocation Plans (RAPs) are aligned to the Board's strategic priorities

During 2003/2004 in pursuit of this target

- Resource Allocation Plans were aligned to the Board's strategic priorities.

2 Manage the estate effectively by –

➤ Completing a condition survey of property and targeting priorities by 2004

During 2003/2004 in pursuit of this target

- the second phase of the condition survey of all properties commenced. A five-year rolling programme of maintenance has been identified based on the completed condition survey.
- the Education Catering Service assisted in updating the Minor Works Programme.
- Special Education established a database of redundant specialist equipment in the special school sector. This has reduced costs by enabling equipment to be shared across schools.

➤ Implementing the Board strategy for controlled primary school provision

During 2003/2004 in pursuit of this target

- the Board continued to implement the recommendations of the Working Party set up to review controlled primary school provision.

➤ **Reviewing the library estate and presenting a strategy for future provision by 2004**

During 2003/2004 in pursuit of this target

- an Access Audit of library premises was commissioned and subsequently used to draw up and implement a Disability Access Action Plan.

➤ **Completing a review of the educational estate to enable prioritisation of capital projects by 2005**

During 2003/2004 in pursuit of this target

- eight economic appraisals have been undertaken in respect of major capital projects.
- target costs have been established for five-year programme of schemes to extend and/or replace schools.
- preparations were made to undertake asbestos surveys of all Board properties.
- the Transport Service received capital funding for the provision of replacement Board vehicles.

➤ **Exploiting opportunities for partnerships to improve the estate over the period of this Plan**

During 2003/2004 in pursuit of this target

- work continued in the process of providing accommodation for Coleraine College under the Public Private Partnership arrangements.

3 Exploit funding opportunities from external sources and income generation by –

➤ **Continuing to research and develop funding opportunities throughout the period**

During 2003/2004 in pursuit of this target

- the Education Welfare Service made successful application for funding (to support looked after children) through the Peace and Reconciliation Initiative and accessed further monies through the New Opportunities Fund to support young people at transition stage from primary to post primary school.
- the Science and Technology Adviser worked jointly with the School Improvement Adviser in generating £22,000 in 2003-04 from sales of Mind Your Head publication.
- ICT CASS successfully bid for YESIP funding to support ICT provision in Guidance Centres for the next three years (£130,000).
- fifty schools were supported in obtaining and managing Comenius funding from Brussels under the EU Socrates scheme.
- funding was obtained from NIBEP for 14 schools in support of Achievers International (mini-enterprise) study visits.
- the Board appointed a Project Support and Development Officer to help schools and youth services identify opportunities and submit applications.

- the Youth Service raised £1.1m to support the provision of projects and facilities for young people through funding from Councils, YESIP etc.
- successful bids were made for funding to run various health initiatives:
 - £63,000 to train teachers and produce classroom resources for Drugs Education.
 - £9,500 to run a smoking cessation pilot scheme in nine of our post-primary schools.
 - £76,000 from the Department of Education to appoint two drugs education field officers.
 - £47,000 from Investing for Health.
 - £70,000 for the Water for Schools project.
 - £2,500 for the British Nutrition Foundation Day for Home Economics and Health Education teachers.
 - £10,000 for the Mind Out mental health programme.
 - £42,000 for the Health Promoting Schools project.

➤ **Completing an action research project on the effectiveness of marketing services by 2003**

During 2003/2004 in pursuit of this target

The five Board research project was completed and the final report was received in April 2003.

4 Plan for the future by –

➤ **Developing a manpower plan which meets the present and future needs of the Board by 2003**

During 2003/2004 in pursuit of this target

- the Board developed a Human Resources Strategy.
- the Library Service asked the CMSU to arrange a manpower needs study across all Board library services.
- the Education Welfare Services, on a regional basis, developed a workforce planning brief for commissioning during 2004/2005 to enable the service on a regional basis to assess recruitment and retention needs.

➤ **Benchmark services and set targets for improvement throughout the period**

During 2003/2004 in pursuit of this target

- the Education Catering Service and sections within Property Services participated in the Performance Networks Benchmarking activity.
- the Transport Service produced performance indicators to allow comparison across all boards.
- the Transport Service Annual Driver Assessments marking procedure has set the benchmark for appointment of new Board drivers.

➤ **Review departmental and management structures as required**

During 2003/2004 in pursuit of this target

- the Library Service Senior Management Team was restructured and widened.
- the Education Welfare Service reviewed its structures and reorganised areas to work co-terminus with other Board Services. Two Deputy Chief Education Welfare Officers were appointed in September 2003 to provide leadership in specific areas and support the role of the Designated Officer for Child Protection.

➤ **Promote an awareness of risk management within Board services throughout the period – initial awareness by 2004**

During 2003/2004 in pursuit of this target

- the Board developed through the Audit Committee a policy on risk management. Risk registers were established and staff trained on the identification and management of risk. This process will enable the Chief Executive to sign the Statement of Internal Control.
- Special Education requested an internal audit of systems and procedures to highlight potential risks. This was completed and the results will form part of the section's business plan in the next year.

ANNUAL ACCOUNTS FOR YEAR ENDED 31 MARCH 2004

FOREWORD TO THE ACCOUNTS

1 Background Information

The North Eastern Education and Library Board (hereinafter referred to as 'the Board') is an executive non-departmental public body sponsored by the Department of Education, Department of Culture, Arts and Leisure and the Department for Employment and Learning. The Board's principal functions are the provision of education, library and youth services to the District Council areas of Antrim, Ballymena, Ballymoney, Carrickfergus, Coleraine, Larne, Magherafelt, Moyle and Newtownabbey.

These accounts have been prepared in a form directed by the Departments with the consent of the Department of Finance and Personnel in accordance with Article 12 of the Education and Libraries (N.I.) Order 2003. (A copy of the Accounts Direction can be found at Annex A.)

2 Brief History

Business Review

The Board produces an Annual Report of its activities and a full report is contained therein.

Results for the Year

The results for the year of the North Eastern Education and Library Board are set out in detail on page 56. The deficit for the year was £14,847,039 after charging notional costs of £14,309,180.

Fixed Assets

Details of the movement of fixed assets are set out in note 12 to the accounts.

The Board does not believe that there is any material difference between the market and book values of its land and buildings.

3 Future Developments

During 2003/04 the Board continued its extensive programme of minor works. These included large scale minor works at several schools to provide office and staffroom accommodation, changing accommodation, toilet refurbishments, disability access and mobile accommodation. The total cost of this programme is approximately £3.30m. Under the Reinvestment and Reform Initiative permanent accommodation, to replace mobile classrooms, was completed at Mallusk, Toreagh, Cairncastle, Straidhavern, Carnaghts, The Diamond, Bushvalley and Straidbilly Primary Schools. The total cost of this programme is £1.725m. Various minor works, involving a total investment of £735k, were also carried out to enhance facilities in a number of small rural primary schools.

Under the Specialist Accommodation Programme construction commenced on the refurbishment of science laboratories at Larne High School (cost £298k); Dunluce School (cost £306k); Maghera High School (cost £192k) and a new ICT block at Ballyclare High School (cost £481k).

Work was completed on the extension and refurbishment of Antrim Grammar School at a cost of £7.250m; school meals accommodation, costing £410k, at St Pius X high School, Magherafelt; a replacement building for Damhead Primary School costing £1.05m; new branch library in Ballymena costing £1.49m and a new Sports Hall at Crumlin High School costing £450k. Construction commenced on a replacement school for Loanends Primary School, at a cost of £1.070m; a new school building for Roddensvale at a cost of £3.09m; a new school building for Hillcroft at a cost of £4.21m and school meals accommodation for Millquarter Primary School at a cost of £50k.

Planning continued on the Public Private Partnership (PPP) scheme in relation to Coleraine College (indicative cost £13.0m) and also for replacement schools at Leaney Primary School (indicative cost of £1.60m), Camphill Primary School (indicative cost £2.50m) and Mossley Primary School (indicative cost £4.03m). The latter two schools are being procured under the Design and Build process. It is expected that construction of the three new primary schools will commence in the autumn. It is planned to issue the "Invitation to Negotiate" documentation for the PPP project early in the new financial year.

In addition, Economic appraisals were completed in respect of:

- * Carnalridge Primary School
- * Moorfields Primary School, Ballymena
- * Fourtowns Primary School, Ballymena
- * Magherafelt Primary School
- * Ballymoney High School
- Magherafelt High School
- Parkhall College, Antrim
- Loughan School, Ballymena

The projects above marked with an asterisk have been announced as part of the Department of Education's 2004/05 New Starts Programme and further detailed planning on these will take place over the coming months.

The Board has also agreed a programme of minor works for 2004/05. This includes schemes to provide access to schools and other premises for disabled persons as well as improvements to specialist accommodation in post primary schools under the Specialist Accommodation Programme.

The Board also made an allocation of mobiles to a number of schools to alleviate pressure on existing accommodation and to provide additional accommodation in some schools experiencing a growth in their enrolment.

Economic appraisals will also be undertaken in respect of the following schools:

Antrim Primary School
Ballyclare Primary School
The Thompson Primary School
Templepatrick Primary School
Whitehouse Primary School
Woodburn Primary School
Dunfane Special School
Ballyclare High School
Carrickfergus Grammar School
Crumlin High School

In addition, preparatory work will be undertaken in respect of planned visits to schools by Department of Education officials to assess their feasibility for inclusion in the Department's Capital Planning List. Where schools are awarded an appropriate category they will then be the subject of economic appraisal.

3 Future Developments (cont'd ...)

There is continuing collaboration with Department of Education and other relevant partners to develop strategic partnerships with the private sector to deliver the major capital programme.

4 Important Events occurring after the Year End

There have been no significant events since the year end, which would affect these accounts.

5 Charitable Donations

During the year the Board made no donations for charitable or political purposes.

6 Board Members

The following served as Board Members:

Mrs J Christie	(Chairperson from 24 June 2003; Vice-Chairperson until 23 June 2003)
Mr J K F Currie	(Chairperson until 23 June 2003)
Mr J C Reid	(Vice-Chairperson from 24 June 2004)
Mr D D Barbour	
Mr J R Beggs	
Mr R F Cavan	
Mrs O M Church	
Mr J Convery	(Resigned February 2004)
Mrs J M Crilly	
Mrs M W Crockett	
Mr M P Devine	
Mrs U M Duncan	
Mrs L Frazer	
Mr J A Gaston	
Mrs P A Gillespie	
Rev D S Graham	
Mrs L A Hicklin	
Rev J T Jamieson	
Mr M J Johnston	
Miss M Lavery	
Mr J A McBride	
Mr K M McCann	
Mr A P McConaghy	
Mr S A McCrea	
Mr P G McShane	
Mr N S Macartney	
Mr N C Murray	
Mr H Nicholl	
Mrs C M Poots	
Rev R B Savage	
Rev T Scott	
Mr A Templeton	
Mr R Thompson	
Mr A D C Watson	
Mrs C Wegwermer	

7 Disabled Employees

The Board actively encourages applications for employment from disabled persons where the requirements of the job may be adequately performed by a disabled person.

Where existing employees become disabled it is the Board's policy wherever possible to provide continuous employment under normal terms and conditions and to provide training and career development and promotion where appropriate.

7 Payments to Suppliers

Public Sector Payment Policy – Measure of compliance:

The Government requires that the Board pays its trade creditors in accordance with the Better Payment Practice Code and Government Accounting Rules. The Board's payment policy is consistent with the Better Payment Practice Code and Government Accounting Rules and unless otherwise stated in the contract, payment is due within 30 days of the receipt of the goods and services, or presentation of a valid invoice or similar demand, whichever is later. The measure of compliance is:

	Based on Invoice Date		Based on Date Invoice Received	
	Number	£000	Number	£000
Total bills paid	184,859	104,117	184,859	104,117
Total bills paid within target	119,509	80,815	184,770	104,086
% of bills paid within target	64.65		99.95	

9 Employee Involvement

During the year the policy of providing employees with information about the Board has been continued through regular distribution of circulars. Regular meetings are held between staff at different levels to allow a free flow of information and ideas.

10 Company Directorships and other Significant Interests

A register of Member's interests is available and can be inspected on application to the Chief Executive's office.

11 Auditor Details

The Principal Auditor is the Northern Ireland Audit Office, 106 University Street, Belfast, BT7 1EU.

COST OF AUDIT	£000
Audit Services (notional cost)	37
Further Assurance Services	-
Tax Services	-
Other Services	-

The services provided relate to the statutory audit of the financial statements.

11 Auditor Details (cont'd)

There were no non-audit services provided by the Principal Auditor.

Chairman: J Christie Date: 28 June 2005

Chief Executive: G Topping Date: 28 June 2005

STATEMENT ON INTERNAL CONTROL 2003/2004

1. **Scope of responsibility**

As Accounting Officer, I have responsibility for maintaining a sound system of internal control that supports the achievement of the North Eastern Education and Library Board's policies, aims and objectives, whilst safeguarding the public funds and departmental assets for which I am personally responsible, in accordance with the responsibilities assigned to me in Government Accounting Northern Ireland.

The achievement of these responsibilities is discussed at regular Accountability Review meetings with the Permanent Secretary of the Department of Education and arrangements are in place to hold Accountability Review meetings with the Department of Employment and Learning and the Department of Culture, Arts & Leisure.

2. **The purpose of the system of internal control**

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of the Board's policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in the North Eastern Education and Library Board for the year ended 31 March 2004 and up to the date of approval of the annual report and accounts, and accords with DFP guidance.

3. **Capacity to handle risk**

The Board's Risk Management strategy is contained within the Corporate Business Statement. The Risk Management policy has been developed from this strategy and specifies how risk issues are managed within the Board. This strategy has been approved by the Audit Committee.

All managers have attended risk management workshops and subsequently developed Risk Registers to ensure that significant risks are identified and monitored.

4. **The risk and control framework**

The process of risk management is overseen by the Senior Management Team and the Audit Committee. Each year managers compile and update Risk Registers which relate to departmental business plans and the Board's strategic aims.

The Board supports the taking of calculated risks to achieve its objectives, whilst requiring the proper management of these risks to ensure that exposure is acceptable and will not impact upon the performance and reputation of the Board.

5. **Review of effectiveness**

As Accounting Officer, I have responsibility for reviewing the effectiveness of the system of internal control. My review of the effectiveness of the system of internal control is underpinned by a formal annual assurance from each of the senior managers within the Board who have responsibility for the development and maintenance of the internal control framework. Each year I also receive a formal statement from the Head of Internal Audit on corporate governance, risk management and internal control arrangements in the Board.

6. Significant Internal Control Problems

During the period under review difficulties in recruiting staff within the internal audit section reduced the volume of audit work which it was possible to complete. This was offset by stewardship reporting at unit and departmental level with review and challenge by heads of department prior to completion of their departmental certificates. Overall this process and the work of internal audit and other review bodies confirmed that controls are generally sound. I can confirm that where weaknesses have been identified as a result of my review an action plan has been developed and approved by the audit committee to address these.

During the 2003/2004 financial year a review of pay flexibilities for principals and vice principal was carried out and a revised control framework will be agreed in the 2004/2005 financial year.

A review of the Special Educational Needs system identified the need for improved management information in relation to expenditure and absence monitoring. An action plan will be implemented during the 2004/2005 financial year to address these issues.

The shortfall in the budget allocation for 2004/2005 and the consequent reduction in the programme of planned maintenance may affect the achievement of the Public Service Agreement (PSA) targets set by the Department of Education.

Gordon Topping
Accounting Officer

Date 28 June 2005

STATEMENT OF THE BOARD AND CHIEF EXECUTIVE'S RESPONSIBILITIES

Under Article 12 of the Education and Libraries (N.I.) Order 2003 the Board is required to prepare a statement of account in the form and on the basis directed by the Departments with the consent of the Department of Finance and Personnel.

The accounts are prepared on an accruals basis and must give a true and fair view of the Board's state of affairs at the year end and of its income and expenditure, total recognised gains and losses and cash flows for the financial year.

In preparing the accounts the Board is required to:

- Observe the Accounts Direction issued by the Departments including the relevant accounting and disclosure requirements, and apply suitable accounting policies on a consistent basis;
- Make judgements and estimates on a reasonable basis;
- State whether applicable accounting standards have been followed and disclose and explain any material departures in the financial statements; and
- Prepare the financial statements on the going concern basis, unless it is inappropriate to presume that the Board will continue in operation.

The Accounting Officers of the Departments have designated the Chief Executive of the Board as the Accounting Officer for the Board. The Chief Executive's relevant responsibilities as Accounting Officer, including responsibility for the propriety and regularity of the public finances and for the keeping of proper records, are set out in the non-departmental public bodies Accounting Officers Memorandum, issued by the Department of Finance and Personnel.

Gordon Topping
Accounting Officer

Date 28 June 2005

The Certificate and Report of the Comptroller and Auditor General to the House of Commons and the Northern Ireland Assembly

I certify that I have audited the financial statements on pages 56 to 79 under the Education and Libraries (NI) Order 2003. These financial statements have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets and the accounting policies set out on pages 60 to 64.

Respective responsibilities of the Accounting Officer and Auditor

As described on page 53, the Board and Chief Executive are responsible for the preparation of the financial statements in accordance with the Education and Libraries (NI) Order 2003 and the Department of Education's directions made thereunder and for ensuring the regularity of financial transactions. The Board and Chief Executive are also responsible for the other contents of the Accounts. My responsibilities, as independent auditor, are established by statute and I have regard to the standards and guidance issued by the Auditing Practices Board and the ethical guidance applicable to the auditing profession.

I report my opinion as to whether the financial statements give a true and fair view and are properly prepared in accordance with the Education and Libraries (NI) Order 2003 and the Department of Education's directions made thereunder, and whether in all material respects the expenditure and income have been applied to the purposes intended by Parliament and the financial transactions conform to the authorities which govern them. I also report if, in my opinion, the Annual Report is not consistent with the financial statements, if the Board has not kept proper accounting records, or if I have not received all the information and explanations I require for my audit.

I read the other information contained in the Accounts, and consider whether it is consistent with the audited financial statements. I consider the implications for my certificate if I become aware of any apparent misstatements or material inconsistencies with the financial statements.

I review whether the statement on pages 51 and 52 reflects the Board's compliance with the Department of Finance and Personnel's guidance on the Statement on Internal Control. I report if it does not meet the requirements specified by the Department of Finance and Personnel, or if the statement is misleading or inconsistent with other information I am aware of from my audit of the financial statements. I am not required to consider, nor have I considered whether the Accounting Officer's Statement on Internal Control covers all risks and controls. I am also not required to form an opinion on the effectiveness of the Board's corporate governance procedures or its risk and control procedures.

Basis of audit opinion

I conducted my audit in accordance with United Kingdom Auditing Standards issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts, disclosures and regularity of financial transactions included in the financial statements. It also includes an assessment of the significant estimates and judgements made by the Board and Chief Executive in the preparation of the financial statements, and of whether the accounting policies are appropriate to the Board's circumstances, consistently applied and adequately disclosed.

I planned and performed my audit so as to obtain all the information and explanations which I considered necessary in order to provide me with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by error, or by fraud or other irregularity and that, in all material respects, the expenditure and income have been applied to the purposes intended by Parliament and the financial transactions conform to the authorities which govern them. In forming my opinion I have also evaluated the overall adequacy of the presentation of information in the financial statements.

Opinion

In my opinion:

- the financial statements give a true and fair view of the state of affairs of the North Eastern Education and Library Board at 31 March 2004 and of the deficit, total recognised gains and losses and cash flows for the year then ended and have been properly prepared in accordance with the Education and Libraries (NI) Order 2003 and directions made thereunder by the Department of Education; and
- in all material respects the expenditure and income have been applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Report

I have reported separately on Accountability to Parliament by Education and Library Boards in my General Report: Financial Auditing and Reporting 2003-04 (HC 96, Session 2004-05). The report deals with delays in finalising Board accounts and related matters.

*J M Dowdall CB
Comptroller and Auditor General
Date 4 October 2005*

*Northern Ireland Audit Office
106 University Street
Belfast BT7 1EU*

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 MARCH 2004

Income	Notes	2004 £000	2003 £000
Grant from Departments	2	272,018	252,067
Other grant income	3	846	5,027
Other operating income	4	10,236	10,049
Total Income		283,100	267,143
 Expenditure			
Staff costs	6 & 7	201,892	183,892
Depreciation	12	10,780	15,076
Other operating expenses	8 & 11	70,967	68,509
Notional costs	9	14,309	22,558
Total Expenditure		297,948	290,035
 Surplus/(Deficit) for the year		 (14,848)	 (22,892)
Credit in respect of notional costs	9	14,309	22,558
 Amount Transferred to Reserves	 20	 (539)	 (334)

All amounts above relate to continuing activities.

The notes on pages 60 to 79 form part of these accounts.

**STATEMENT OF TOTAL RECOGNISED GAINS AND LOSSES FOR THE YEAR ENDED
31 MARCH 2004**

	Notes	2004 £000	2003 £000
Surplus/(Deficit) for the year		(14,848)	(22,892)
Net surplus/(deficit) on revaluation of fixed assets	21	20,080	43,300
Backlog Depreciation	21	-	20
Total recognised gains/(losses) for the year		<u>5,232</u>	<u>20,428</u>

The notes on pages 60 to 79 form part of these accounts.

BALANCE SHEET AS AT 31 MARCH 2004

	Notes	2004 £000	2003 £000
Fixed Assets			
Tangible Assets	12	415,354	394,085
Current Assets			
Stocks	13	202	232
Debtors	14	22,133	12,911
Cash at bank and in hand	23(v)	185	175
		<u>22,520</u>	<u>13,318</u>
Current Liabilities			
Creditors: amounts falling due within one year	15	<u>(23,836)</u>	<u>(14,540)</u>
Net Current Assets		(1,316)	(1,222)
Total Assets less Current Liabilities		<u>414,038</u>	<u>392,863</u>
Creditors: amounts falling due after more than one year	16	-	(5)
Provisions for Liabilities and Charges	18	(3,507)	(3,188)
Deferred Income	19	(497)	(389)
Net Assets		<u>410,034</u>	<u>389,281</u>
Reserves			
Income and Expenditure Reserve	20	(6,749)	(7,089)
Other Reserves	21	416,783	396,370
		<u>410,034</u>	<u>389,281</u>

The Financial Statements on pages 56 to 79 were approved by the Board on 28 June 2005 and were signed on its behalf by:

Chairman: J Christie Date 28 June 2005

Chief Executive: G Topping Date 28 June 2005

The notes on pages 60 to 79 form part of these accounts.

CASH FLOW STATEMENT FOR THE YEAR ENDED 31 MARCH 2004

	Notes	2004 £000	2003 £000
Net cash (outflow)/inflow from operating activities	23 (i)	(1,658)	794
Returns on investments and servicing of finance	23 (ii)	4	17
Capital expenditure and financial investment	23 (iii)	<u>2,036</u>	<u>(472)</u>
Net cash (outflow)/inflow before financing		382	339
Financing	23 (iv)	-	-
Increase/(Decrease) in Cash and Cash equivalents		<u><u>382</u></u>	<u><u>339</u></u>

The notes on pages 60 to 79 form part of these accounts.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

1. STATEMENT OF ACCOUNTING POLICIES

1.1 *Accounting Convention*

These financial statements have been prepared in accordance with the Accounts Direction issued by the Departments on 22 July 2004 and in accordance with applicable Accounting Standards under the modified historic cost convention.

Without limiting the information given the financial statements comply with the accounting and disclosure requirements of the Companies (Northern Ireland) Order 1986, the accounting standards issued or adopted by the Accounting Standards Board and accounting and disclosure requirements issued by the Department of Finance and Personnel, insofar as those requirements are appropriate.

1.2 *Recognition of Income*

The final approved resource allocations (recurrent) from the Department of Education are included in the income and expenditure account to the extent of matching the relevant expenditure incurred during the period. Where expenditure incurred exceeds cash received a Departmental debtor/creditor is created. Where expenditure incurred is less than the final approved resource allocation (recurrent) a funding commitment is disclosed. However, reference should be made to note 5 for further detail.

The annual recurrent allocations from the Department for Employment and Learning, Department of Culture, Arts and Leisure and the Department of Health and Social Services and Public Safety are intended to meet recurrent costs, which are credited to the income and expenditure account.

Income from other grants received for specific purposes, that is restricted income, are included in the income and expenditure account to the extent of matching the relevant expenditure incurred during the period. Restricted income received but not matched to relevant expenditure during the period is shown as deferred income on the balance sheet.

Income from services rendered is included to the extent of the completion of the contract or service concerned. All income from short-term deposits is credited to the income and expenditure account in the period in which it is earned.

1.3 *Foreign Currency Transactions*

Transactions in foreign currencies are recorded using the rate of exchange ruling at the date of the transaction. Monetary assets and liabilities denominated in foreign currencies are translated at the rates of exchange ruling at the end of the financial period with all resulting exchange differences being taken to the income and expenditure account in the period in which they arise.

1.4 *Taxation*

The Board is exempt from corporation tax on income it receives.

Items in the Income and Expenditure account are net of recoverable VAT.

1.5 *Fixed Assets*

All spending on a fixed asset which yields a benefit for a period of more than one year, is treated as capital expenditure in the accounts. This excludes expenditure on repairs and maintenance of fixed assets which only maintains the value of the asset.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

1. STATEMENT OF ACCOUNTING POLICIES (cont'd)

1.5.1 *Land and Buildings*

All land and buildings are capitalised and stated in the balance sheet at valuation on the basis of depreciated replacement cost. Full valuations are made by the Valuation and Lands Agency (VLA) every five years and in the intervening years these valuations are updated by the VLA using appropriate indices. Land and buildings acquired during the year are included in the balance sheet. Completed building projects will be capitalised but not depreciated until commissioned. On-going building projects are categorised as assets in the course of construction and shown separately. Project costs capitalised include design and related fees as well as construction costs. Where land and buildings are acquired with the aid of specific grants they are capitalised and depreciated as above. The related grants are credited to a Government Grant reserve and are released to the income and expenditure account over the expected useful economic life of the related asset on a basis which is consistent with the depreciation policy.

1.5.2 *Maintained Schools*

Land and buildings shown in the financial statements do not include any voluntary maintained schools, the assets of which belong to their trustees. The Board, however, is responsible for buildings and grounds maintenance at these schools, as well as providing them with certain other services and with 100% funding for general running costs under LMS. These costs are reflected in the Board's Income and Expenditure Account.

1.5.3 *Donated Assets*

Donated tangible fixed assets are capitalised at their valuation on receipt. This value is credited to the donated asset reserve. Subsequent re-valuations are also taken to this reserve. Each year an amount equal to the depreciation charge on the asset is released from the donated asset reserve to the Income and Expenditure Account.

1.5.4 *Assets other than Land and Buildings*

Assets other than land and buildings costing less than £3,000 per individual item are written off to the income and expenditure account in the period of acquisition. Assets are valued each year using appropriate indices or professional valuations.

1.5.5 *Depreciation*

Depreciation is provided for all fixed assets with a finite useful life, by allocating the cost (or revalued amount) less estimated residual value of the assets as fairly as possible to the periods expected to benefit from their use. Useful lives are estimated on a realistic basis, reviewed annually and adjusted prospectively over the revised economic life where appropriate.

All assets are depreciated on a straight line basis over their expected useful lives. A full months depreciation is charged in the period of acquisition/commissioning and no depreciation charged in the month of disposal. Assets in the course of construction are not depreciated until brought into use. Depreciation will not normally be provided for on freehold land unless subject to depletion or on assets which are identified as surplus to requirements and held pending disposal.

1. STATEMENT OF ACCOUNTING POLICIES (cont'd)

The following useful economic lives should where necessary be used as approximations to the levels estimated annually:

Asset Class	Asset Sub-Class	Asset Life
Lands	Land	Not Depreciated
Buildings	Permanent Buildings	50 years
	Temporary Buildings	15 years
Computers	Hardware and Software	3 years
Plant and Equipment	Reprographics	7 years
	Machinery	15 years
	Music	10 years
	Grounds Maintenance	7 years
	General and Other	10 years
	Cleaning	7 years
Vehicles	Small Mini-buses	5 years
	33 Seater Mini-buses	10 years
	> 33 Seater Mini-buses	14 years
	Vans	5 years
	Grounds Maintenance	7 years
	Mobile Libraries	10 years
	Cars	4 years
Miscellaneous	Library Books - Books And Collections	Not Depreciated

Where these assets are acquired with the aid of specific grants the asset is capitalised and depreciated in accordance with the above policy, with the related grant being credited to a Government Grant reserve and released to the income and expenditure account over the expected useful economic life of the related asset.

1.6 *Stocks*

It is policy to carry stock for the meals service and maintenance and central depots.

Stocks are stated at the lower of current replacement cost and net realisable value. Where necessary, provision is made for obsolete, slow moving and defective stocks.

1.7 *Pension Scheme*

The Board's employees belong to two principal schemes, the Teachers' Superannuation Scheme (TSS), the Northern Ireland Local Government Officer's Superannuation Committee Scheme (NILGOSC).

The Teachers' Superannuation Scheme is a contributory scheme administered by the Department of Education. The conditions of the Superannuation (NI) Order 1972, the Teachers' Superannuation Regulations (NI) 1977 and subsequent amendments apply to the scheme. The scheme is presently notionally funded. The rate of the employer's contribution is determined from time to time by the Government actuary and advised by the Department of Finance and Personnel. The scheme is administered by the Department of Education, Balloo Road, Bangor.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

1. STATEMENT OF ACCOUNTING POLICIES (cont'd)

The Northern Ireland Local Government Officers' Superannuation Committee Scheme is of the defined benefits type, the assets of the schemes being held in separate trustee administered funds. The Board's contribution to the Northern Ireland Local Government Pension Scheme is determined by the fund's actuary based on a triennial valuation. The scheme is administered by NILGOSC, Holywood Road, Belfast.

The pension costs are assessed in accordance with the advice of independent qualified actuaries using the projected unit method.

1.8 *Nature of substantial reserves*

- The *Income and Expenditure Reserve* balance represents the surplus of revenue income over expenditure. It can be used to supplement income in future years.

Other Reserves

- The Schools Reserve is the cumulative unspent portion of schools' locally administered budgets. These were set up under the Local Management in Schools arrangements required by the Education Reform Northern Ireland Order 1989.
- The Grant Reserve represents the surplus of grant income over expenditure.
- The Donated Assets Reserve and Revaluation reserve will depend on the application of the accounting guidance for Non Departmental Public Bodies.
- The Government Grant Reserve represents the movement of fixed assets in line with the accounting guidance for Non Departmental Public Bodies.
- The General Reserve represents the proceeds of the sale of non-property assets, in line with latest accounting guidance for Non Departmental Public Bodies.
- The Special Book Reserve represents the valuation of the special library book collection.

1.9 *Finance and Operating Leases*

Operating lease rentals are charged to the Income and Expenditure account in equal annual amounts over the lease term. Leasing agreements which transfer to the Board substantially all benefits and risks of ownership of an asset, are treated as if the asset had been purchased outright.

The assets are included in fixed assets and the capital element of the leasing commitments is shown as obligations under finance leases. The lease rentals are treated as consisting of capital and interest elements. The capital element is applied to reduce the outstanding obligations and the interest element is charged against income in proportion to the reducing capital element outstanding. Assets held under finance lease are depreciated over the useful lives of equivalent owned assets.

1.10 *Private Finance Initiative*

The Board follows HM Treasury's "Technical Note 1 (Revised) How to Account for PFI Transactions" which provides guidance for the application of the FRS 5 Amendment.

The South Eastern Education and Library Board has responsibility on behalf of all 5 Boards for the Board's Oracle financial IT system. This is a PFI scheme, the purpose of which is to provide an IT system to support the financial and management needs of the Boards in light of the requirements of Resource Accounting.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

1. STATEMENT OF ACCOUNTING POLICIES (cont'd...)

The Western Education and Library Board has responsibility on behalf of all five Boards for the Classroom 2000 Project. This is a PFI scheme, the purpose of which is to design, develop and operate an ICT infrastructure to support the curriculum, management and information needs of the major bodies within the Education Service in Northern Ireland.

The North Eastern Education and Library Board has responsibility on behalf of all five Boards for the Electronic Libraries for Northern Ireland (ELFNI) Project. This is a PFI Scheme to deliver public access to electronic information through the public library network and to provide new Library management systems.

2. GRANT FROM DEPARTMENTS

DEPARTMENT OF EDUCATION, DEPARTMENT OF CULTURE, ARTS AND LEISURE AND DEPARTMENT FOR EMPLOYMENT AND LEARNING

	2004	2003
	£000	£000
<i>Recurrent Grant</i>		
- Grant-in-Aid	254,897	231,937
- Higher Education Bursaries	3,690	-
- Mandatory Awards	464	2,866
- Premature Retirement Compensation Pensions	1,354	1,190
- Premature Retirement Compensation Lump Sums	486	372
- Release of Government Grant Reserve	10,787	15,084
- Funding Maintained Schools Improvements	35	-
	<u>271,713</u>	<u>251,449</u>

DEPARTMENT OF HEALTH AND SOCIAL SERVICES AND PUBLIC SAFETY

Recurrent Grant

- Mandatory Awards	305	618
	<u>272,018</u>	<u>252,067</u>

3. OTHER GRANT INCOME

	2004	2003
	£000	£000
European Funds	303	88
New Opportunities Fund	543	4,939
Other Funds	-	-
	<u>846</u>	<u>5,027</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

4. OTHER OPERATING INCOME

	2004 £000	2003 £000
Catering operations	6,564	6,233
Other income generating activities	1,537	1,658
Interest Receivable	4	17
Miscellaneous	2,131	2,141
	<u>10,236</u>	<u>10,049</u>

5. FUNDING COMMITMENT/END YEAR FLEXIBILITY

The following funding commitment or end year flexibility from the Departments have not been accrued as income:

	2004 £000	2003 £000
Amount of Grant formally committed:		
Department of Education	6,419	11,432
Department for Employment and Learning	-	-
	<u>6,419</u>	<u>11,432</u>

The funding commitment or end year flexibility represents a guaranteed resource which will be added to the Board's approved spending limit in the next financial year. In establishing whether the Board has achieved financial targets set, this funding commitment or year end flexibility is added to the reserves position reported in these accounts.

6. STAFF COSTS

The average number of persons (including Senior Postholders) employed by the Board during the year expressed as Full-Time Equivalents (FTE) and staff costs are as follows:-

Staff costs:

	2004 £000	2003 £000
<i>Teaching</i>		
Gross Pay	116,898	111,898
NIC	9,364	7,958
Pension Costs	8,926	8,540
Other Employee Expenses	2,862	2,384
	<u>138,050</u>	<u>130,780</u>
<i>Non-Teaching (including Board Members)</i>		
Gross Pay	58,093	48,485
NIC	3,276	2,301
Pension Costs	1,959	1,763
Other Employee Expenses	514	563
	<u>63,842</u>	<u>53,112</u>
Total	<u>201,892</u>	<u>183,892</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

6. STAFF COSTS (cont'd)

<i>Average staff numbers:</i>	Number	Number
Teaching	4,612	4,557
Non-Teaching	6,427	6,288
Total	11,039	10,845

Recent NDPB Guidance requires detailed disclosure in respect of staff on secondment or loan, as well as agency, temporary and contact staff. It is expected that full disclosure will be made pending full implementation of a new Payroll/Human Resource system across the Boards.

7. EMOLUMENTS OF SENIOR POST HOLDERS AND MEMBERS SENIOR POST HOLDERS

	Age	Salary including benefits in kind (Note a) £	Real increase in pension at 65 £	Total accrued pension at 65 at 31 March 2004 (Note b) £
Mr G Topping <i>Chief Executive</i>	56	90,745	2,364	35,071
Mr R Harper <i>Chief Administrative Officer</i>	51	64,545	1,741	23,837
Mr G Irwin <i>Senior Education Officer</i>	53	66,186	1,733	25,296
Mr A Moody <i>Project Manager – PFI/PPP</i>	59	64,791	1,050	15,519
Mr S McCurdy <i>Chief Finance Officer</i>	40	66,186	1,332	14,448
Mrs P Valentine <i>Chief Librarian</i>		Consent for disclosure withheld		

Notes:

- a** Where the requirements of a post include the use of a car, the Board offers a loan. Interest is payable at a rate of 4.45% on the initial amount of capital borrowed. Repayments of capital and interest are deducted from pay on a monthly basis. In 2003/04, no senior post holder availed of this facility.
- b** For each of these members of the NILGOSC Pension Scheme, a lump sum equal to three times the total accrued pension at 31 March 2004 is also payable on retirement.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

7. EMOLUMENTS OF SENIOR POST HOLDERS AND MEMBERS (cont'd ...)

BOARD MEMBERS	2004
	£
The total emoluments (incl. honoraria) of the Chairman were	10,781
The highest payment for any other Board member was	1,957
The aggregate amount of Board members emoluments was	32,908

No members waived emoluments. However, 5 members made no claim for emoluments during the year.

The number of Board members who received emoluments falling within the ranges below:

	2004 Number	2003 Number
£1 - £4,999	29	32
£5,000 - £5,999	-	-
£6,000 - £6,999	-	1
£7,000 - £7,999	-	-
£8,000 - £8,999	1	-
£9,000 - £9,999	-	-
£10,000 - £14,999	-	-

8. OTHER OPERATING EXPENSES

DEPARTMENTS	2004 £000	2003 £000
Premises, Fixed Plant & Grounds	21,145	19,442
Supplies & Services	20,624	22,425
Transport	16,543	15,176
Establishment	4,245	3,945
Grants to Persons/Bodies	7,494	6,425
Loss on disposal of fixed assets	8	8
Miscellaneous	603	550
	<hr/> 70,662	<hr/> 67,971
DEPARTMENT OF HEALTH, SOCIAL SERVICES AND PUBLIC SAFETY		
Grants to Persons/Bodies	305	538
	<hr/> 70,967	<hr/> 68,509

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

8. OTHER OPERATING EXPENSES (cont'd ...)

Other operating expenses include:

	2004	2003
	£000	£000
Operating leases - hire of plant and machinery	209	256
Operating leases – property	164	151
Hospitality	-	1,205
P.F.I.	4,150	6,276
	<u>4,523</u>	<u>7,888</u>

9. NOTIONAL COSTS

	2004	2003
	£000	£000
Auditors Remuneration	37	36
Valuation and Land Agency	-	35
Teacher's Payroll	292	292
Use of Capital	13,980	22,195
	<u>14,309</u>	<u>22,258</u>

The Board bases the cost of capital calculation on the total assets less total liabilities. The cost of capital percentage for the year ended 31 March 2004 is 3.5%.

10. INTER BOARD TRADING

During the year the Board earned £NIL from the selling of services and purchased £NIL of services from the other Boards.

11. INTEREST PAYABLE

	2004	2003
	£000	£000
On Finance Leases	-	-
Other	-	-
	<u>-</u>	<u>-</u>

These expenses are included in other operating expenses.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

12. TANGIBLE FIXED ASSETS

	Land & Buildings	Vehicles	Computers	Plant, Equipment & Miscellaneous	Assets in course of Construction	Total
	£000	£000	£000	£000	£000	£000
Cost or Valuation						
At 1 April 2003	377,703	4,356	1,110	4,359	9,807	397,335
Additions	-	535	200	1,206	11,963	13,904
Asset Transfer	18,197	148	-	27	(18,372)	-
Disposals	(1,908)	(8)	-	(72)	-	(1,988)
Revaluation	20,223	80	(126)	103	-	20,280
Permanent Impairment of Value	-	-	-	-	-	-
At 31 March 2004	414,215	5,111	1,184	5,623	3,398	429,531
Depreciation						
At 1 April 2003	-	1,738	504	1,008	-	3,250
Disposals	(2)	(8)	-	(43)	-	(53)
Backlog	-	-	-	-	-	-
Depreciation Charge for period	9,526	524	311	419	-	10,780
Deficit on revaluation	-	-	-	-	-	-
Revaluation	226	37	(79)	16	-	200
At 31 March 2004	9,750	2,291	736	1,400	-	14,177
Net Book value at 31 March 2004	404,465	2,820	448	4,223	3,398	415,354
Net Book value at 1 April 2003	377,703	2,618	606	3,351	9,807	394,085

The Valuation and Lands Agency undertook a complete independent revaluation of all land and buildings as at 31 March 2003 on a depreciated replacement cost basis. The valuations as at 31 March 2004 were by way of approved government indices.

Should fixed assets be sold, proceeds from the sale can only be retained with the approval of the Departments and otherwise must be surrendered to the Departments.

The net book value of tangible fixed assets includes an amount of £1,258,760 (2003 - £1,053,716) in respect of assets held in Reversionary Trusts ie if properties cease to be used as specified in the deeds they will revert to the ownership of the trustees.

As described in note 1.5.2, the amount of land and buildings noted does not include maintained schools. In 2003/2004 there were 93 such schools in the Board's area.

Fixed assets include £1,193,676 in relation to a special collection of library books which were valued by J Gamble, 539 Antrim Road, Belfast on 5 October 2001. The library books were valued on an open market, existing use basis and have been indexed to current market value at 31 March 2004.

The depreciation charge for the period is analysed as follows:

	2004 £000	2003 £000
Owned assets	10,780	11,571
Assets held under finance leases and hire purchase arrangements	-	-
Deficit on revaluation	-	3,505
	<u>10,780</u>	<u>15,076</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

13. STOCK

	2004	2003
	£000	£000
Catering	92	119
Maintenance and central depots	110	113
	<u>202</u>	<u>232</u>

14. DEBTORS

	2004	2003
	£000	£000
AMOUNTS FALLING DUE WITHIN ONE YEAR		
Trade debtors	565	672
Amount owed by Boards	23	58
Prepayments and accrued income	1,440	697
Recoverable VAT	1,431	2,568
Amounts owed by Departments	18,587	8,880
Other Debtors	64	3
	<u>22,110</u>	<u>12,878</u>

	2004	2003
	£000	£000
AMOUNTS FALLING DUE AFTER MORE THAN ONE YEAR		
Trade debtors	23	33
Prepayments	-	-
	<u>23</u>	<u>33</u>
Total	<u>22,133</u>	<u>12,911</u>

15. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2004	2003
	£000	£000
Bank Overdraft	707	1,079
Trade creditors	6,013	4,339
Obligations under finance leases	-	-
Amount owed to Boards	213	128
Other taxation and social security	1,283	1,149
Accruals	15,603	7,828
PFI Commitment	-	-
Other Creditors	17	17
	<u>23,836</u>	<u>14,540</u>

16. CREDITORS: AMOUNTS FALLING DUE AFTER MORE THAN ONE YEAR

	2004	2003
	£000	£000
Obligations under finance leases	-	-
PFI Commitment	-	-
Accruals	-	5
	<u>-</u>	<u>5</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

17. ANALYSIS OF BORROWINGS OF THE BOARD: FINANCE LEASES

The net finance lease obligations to which the Board is committed are:

	2004 £000	2003 £000
In one year or less	-	-
Between one and two years	-	-
Between two and five years	-	-
Over five years	-	-
	<u>-</u>	<u>-</u>

18. PROVISIONS FOR LIABILITIES AND CHARGES

	Employer & Public Liability Claims £000	Pensions £000	Job Evaluations £000	Total £000
At 1 April 2003	1,036	2,152	-	3,188
Provided in the year	679	63	-	742
Provisions not required written back	(93)	(6)	-	(99)
Provisions utilised in the year	(307)	(156)	-	(463)
Unwinding of discount	-	139	-	139
At 31 March 2004	<u>1,315</u>	<u>2,192</u>	-	<u>3,507</u>

As directed by the Department of Education, with the consent of the Department of Finance and Personnel a provision has not been included in Board accounts for future liabilities in respect of existing teacher premature retirement cases. It is agreed that any assessment of future financial liabilities in this regard should be reflected in the Teacher's Superannuation Account (part of the Departmental Accounting structure).

The in-year charge in respect of such cases as well as requisite employer superannuation contributions is charged to the Board's income and expenditure account. Due to industrial action within the Department of Education the number of premature retirement cases was not available at the time of publication.

Employer and Public Liability Claims

These are claims against the Board submitted by members of staff and or the public in relation to accidents or incidents which have happened before the balance sheet date. Claims which are not considered formant or statute barred by the passage of time since being lodged, but have progressed sufficiently to allow an estimated "settlement" figure to be calculated, are included in the provision. Estimates are calculated by reference to; analysis of previous claims of a similar type, the previous history of successful settlements and professional judgement.

The possible timing of payments in settlement of such cases is uncertain; it is plaintiff driven and the case's progress is dependant on the individual circumstances of that case. As a case progresses and more information becomes available the amount of the estimated "settlement" figure may in subsequent years be revised up or down.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

18. PROVISIONS FOR LIABILITIES AND CHARGES (cont'd)

Pension Provision

This provision refers to previous employees of the Board who have retired and are in receipt of current pension benefits. The provision is calculated by reference to their current age at the balance sheet date, an actuarial indexation factor which anticipates future life expectancy, and the actual current pension being paid in the current year. The product of this calculation is an estimate of the future liability of the Board in respect of these former employees. Payments in relation to this provision will be ongoing on a monthly basis.

19. DEFERRED INCOME - DEFERRED GRANTS

	2004	2003
	£000	£000
External Funding Bodies	<u>497</u>	<u>389</u>

20. INCOME AND EXPENDITURE RESERVE

	2004	2003
	£000	£000
At 1 April 2003	(7,089)	(7,457)
Amount transferred to/from Income and Expenditure Account	(539)	(334)
Transfer to/from School Reserve	939	723
Transfer to/from Grant Reserve	<u>(60)</u>	<u>(21)</u>
At 31 March 2004	<u>(6,749)</u>	<u>(7,089)</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

21. OTHER RESERVES

	Government Grant Reserve £000	General Reserve £000	Schools Reserve £000	Grant Reserves £000	Special Book Reserve £000	Total £000
At 1 April 2003	392,949	32	1,903	351	1,135	396,370
Transfer to/from Income & Expenditure Reserve	-	-	(939)	60	-	(879)
Capital Receipts	13,904	-	-	-	-	13,904
Revaluation of Tangible Fixed Assets	20,021	-	-	-	59	20,080
Release of Grants						
- Depreciation	(10,780)	-	-	-	-	(10,780)
- Deficit on Revaluation	-	-	-	-	-	-
Backlog depreciation	-	-	-	-	-	-
Disposal of fixed assets	(1,912)	-	-	-	-	(1,912)
Transfer to/from General Reserve	(22)	22	-	-	-	-
At 31 March 2004	414,160	54	964	411	1,194	416,783

22. PENSION AND SIMILAR OBLIGATIONS

The Board's employees belong to two principal schemes, the Teachers' Superannuation Scheme (TSS), the Northern Ireland Local Government Officer's Superannuation Committee Scheme (NILGOSC).

For 2003/2004 the contribution rates to the Teachers' Superannuation were 7.85% employers.

For 2003/2004 the employer's contribution rate to the Northern Ireland Local Government Pension Scheme was 4.6%.

The Board has included pension costs totalling £10,884,554 in relation to the two schemes.

The latest actuarial valuations of the schemes were at 31 March 2001 (TSS) and 31 March 2001 (NILGOSC). Updated actuarial valuations as at 31 March 2004 are anticipated in due course.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

22. PENSION AND SIMILAR OBLIGATIONS (cont'd ...)

The assumptions that have the most significant effect on the valuations and other relevant data are as follows:

	TSS	NILGOSC
Rate of return on investments - After Retirement	N/A	5.30%
- Before Retirement	N/A	6.30%
- Long Term	N/A	6.55%
Rate of increase in salaries	N/A	3.80%
Rate of increase in pensions	N/A	2.30%
Rate of dividend growth	N/A	2.30%
Market value of the assets at the date of the last valuation	N/A	£2,293.7m

The actuarial value of the assets of NILGOSC was sufficient to cover all of the benefits which had accrued to members after allowing for future increases in earnings.

23. NOTES TO THE CASH FLOW STATEMENT

(i) Reconciliation of operating surplus/(deficit) to cashflow from operating activities

	2004 £000	2003 £000
Surplus/(Deficit) for the year	(14,848)	(22,892)
Depreciation (Note 12)	10,780	15,076
Government grant release	(10,787)	(15,084)
(Profit)/Loss on disposal of fixed assets other than land and buildings	8	8
Notional Costs (Note 9)	14,309	22,558
(Increase)/Decrease in stocks	30	21
Interest receivable (Note 4)	(4)	(17)
(Increase)/Decrease in debtors	(9,344)	(2,414)
(Increase)/Decrease in prepayments & accrued income	(743)	347
Increase/(Decrease) in creditors	635	(747)
Increase/(Decrease) in accruals	7,746	3,853
Increase/(Decrease) in Deferred Income	107	(129)
Increase/(Decrease) in other tax & social security	134	84
Increase/(Decrease) in provisions	319	130
Net cash inflow/(outflow) from operating activities	<u>(1,658)</u>	<u>794</u>
(ii) Returns on investment and servicing of finance		
Interest received	4	17
Interest paid on finance leases	-	-
Other interest paid	-	-
	<u>4</u>	<u>17</u>
(iii) Capital expenditure and financial investment		
Purchase of tangible fixed assets	(12,791)	(12,460)
Capital grants received	14,805	11,971
Proceeds from disposal of tangible fixed assets	22	17
	<u>2,036</u>	<u>(472)</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

23. NOTES TO THE CASH FLOW STATEMENT (cont'd ...)

(iv) Financing

	2004 £000	2003 £000
Capital element of finance lease payments	-	-
Issue of loans	-	-
Receipt of loan repayments	-	-
	<u>-</u>	<u>-</u>

(v) Analysis of net funds

	1 April 2003 £000	Cash flow £000	31 March 2004 £000
Cash	175	10	185
Overdrafts	(1,079)	372	(707)
	<u>(904)</u>	<u>382</u>	<u>(522)</u>
Debt due within one year	-	-	-
Debt due after one year	-	-	-
Finance Leases	-	-	-
	<u>(904)</u>	<u>382</u>	<u>(522)</u>

(vi) Reconciliation of net cash to movement in net funds

	2004 £000	2003 £000
Increase/(Decrease) in cash	10	78
Cash (inflow)/outflow from decrease/(increase) in debt	372	261
Change in net debt resulting from cash flows	382	339
Other non cash items	-	-
Movement in net funds	382	339
Net funds at 1 April 2003	(904)	(1,243)
Net funds at 31 March 2004	<u>(522)</u>	<u>(904)</u>

24. CAPITAL COMMITMENTS

	2004 £000	2003 £000
Contracted	9,761	5,263
Authorised but not contracted	24,358	13,650
	<u>34,119</u>	<u>18,913</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

25. FINANCIAL COMMITMENTS

At 31 March 2004 the Board had annual commitments under non-cancellable operating leases as follows:

	2004 £000	2003 £000
Expiring within one year	31	36
Expiring between 1 and 5 years inclusive	253	268
Expiring after 5 years	106	92
	<u>390</u>	<u>396</u>

26. PRIVATE FINANCE TRANSACTIONS PFI Schemes deemed to be off Balance Sheet

	2004 £000	2003 £000
Amounts included within Other Operating Expenses in respect of PFI transactions deemed to be off Balance Sheet	4,150	6,276

The Board is committed to make the following payments during the next year:

	2004 £000	2003 £000
PFI Scheme which expires within 1 year	-	-
PFI Scheme which expires from 2 to 5 years (inclusive)	-	-
PFI Scheme which expires from 6 to 10 years (inclusive)	2,986	4,150
PFI Schemes which expire from 11 to 15 years (inclusive)	-	-
PFI Schemes which expire from 16 to 20 years (inclusive)	-	-
PFI Schemes which expire from 21 to 25 years (inclusive)	-	-
	<u>2,986</u>	<u>4,150</u>
Estimated capital value of the PFI Scheme	<u>£000</u> 36,000	<u>£000</u> 36,000

Contract start date – May 2002

Contract end date – April 2012

The PFI Scheme relates to the installation, implementation and technical support of hardware and software for the Electronic Libraries for Northern Ireland (ELfNI) project. ELfNI is being introduced to provide the five Education and Library Boards with systems to deliver public access to electronic information as part of the national implementation of the People's Network. The project also provides new library management systems.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

27. CONTINGENT LIABILITIES

Teacher salary award agreement

The Board expects a liability may arise, from 1 September 2003, for teachers who qualify for upgrade to the second point of the upper pay spine. Until a scheme is agreed to administer this process, we cannot estimate with any certainty the value of the liability.

Job Evaluation

Whilst the Board expects a liability will arise, until the relevant job descriptions and evaluations have been agreed, we cannot estimate, with any certainty, the value of the liability to the Board.

Legal cases and public liability

Proceedings against the Board have been initiated in a number of cases of public and employers liability cases. The likelihood of the Board being found liable and the amount of any settlements cannot yet be estimated as the cases concerned have not progressed sufficiently to allow assessment by the Board's solicitors.

Those amounts which are probable and ascertainable have been accrued within provisions for liabilities and charges.

28. POST BALANCE SHEET EVENTS

Details of post balance sheet events are given in the Annual Report of the Board.

29. RELATED PARTY TRANSACTIONS

The North Eastern Education and Library Board is a Non-Departmental Public Body (NDPB) sponsored by the Department of Education, Department of Culture, Arts and Leisure and the Department for Employment and Learning.

The Departments are regarded as related parties. During the year, the North Eastern Education and Library Board has had various material transactions with the Departments and with other entities for which the Departments are regarded as the parent Department. These include:

- Belfast Education and Library Board;
- Southern Education and Library Board;
- South Eastern Education and Library Board;
- Western Education and Library Board;
- Staff Commission for Education and Library Boards;
- Council for Catholic Maintained Schools;
- Voluntary Grammar School;
- Grant Maintained Integrated Schools;
- Northern Ireland Council for the Curriculum Examinations and Assessment; and
- Colleges of Further Education

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

29. RELATED PARTY TRANSACTIONS (cont'd)

In addition, the North Eastern Education and Library Board has had a small number of material transactions with other Government Departments and other Central Government bodies. Most of these transactions have been with the:

- (a) Department of Health and Social Services and Public Safety;
- (b) Health and Social Services Boards which are sponsored by the Department of Health and Social Services and Public Safety; and
- (c) Probation Board for Northern Ireland, a body sponsored by the Northern Ireland Office.

None of the Board Members, members of the key management staff or other related parties has undertaken any material transactions with the North Eastern Education and Library Board during the year other than those disclosed in Note 7.

30. FINANCIAL INSTRUMENTS

FRS 13, (Derivatives and other Financial Instruments), requires disclosure of the role which financial instruments have had during the period in creating or changing the risks an entity faces in undertaking its activities. Because of the largely non-trading nature of its activities and the way in which it is financed, the North Eastern Education and Library Board is not exposed to the degree of financial risk faced by business entities. The Board has no powers to borrow or invest surplus funds and financial assets and liabilities are generated by day to day operational activities and are not held to change the risks facing the department in undertaking its activities.

Liquidity Risk

The Board's net revenue resource requirements are largely financed by grants from its sponsoring Departments, just as its capital expenditure is. The Board is not therefore exposed to significant liquidity risks.

Interest Rate Risk

The Board's financial assets and liabilities carry nil or fixed rates of interest. The Board is not, therefore, exposed to significant interest rate risk.

Foreign Currency Risk

The Board's exposure to foreign currency risk is not significant. Foreign currency income and expenditure are negligible.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2004

31. EUROPEAN UNION FUNDING

	2004	2004	2003	2003
	Income	Expenditure	Income	Expenditure
	£000	£000	£000	£000
Received via Department of Education Applicant				
(a) Board	122	122	(30)	(30)
(b) Schools	138	138	-	-
(c) Other Services	-	-	-	-
	<u>260</u>	<u>260</u>	<u>(30)</u>	<u>(30)</u>
Received from Other Sources				
(a) Milk Subsidy	43	43	118	118
(b) Others	-	-	-	-
TOTAL	<u>43</u>	<u>43</u>	<u>118</u>	<u>118</u>

32. NEW OPPORTUNITIES FUND

	2004	2004	2003	2003
	Income	Expenditure	Income	Expenditure
	£000	£000	£000	£000
(a) Schools	151	151	124	124
(b) Public Libraries	99	99	4,377	4,377
(c) Other Services	293	293	438	438
	<u>543</u>	<u>543</u>	<u>4,939</u>	<u>4,939</u>

33. STATEMENT OF LOSSES

	2004	2003
	£000	£000
(a) Cash Losses	16	9
(b) Claims Abandoned	-	1
(c) Fruitless Payments	-	-
(d) Stores Losses	378	443
	<u>394</u>	<u>453</u>

34. STATEMENT OF SPECIAL PAYMENTS

	2004	2003
	£000	£000
(a) Ex –Gratia Payments	-	-
(b) Extra Statutory Payments	-	-
	<u>-</u>	<u>-</u>

35. FINANCIAL TARGET

The Board's financial targets for 2003/04 were to contain expenditure within the accrued limits approved by the Departments. These targets have been achieved.

NORTH EASTERN EDUCATION AND LIBRARY BOARD

ACCOUNTS DIRECTION GIVEN BY THE DEPARTMENT OF EDUCATION, WITH THE APPROVAL OF THE DEPARTMENT OF FINANCE AND PERSONNEL, IN ACCORDANCE WITH ARTICLE 12 OF THE EDUCATION AND LIBRARIES (NI) ORDER 2003

The annual accounts shall give a true and fair view of the I & E and cash flows for the financial year, and the state of affairs as at the year end. Subject to this requirement the North Eastern Education and Library Board shall prepare accounts for the financial year ended 31 March 2004 and subsequent financial years in accordance with

- a. Non-Departmental Public Bodies Annual Reports and Accounts Guidance;
- b. other guidance which the Department of Finance and Personnel may issue from time to time in respect of accounts which are required to give a true and fair view;
- c. any other specific disclosures required by the Department;

except where agreed otherwise with the Department of Finance and Personnel, in which case the exception shall be described in the notes to the accounts.

Date of Submission

The accounts shall be submitted to the Comptroller and Auditor General by 30 June immediately following the end of the financial year.

Signed by authority of the Department of Education

KATRINA GODFREY
22 JULY 2004

APPLICATION OF THE ACCOUNTING AND DISCLOSURE REQUIREMENTS OF THE COMPANIES (NORTHERN IRELAND) ORDER AND ACCOUNTING STANDARDS

Companies (Northern Ireland) Order

The disclosure exemptions permitted by the Companies (Northern Ireland) Order shall not apply to the Board unless specifically approved by DFP.

The Companies (Northern Ireland) Order requires certain information to be disclosed in the Directors' Report. To the extent that it is appropriate, the information relating to the Board shall be contained in the foreword.

When preparing its income and expenditure account, the Board shall have regard to the profit and loss account format 2 prescribed in Schedule 4 to the Companies (Northern Ireland) Order.

When preparing its balance sheet, the Board shall have regard to the balance sheet format 1 prescribed in Schedule 4 to the Companies (Northern Ireland) Order. The balance sheet totals shall be struck at "Total assets less current liabilities".

The Board is not required to provide the additional information required by paragraph 33(3) of Schedule 4 to the Companies (Northern Ireland) Order.

The foreword and balance sheet shall be signed by the Accounting Officer and dated.

Accounting Standards

The Board is not required to include a note showing historical cost profits and losses as described in FRS3.

ADDITIONAL DISCLOSURE REQUIREMENTS

The Foreword to the Accounts shall, inter alia:-

state that the accounts have been prepared in a form directed by the Department with the consent of DFP in accordance with Article 119 of the Education and Libraries (Northern Ireland) Order 1986, and in accordance with this Direction;

include a brief history of the Board and its statutory background.

The notes to the accounts shall include details of the key corporate financial targets set by the Department together with the performance achieved.

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