

Waterford and Wexford Education and Training Board

SERVICE PLAN 2021



wwetb

Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
*Waterford and Wexford
Education and Training Board*

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1. Message from the Chairperson of Waterford and Wexford Education and Training Board

As Chairperson of WWETB, elected in September 2019 following the formation of the new Board, I am delighted to present the Service Plan for WWETB for 2021. As we enter the fourth year of the WWETB Strategy Statement 2018-2022, our 2021 Service Plan outlines key elements in the delivery of services proposed for the year ahead.



It has been an incredibly challenging year for everyone, not least for our staff, students and learners. With the global pandemic of Covid-19 still in our midst, we have been forced to make decisions about new ways of working, teaching and learning. Some of these changes have been positive, not least our ability to exploit the potential of our ICT capabilities and all staff and learners have risen to the challenges placed before them in this regard. Staff, students and learners alike have shown remarkable resilience and flexibility in coping with the changes.

It continues to be an exciting and busy time for the organisation and as Chairperson, my role is to ensure that the Board of WWETB continues to deliver on its reserved functions as set out by the Education and Training Boards Act. We will support the valuable work undertaken by the Executive and all staff in the organisation to ensure that WWETB continues to meet the challenge of providing high quality, inclusive and innovative education and training services to our communities across Waterford and Wexford.

A handwritten signature in black ink, which appears to read 'Barbara-Anne Murphy'. The signature is fluid and cursive, with a long, sweeping tail at the end.

Cllr. Barbara-Anne Murphy
Chairperson, WWETB

2. Foreword by the Chief Executive



When we prepared the Service Plan for 2020, nobody foresaw the extraordinary year that we were about to endure, and the daily challenges presented in coping with the Covid-19 pandemic. To say it was challenging for education, training and the general administration of business is an understatement and I applaud the heroic efforts of our staff who went way above and beyond the call of duty in their work of supporting our students and adult learners.

Now as we are a little more forewarned, we prepare the Service Plan for 2021. We have the advantage of the lessons of 2020 and are determined to maintain our education and training services at the highest possible level of quality, albeit pending a successful vaccination of the population, our students and adult learners will have to work around an amount of remote/on-line learning for at least the first portion of the year. In that regard I wish to pay a special tribute to our ICT and Digital Learning Teams who continue to play a blinder in ensuring the highest quality technology, staff support, and on-line learning provision is constantly upgraded.

The Service Plan for 2021 is built in the main around achieving and implementing a good percentage of our 5-year Strategic Statement 2018-2022 during the year. When we look back at the implementation of the Strategic Statement since 2018, we are encouraged that so much has been achieved from that plan across the various schools, further education and training centres, offices, youthwork projects, Music Generation and engagement with our massive customer and stakeholder base. However, we cannot stand still, as that is to go backwards. With enrolments in schools greatly increasing, further education and training centres filled to capacity, extraordinary innovation happening on a regular basis, spectacular developments in administration practices and a greatly enhanced general awareness of our need for good communication across all areas of the organisation, we must strive to build on these achievements and continue to provide the best possible learning environment for our community across Waterford and Wexford.

We have ambitious plans for 2021 and I hope that you get a chance to read about them all through this Service Plan. Everything envisaged within the Service Plan is built upon our 'Core Values' of Respect, Accountability, Learner Focus and Quality. Our Strategic Goals, priorities and actions focus the Service Plan to deliver on our longer-term strategy. I hope that we can all work together to ensure that we can reflect at the end of 2021 on a job well done.

A handwritten signature in black ink that reads "Kevin Lewis". The signature is written in a cursive, slightly slanted style.

Kevin Lewis

Chief Executive

3. Profile/Background of WWETB

Waterford and Wexford Education and Training Board (WWETB) was established on 1 July 2013. It officially incorporated SOLAS Training Centres in Waterford and Wexford to its range of services on 1 July 2014. Since then, WWETB has been providing a comprehensive range of education and training services throughout Waterford and Wexford and it is the largest education and training provider across both counties through Primary-level education, Second-level Colleges, Further Education Colleges, Further Education and Training Centres, an Outdoor Education and Training Centre, and Youth Services delivering education and training programmes. With over 1,600 staff WWETB is also a significant employer in the South-East and prides itself on being an employer of choice for prospective employees.

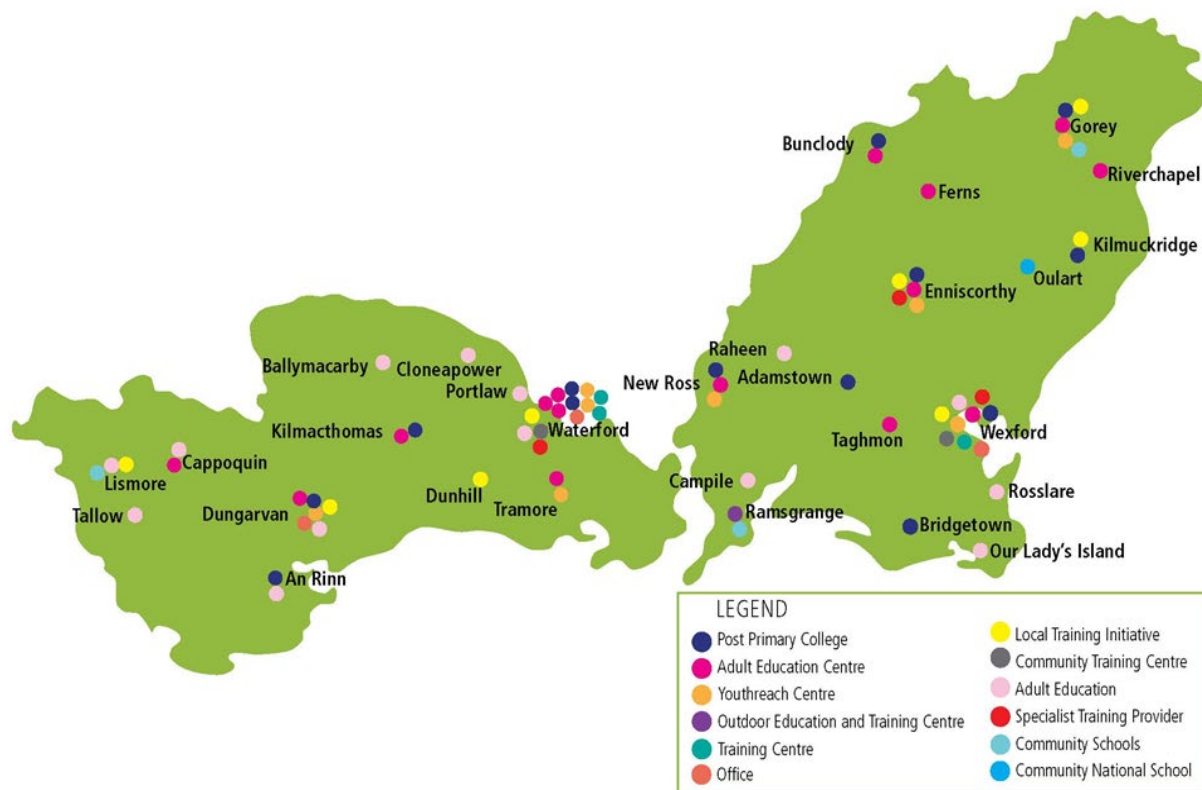
The core values that guide us in providing our services are:

WWETB Core Values				
	RESPECT	ACCOUNTABILITY	LEARNER FOCUS	QUALITY
What it means	We treat others as we would expect to be treated ourselves; we assume positive intent, consider everyone to be of value and treat all with courtesy.	We take full ownership of the delivery of the delegated responsibilities of our roles and the collective responsibility of the immediate and wider team, with a view to achieving the highest professional standards.	Our focus is on enabling our learners to maximise their potential.	We strive to deliver the highest standards with a view to maximising learner potential.
How it works	We value diversity and challenge all stakeholders to consistently demonstrate empathy and fairness; to reward effort; and to treat all equally.	Being professional; being loyal to the organisation; striving for results in an open, honest and transparent way, and being fully compliant with statutory responsibilities.	Staff working together to provide an inclusive, responsive, innovative, positive and supportive service for learners.	Quality assurance is achieved through leadership; by 'raising the bar'; setting high standards with regard to work ethic and demanding them of others; and being dedicated, professional and results oriented.

The new Board of WWETB held its first meeting in September 2019, having elected 21 members, including representatives from Waterford City and County Council, Wexford County Council, staff representatives, parent representatives, and representatives from bodies specified by the Department of Education and Skills. Following this election and the subsequent formation of new committees under

Sections 44 and 45 of the ETB Act, governance training has taken place for the Board and for the Finance and Audit and Risk Committees. Since the establishment of the new Board in 2019, a small number of vacancies have arisen on the Board and Committees. These positions will be filled shortly.

3.1 Geographical Map of WWETB



3.2 Location of WWETB Services

<p>Post-Primary & PLC Education</p> <p>Bridgetown College Bunclody Vocational College Coláiste Abbáin, Adamstown Coláiste an Átha, Kilmuckridge Dungarvan College-Coláiste Dhún Garbhán Creagh College, Gorey Enniscorthy Vocational College Kennedy College, New Ross Meánscoil San Níoclás Selskar College, Wexford St Declan's Community College, Kilmacthomas St Paul's Community College, Waterford Waterford College of Further Education</p>	<p>Further Education & Training Centres</p> <p>Bunclody Cappoquin Dungarvan Enniscorthy Gorey Kilmacthomas New Ross Tramore Waterford (x3) Wexford Town</p>	<p>Youthreach Centres</p> <p>Dungarvan Enniscorthy Gorey New Ross Subla Centre, Waterford Tramore Wexford Town Waterford City</p>
<p>Outdoor Education & Training</p> <p>Shielbaggan OETC, Ramsgrange & Bunclody</p>	<p>Community National Schools</p> <p>Kilnamanagh CNS, Co. Wexford</p>	<p>Community Schools (where WWETB are joint patrons)</p> <p>Blackwater Community School, Lismore Gorey Community School Ramsgrange Community School</p>

3.3 The Regional Perspective Update

The presence of the global pandemic, Covid-19, has changed the landscape for education and training in Ireland. How long term these changes are is still to be defined. With regard to further education and training, primary and post-primary education, the changes include how education and training is delivered, methods of assessment and the social structure of classes. Technology enhanced learning has become central to the delivery of education and training programmes and significant investment is required to deliver education and training in the new environment. To what extent blended learning will remain part of all education and training programmes is not yet clear, as there has not been sufficient time for analysis of new methods or quality assessment of programmes and assessments in this new environment. Furthermore, the impact of the current changes on the social structure of classes has brought challenges for all, not least the students and learners.

Wexford County Council has completed the public consultation process for its draft Wexford County Development Plan 2021 to 2027 and WWETB made a submission to this process. A number of priority areas have been highlighted by WWETB. WWETB is implementing a major building programme in Wexford over the next few years which will require the support of the County Development Plan to ensure these projects are successfully brought to fruition for students and adult learners across Wexford.

The following major school/further education and projects are either planned or are in process:

- New education campus at Clonard, Wexford Town, with a 1,000-pupil replacement school for Selskar College and a 16-classroom primary school for Educate Together, both schools with Special Education Needs specialist facilities on a 16-acre site.
- Major extensions to Bunclody Vocational College and Bridgetown College.
- New large scale accommodation projects planned for Coláiste Abbáin, Adamstown and Coláiste an Átha, Kilmuckridge.
- The provision of sustainable transport infrastructure and community facilities around the school projects, with WWETB and Wexford County Council working together will greatly enhance the quality of life in the adjacent communities.
- New FET (Further Education and Training) College of the Future in Wexford Town, catering for increased courses and learners in apprenticeships, traineeships, PLC (Post Leaving Cert), Literacy, VTOS (Vocational Training Opportunities Scheme), BTEI (Back to Education Initiative), Community Education and many other courses to assist up-skilling of people in employment.
- Other smaller projects include an extension to Kilnamanagh Community National School, a new Youthreach Centre in Gorey and a new Gorey Institute of Further Education.

The following projects come within the statutory remit of WWETB and are important in the context of the Wexford County Development Plan 2021-2027:

- **Wexford Science Festival Week (WexSci)**, which has been a wonderful success and WWETB wishes to continue to support Wexford County Council to enhance this project on an annual basis.
- WWETB would very much welcome the opportunity for **increased plurality of primary school provision in County Wexford including Community National Schools (CNS)** under the patronage of WWETB. Presently there is only one such school in the south east of Ireland and it is Department of Education policy to dramatically increase the number of these schools across the country over the next decade.

- **Wellness of students** has been a particularly challenging element of the Covid-19 restrictions. WWETB would welcome the engagement of Wexford County Council, the HSE and other interested parties to establish Wexford as a lead county for well-being in respect of support for students.
- In line with the UN sustainable goals, WWETB would like to see an **increased focus on biodiversity**. We plan to work with the National Biodiversity Data Centre and Wexford County Council to explore possible opportunities in this area.
- Explore possible future provision for **specialist provision for young people aged 12 – 15 years who may not be fully engaged in the current educational structures** and are falling outside of the mainstream post-primary provision. It will further support those young people requiring specialist interventions both short and long term as an alternative to home schooling.
- **Development of Youthwork facilities:** Youth facilities and youth centres are essential to facilitate youth work. WWETB has completed an Area Profile, Needs Analysis and Service Requirement for youth work projects in 2019. However, funding at national level via the Department of Children, Equality, Disability, Integration and Youth is very limited in respect of developing greenfield sites, and support for these projects would make an enormous contribution especially to vulnerable and marginalised young people across the county.
- Work in partnership with Wexford County Council to develop a **regional Outdoor Education, Training and Adventure Centre at Carrigfoyle Lake, Forth Mountain, Wexford Town**. This will be a state-of-the-art centre that will be a national leader in the area of adventure sports funded jointly by WWETB and Wexford County Council. It will be accessible to students and members of the community, including tourists, across the county and region.
- The very successful Music Education Partnership (MEP) between WWETB and Wexford County Council which has established **Music Generation Wexford**, needs to be continually supported by all parties to ensure that more young people across the county get low-cost access to music tuition by experts in the field, musical instruments and music camps on a regular basis.
- Further enhancement of the work of the **WWETB Service to Business Unit** to industry to support continuous up-skilling of employees in the workforce, especially to support those employees who are most vulnerable to unemployment.
- WWETB will continue to develop clear progression routes from Further Education and Training (FET) to third level education through the development of **progression agreements with the third level colleges** in the region and in particular with the new Technological University planned to open in January 2022. In addition, clear pathways from schools to apprenticeship continue to be encouraged and supported.
- WWETB will continue to explore **training opportunities in the expanding film industry in Wexford**.
- **FabLab centres established by WWETB in Enniscorthy and New Ross** have been an excellent example of effective co-operation between agencies and business/industry, providing training for unemployed and upskilling for employed in cutting edge 3D technology. In the coming years, we would like to see an expansion of the service with an expanded role for the possible development of prototypes for small cash-strapped engineering companies and innovators.
- **High Performance Building Alliance (HPBA)** - A Memorandum of Understanding (MoU) has been developed between WWETB and Wexford County Council to develop a HPBA Centre of Excellence in Enniscorthy. A building has been provided by Wexford County Council adjacent to the WWETB NZEB (Nearly Zero Energy Building) Training Centre and the organisations will work together to develop the HPBA with the support of a high-powered Board populated with most of the major stakeholders in the national construction industry. It is planned that the UNECE will sign an MoU with the HPBA in early 2021 and that this will be endorsed by the Government of Ireland. This will confirm that the Enniscorthy Centre will be one of four Centres recognised worldwide by the

UNECE and the only one in Europe. This would further support the development of the project into a state-of-the-art building in Enniscorthy. A further development during the course of the County Development Plan would entail Enniscorthy housing the international headquarters for HPBA Centres of Excellence.

Waterford City and County Council has also developed its draft County Development Plan and WWETB has highlighted the following areas for consideration in the plan:

- **Primary and post-primary education** - WWETB provides multi denominational primary and post-primary education at several locations. We are anxious to provide the opportunity for a wider range of diversity and plurality around primary education particularly in the Waterford city area where a recent survey of parents of children in childcare centres, undertaken by WWETB on behalf of the Department of Education, showed that the demand was very significant, circa 25% of those surveyed seeking a wider choice. We believe that the ETB model of primary school, i.e. Community National Schools, would provide this diversity and we are anxious that provision is made for new Community National Schools as the population of Waterford city and hinterland is predicted to increase dramatically. Furthermore, WWETB will work with the Department of Education to identify opportunities to support the need for additional school places in Waterford city and county.
- **Further Education** - WWETB is anxious to consolidate the ever-expanding further education facilities within Waterford city. In particular, we are anxious to move to the College Street site, presently occupied by Waterford Institute of Technology (WIT), when they move from that location in the early years of the County Development Plan. This has already been agreed in principle by the Department of Education and WIT subject to their building projects proceeding satisfactorily. That would mean that over 1,500 further education students would initially be located in a city centre campus providing great vibrancy, diversity and commercial advantage to the area. The potential for growth of student/learner numbers would be greatly enhanced by all being located in a top quality campus arrangement.
- **Youth Services** - The WWETB Youth Service plan is looking at developing further collaboration with Children and Young People's Services Committee. A significant priority will be to increase rural provision as there is a lack of targeted youth service provision in Dungarvan and West Waterford. An area of focus will be to target youth groups dealing with young people from marginalised groups. It is WWETB's intention to further develop youth services and supports across the city and urban areas of the county including facilities that enhance respectful engagement with young people.
- **Music Generation** - Music Generation has been a very successful collaboration between WWETB, WCCC and many music stakeholders over the past three years. The development of music across primary schools, post-primary schools, youth settings and other specific music settings has been a huge advantage to children and young people in Waterford city and county and provides the only funded music programme supported by Waterford City and County Council.

WWETB is well placed to respond to the needs and challenges identified in counties Wexford and Waterford in relation to educational attainment, lifelong learning, work readiness, access to employment, social inclusion and sustainable communities. WWETB is represented on and works closely with steering committees and sub-committees of Local Community Development Committees (LCDCs) in Waterford and Wexford, Ireland South-East Development, and South-East Regional Skills Forum. We also liaise closely with industry through membership of Chambers of Commerce and IBEC. Our Service to Business Unit supports hundreds of employers. Furthermore, we are represented on and work closely with Waterford Institute of Technology and Institute of Technology Carlow.

4. Strategy Statement

4.1 Vision, Mission, Strategic Goals

WWETB has developed a five year Strategy Statement (2018-2022) for the organisation as per Section 27 of the ETB Act (2013). The process involved consultations with internal and external stakeholder groups, including staff, Boards of Management, parents and external bodies.

The consultation process clearly demonstrated that staff and stakeholders are working towards a common goal: the development of an inclusive and supportive environment for students and learners to help them to reach their full potential. The principles of integrity and equality in our work and our dealings with stakeholders, are key to achieving our vision. Fundamentally, we believe that there is a path to learning for all and that the educational experience should be transformative for students and learners.

The Strategy Statement which has been approved by the Board and is published on the WWETB website, sets out 5 key strategic goals and a range of subsequent priorities and actions that guides the organisation's work in realising its vision and mission statements.



VISION

WWETB aims to lead learning through the delivery of high quality, inclusive, responsive and innovative education and training services in our community.



MISSION

WWETB's mission is to provide a wide range of education and training programmes, services and supports for children, young people and adults across the Waterford-Wexford region.

4.2 WWETB Strategic Goals

Strategic Goal 1: To provide high quality education and training programmes for our students and learners. This will be achieved by ensuring accessibility and the provision of opportunities for our community to avail of excellence in teaching and learning.

Strategic Goal 2: Development of Organisation Services. This will be achieved by ensuring we provide the highest quality leadership, executive and administrative supports to a motivated and highly skilled workforce enabling a high-quality teaching and learning experience for learners and students.



WWETB Strategic Goals

Strategic Goal 3: Our people working together: Create a positive working environment where well-qualified staff contribute to their maximum potential for the benefit of students and learners with due regard to the values of WWETB. This is centred on a culture of equality, respect and dignity in the workplace, continuous professional development, a 'can-do' attitude and an openness towards and respect for parents/guardians and co-operating external partners.

Strategic Goal 4: To foster and develop lasting partnerships and collaborations by being represented, and working well at national, regional and local level with relevant statutory bodies, agencies, business interests, trade unions, community groups and the voluntary sector.

Strategic Goal 5: To develop effective internal and external communication. This will be achieved by providing a clear strategy, supported by a dedicated Communications Team, appropriate resources and development and awareness of the WWETB brand.

4.3 Implementation and Monitoring Provisions

This Service Plan is developed to support the implementation of the WWETB Strategy Statement 2018–2022. While the Strategy Statement sets out our priorities and aims over a 5-year period, it is important that there is a process in place to support their delivery. Implementation of the strategy by the Senior Management Team of WWETB is supported through an annual planning and budgeting cycle. The Board of WWETB approves an annual plan and/or budget and formally undertakes an evaluation of actual performance by reference to the plan and/or budget on an annual basis.

The Implementation Plan is broken down into 4 phases:

- 1) Planning Phase
- 2) Review Phase
- 3) Evaluation Phase
- 4) Reporting Phase



Phase 1: Planning Phase

The Planning phase involves setting up the structure to ensure that WWETB is meeting the objectives as outlined in the Strategy Statement. This will be done through the following structure:

- Define Goals/Objectives
- Schedule Milestones
- Allocate Resources
- Designate Team Member Responsibilities
- Define Metrics for Success/KPIs

The Senior Management Team works through the existing governance structures to identify sub-actions, associated timelines and metrics for success. The executive governance structure of WWETB includes the following groups that will be engaged with:

- I. SMT
- II. Principals
- III. FET Managers
- IV. Communications Steering Group
- V. Operations Team (HR, Finance, Corporate Services)

The Planning phase takes place on an annual basis.

Phase 2: Review Phase

The Review phase assists the Senior Management Team in understanding if and how it is achieving against the identified actions and priorities. Any remedial action will be planned as appropriate following the Review phase. The Review phase will take the following structure:

Consultation	Responsibility	Frequency
Meetings	SMT Implementation Group	Quarterly
Meetings	Principals	Bi-annually
Meetings	FET Managers	Bi-annually
Meetings	Communications Steering Group	Bi-annually
Meetings	Operations Team	Bi-annually
Meetings	Board of WWETB	Mid-term review
Focus group sessions/Survey	Internal stakeholder groups	Mid-term review
Focus group sessions/Survey	External stakeholder groups	Mid-term review

(The annual planning meetings, as outlined above, can overlap with some of the review meetings)

Phase 3: Evaluation Phase

The purpose of the Evaluation phase is to draw conclusions from the review phase and to identify whether we are on the right path with regard to our goals, priorities and our ability to deliver within the timeframes outlined. The Evaluation phase also reviews whether our KPIs are being achieved. The Senior Management Team is responsible for the Evaluation phase and an annual session is facilitated.

Phase 4: Reporting Phase

As per our obligations under the ETB Act of 2013 and the Code of Practice for the Governance of ETBs, WWETB will report annually to the Minister. The Annual Report includes updates on progress achieved against objectives outlined in the Strategy Statement. The Senior Management Team, as Implementation Group for the Strategy Statement, also presents annually to the Board on progress against the agreed Strategic Goals.

5. Overview of Services 2021:

5.1 Post Primary, PLC Colleges and Community National Schools

WWETB is patron of one Community National School (CNS), 12 post-primary schools and 1 College of Further Education. WWETB will continue to provide educational, financial, human resource, ICT and building advice and support to each of these schools in addition to support for their overall governance and management.

During 2020 and continuing into 2021, WWETB has supported all schools to further develop their digital learning platforms and plans, with regular Continuing Professional Development (CPD) being provided to school staff. Building on the training that had been provided in previous years, there has been a significant advance in the upskilling of all school staff and students in the area of digital learning, necessitated and accelerated by periods of remote teaching and learning. Throughout 2021 and for the longer term, the knowledge and skills developed at this time will be embedded so that they enhance learning in the classroom.

WWETB is also co-patron with a religious order for three community schools in Waterford and Wexford and will continue to work with co-patrons and local boards of management in the development and implementation of policies.

It is anticipated that discussions with Educate Together will start on Articles of Management for the replacement school in Wexford town during 2021 in parallel with the significant building project. WWETB is eager to develop a strategic approach with the NCSE to planning for Special Classes across both counties.

As part of a large network of ETB schools, WWETB schools will begin the roll out of Ethos training during 2021 culminating in the next few years with the introduction of the Patron's Framework in all of our post-primary schools. This has emerged from the development of an agreed Characteristic Spirit Statement for all ETB schools nationally.

PLC courses are now delivered through 5 dual-provision schools and Waterford College of Further Education. This provision became more streamlined during 2020 with several schools ceasing PLC courses. Gorey PLC was established during 2020 as an outreach centre of Enniscorthy Vocational College and it is planning to further develop this centre during 2021.

Training for Boards of Management will begin in earnest during 2021, beginning with a general training session. It is planned that this will be complemented by further, shorter, more specific training sessions which could be delivered during school board meetings and/or for specific board members. It is anticipated that this training programme, when developed nationally through ETBI will then be delivered on a regular basis for all board of management members.

Enrolment and Projected Enrolment for Post Primary and PLC Colleges:

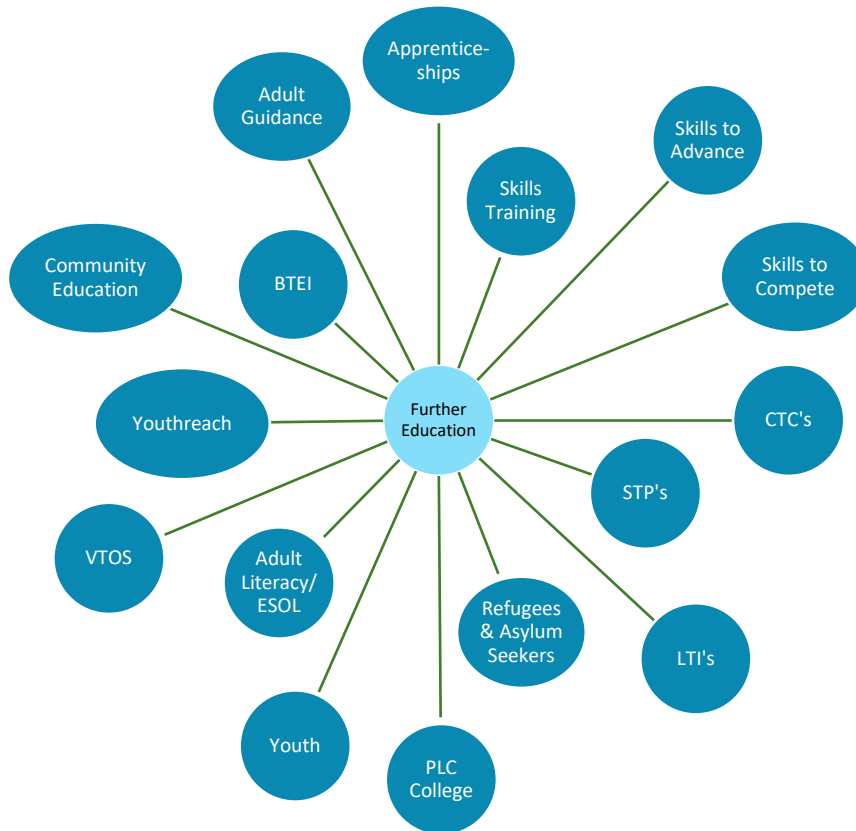
School Name	Enrolments as at 30/09/2020	
	Second Level	PLC
Bridgetown College	554	0
Bunclody Vocational College	227	0
Coláiste Abbáin	322	0
Coláiste an Átha, Kilmuckridge*	329	41
Creagh College	917	0
Dungarvan College-Coláiste Dhún Garbhán*	222	187
Enniscorthy Vocational College	419	207
Kennedy College	152	50
Meánscoil San Nioclás	152	0
Selskar College	368	68
St. Declan's Community College	791	0
St. Paul's Community College	573	0
Waterford College of Further Education*	0	704
Total College Enrolments	5,026	1,257

Enrolment and Projected Enrolment for Community National Schools:

School Name	Enrolment as at 30/09/2020	Projected enrolment 2021/2022
Kilnamanagh Community National School	26	32

5.2 Further Education and Training

Statement of Services – Further Education and Training 2021



Further Education and Training in Waterford and Wexford is provided through our 16 service programmes which are delivered in 29 FET locations, as well as many community settings. In determining what provision is offered and to whom, cognisance is taken of the values that drive our beliefs about Further Education and Training and the transformative role that it can play in peoples' lives.

WWETB is a needs-based, learner focussed organisation; existing to meet the evolving learning and training needs of our community, both as individuals and as identified groups of learners within. WWETB seeks to deliver quality services and is focussed on continuous improvement. All of our programmes aim to make the best use of the available resources and give value for money.

FET provision has and continues to be affected by the current crisis which necessitated a move to online and blended delivery in all of our programmes. This has been achieved in cooperation with our dedicated staff of FET practitioners.

Further Education and Training 2021 Programmes

Programmes	Total Courses	Learners
Adult Literacy Groups	595	2,114
Apprenticeship Training	67	808
Blended Training	23	103
Bridging and Foundation Training	13	63
BTEI Groups	184	1,262
Community Education	225	1,346
Community Training Centres	25	238
ESOL	352	1,631
Evening Training	196	740
FET Cooperation Hours	4	82
Local Training Initiatives	36	407
Refugee Resettlement	15	64
Skills for Work	38	134
Skills to Advance	119	593
Specialist Training Providers	15	141
Specific Skills Training	28	250
Traineeship Training	23	220
VTOS Core	127	842
YouthReach	49	481
Total	2,134	11,519

5.3 Youth Work Affairs

WWETB is not a direct provider of Youth Work. The Youth Work Affairs team in WWETB is a support service to youth work organisations. The goal is to promote and support quality non-formal educational projects and services to young people across the two counties.

There are three full time Youth Officers and two administration support staff within WWETB. The service is managed primarily on an area-based format with Youth Officers based in the city of Waterford, County Waterford and County Wexford.

WWETB oversees the governance and compliance of the management of funding provided by Department of Children, Equality, Disability, Integration and Youth (DCEDIY) to thirty-five staff-led projects across the two counties. WWETB Youth Officers play a crucial role in supporting, developing and monitoring the local youth services. The Youth Officers engage directly with the youth organisations in their area to provide support and guidance.

The launch of *UBU Your Place Your Space* took place in July 2020. The mission of *UBU Your Place Your Space* is to provide out-of-school supports to marginalised, disadvantaged or vulnerable young people (aged between 10 and 24) in their communities to enable them to overcome adverse circumstances and achieve their full potential. These supports must be provided in line with the values, goals, objectives, and rules of the scheme and in response to the needs of young people as identified by WWETB.

WWETB will continue to support the work of the voluntary-led groups through the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) standards process and by providing funding through the Local Youth Club Grant Scheme (LYCGS) and other schemes.

The key actions underpinning Youth Work Affairs include:

- Administering grants for the provision of youth work including *UBU Your Place Your Space*, Local Youth Club Grant Scheme, Capital Equipment Grant, Youth Employment Initiative.
- Providing governance and oversight to administration of youth work funding.
- Managing and administering DCEDIY funds for projects in a timely and efficient manner.
- Undertaking the greenfield site process with the DCEDIY for the provision of a new youth service within WWETB region.
- Exploring ways of introducing efficiencies into reporting processes to maximize the use of resources and to create more user-friendly online reporting systems for both staff-led projects and volunteer-led clubs.
- Consistently exploring opportunities to address identified needs of young people through youth work where there are limited services.
- Supporting the National Quality Standards for youth clubs and projects delivering youth work.
- Signposting youth workers and youth work volunteers to youth work resources and programme material.

5.4 Organisation Support and Development

The function of Organisation Support and Development at WWETB is to put systems and structures in place to support the delivery of WWETB's education and training services and programmes. This is done through supporting a culture of continuous improvement, using a model of cross-functional teamwork. Since the restructuring of the administrative functions in 2017, the teams have been part of much change.

The following services and programmes are delivered through the Organisation Support and Development function:

1. Human Resources
2. Finance
3. Corporate Services
4. Music Generation

1. Human Resources

A HR review, initiated in 2020, will be prioritised and completed in July 2021. The objectives of the review are as follows:

- To examine and evaluate the current HR provision in terms of structure, processes, procedures, functions and efficiency in accordance with the needs of the organisation.
- To identify the factors which contribute to or hinder the provision of a high performing HR function.
- To propose and document amendments to systems/procedures/processes to support the advancement of the current HR function.
- To propose and document opportunities for process integration to support the advancement of the current HR function.
- To make recommendations on future training and development needs including and not limited to anticipated service needs in the future, anticipated changes to HR practice in the future, anticipated changes to legislation, and inclusion of other relevant professionals.

There have been a number of staff changes within the team during 2020 and the focus for the HR team will be on ensuring that the new team members recruited have the necessary skills to support the delivery of a quality HR function. Preparation for the implementation of payroll shared services is another priority for the HR team in 2021 and a number of projects will be completed within the year to ensure readiness for the move to shared services in early 2023.

2. Finance

The implementation of the Purchase2Pay system will continue into 2021, with the rollout of P2P procurement, budgeting and ordering system to schools and centres. The implementation of the system will support good practice in the area of procurement and purchasing.

The first phase of the implementation of a fixed assets register for WWETB has been completed and 2021 will see further engagement with schools and centres to communicate the responsibility of all managers to manage assets appropriately across multiple locations.

In Finance, there is an ongoing emphasis on our auditing processes and WWETB is focussed on ensuring that it streamlines the audit processes and works closely with the Comptroller and Auditor General and the Internal Audit Unit in this regard.

3. Corporate Services

A main priority for Corporate Services in 2020 remains the implementation of appropriate corporate governance across WWETB. The Corporate Services team will also prioritise the development of an ICT Strategy, encompassing the Technology Enhanced Learning strategy and the Digital Learning in Our Schools Strategy.

WWETB is committed to ensuring that it is compliant with the procurement policy for the organisation. In this regard, a number of frameworks will be developed, in line with WWETB's Corporate Procurement Plan, to support the business of WWETB. Engagement with Managers will continue to demonstrate our commitment to reducing non-compliance with regard to procurement.

There are a number of priority building programmes that will be initiated in 2021 and it is a priority for the Corporate Services team to ensure that the appropriate structure is in place to support the successful execution of building projects.

The development of an Intranet site, a website for WWETB and associated school websites are also priorities for 2021. Following the development of branding guidelines for the organisation, a marketing strategy will be developed in 2021.

WWETB will initiate an *Energy and the Environment* programme in 2021, following the partnership with SEAI, that WWETB entered into in 2020. This programme will include engagement programmes for staff and students and will work with SEAI and other external stakeholder groups to achieve tangible objectives in 2021.

4. Music Generation

The Music Generation programmes in Wexford and Waterford have been significantly impacted by Covid-19 and are working hard to redevelop programmes around the current limitations. Online programmes will continue to be used as a substitute to visiting primary schools.

A number of initiatives have been outlined and will be prioritised for 2021. In particular, it will be important to engage with our partners, Wexford County Council and Waterford City and County Council, to ensure that the programmes have the support required to build momentum across the two counties.

6. Statement of Services 2021

Under the terms of the Performance Delivery Agreement between the Department of Education and WWETB, the following goals and priorities were identified. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

Goal	Priority	Action	Performance Indicator	Target
Optimise Student/Learner Experience	Provide a positive learning experience for all learners, including learners from marginalised groups	<ul style="list-style-type: none"> - Magenta principles CPD to continue remotely. Participants will be invited to contribute lessons to the Magenta Digital Hub. Continued collaboration with the Digital Learning Team. Remote Magenta Team meetings with Education Coordinator for each school. SNA training on Assistive Technology. - Infrastructural projects progressed on a number of major school projects, including new post-primary school in Wexford town, Bridgetown College, Bunclody Vocational College, St Declan's Kilmacthomas, Meánscoil San Nioclás and proposal to extend St. Pauls Waterford to a 1000 student school. - Progress the partnership with Wexford County Council to relocate Shielbaggan OETC to Carrigfoyle Lake at Forth Mountain, Wexford. 	<ul style="list-style-type: none"> - 3-4 Magenta training sessions per academic year. - Wexford post-primary school – Stage 1 approval received from Dept. of Education. Bridgetown College – Stage 2b planning approved and construction contractor tendering in process. Bunclody VC Stage 2b planning approved and construction contractor tendering in process. St Declan's project approval for new school obtained from Dept. of Education. St. Paul's project approval for new school obtained from Dept. of Education. Meánscoil San Nioclás – contractors appointed. - MOU in place for interim phase of Carrigfoyle Lake project with Wexford County Council. Cost allocation model agreed. Boathouse in place and some activities taking place from new location. 	<p>Magenta Digital Hub being used by teachers for the benefit of accessing resources, leading to enhanced teaching and learning.</p> <p>Post primary facilities on target for delivery within agreed timeframes.</p> <p>Boathouse built and kayaking and mountain biking taking place at Carrigfoyle Lake.</p>

	<ul style="list-style-type: none"> - 700 devices will be made available to disadvantaged learners. - An Access and Disability Officer to be appointed to support FET learners in our centres and colleges. Further training will be delivered through the Professional Learning and Development unit. - Delivery of new facility for Youthreach in Gorey and training kitchen in FETC Bunclody. 	<ul style="list-style-type: none"> - Devices disseminated to disadvantaged learners. - Access & Disability Officer appointed. Training provided for FET Managers and Coordinators in Access & Disability awareness. - New facility delivered and training kitchen in operation in FETC Bunclody. 	<p>Devices disseminated to disadvantaged learners. Access & Disability Officer in place.</p> <p>Youthreach in Gorey and new training kitchen in Bunclody in operation.</p>
Provide a broad-based curriculum	<ul style="list-style-type: none"> - Ongoing support provided for the development of new Short Courses specific to the needs of individual schools. 	<ul style="list-style-type: none"> - Development of short courses at School level. 	<p>New short courses available.</p>
Implement Quality Assurance systems	<ul style="list-style-type: none"> - Ongoing preparatory work for the delayed inaugural review of FET quality assurance systems in WWETB. Submission of documents in Autumn of 2021 	<ul style="list-style-type: none"> - Inaugural review of FET quality assurance systems complete. 	<p>Review of FET quality assurance systems complete and lessons learned captured.</p>
Support students/learners at risk of educational disadvantage in line with current national policy	<ul style="list-style-type: none"> - 700 devices will be made available to disadvantaged learners. - An Access and Disability Officer to be appointed to support FET learners in our centres and colleges. Further training will be delivered through the Professional Learning and Development unit. 	<ul style="list-style-type: none"> - Devices disseminated to disadvantaged learners. - Access and Disability Officer appointed. Training provided for FET Managers and Coordinators in Access and Disability awareness. 	<p>Devices disseminated to disadvantaged learners. Access & Disability Officer in place.</p>
Provide guidance and counselling services	<ul style="list-style-type: none"> - Establishment of new Communities of Practice for Guidance Counsellors. 	<ul style="list-style-type: none"> - New Communities of Practice established for Guidance Counsellors. 	<p>Guidance Counsellors Community of Practice established, and meeting held.</p>

		<ul style="list-style-type: none"> - Additional guidance counsellor will be deployed to work with FET learners to expand awareness of opportunities in FE & 3rd level. - Guidance counsellors in the post primary schools continue to support learners as they progress to further or higher education. - Guidance is also provided to Youthreach, trainees, apprentices and second chance adult learners. 	<ul style="list-style-type: none"> - Guidance Counsellor appointed. - Ongoing support for post primary schools, Youthreach, trainees, apprentices and second chance learners. 	<p>Guidance Counsellor in place.</p> <p>Support in place in post-primary schools, Youthreach and for trainees, apprentices and second chance learners.</p>
	Provide high quality learning/training facilities	<ul style="list-style-type: none"> - Infrastructural projects progressed on a number of major school projects, including new post-primary school in Wexford, Bridgetown College, Bunclody Vocational College, St Declan’s Kilmacthomas, Meánscoil San Nioclás and proposal to extend St. Pauls Waterford to a 1000 student school. - Delivery of new facility for Youthreach in Gorey and training kitchen in FETC Bunclody. 	<ul style="list-style-type: none"> - Wexford post-primary school – Stage 1 approval received from Dept. of Education. Bridgetown College – Stage 2b planning approved and construction contractor tendering in process. Bunclody VC Stage 2b planning approved and construction contractor tendering in process. St Declan’s project approval for new school obtained from Dept. of Education. St. Paul’s project approval for new school obtained from Dept. of Education. - New facility in Gorey for Youthreach and new training kitchen in Bunclody. 	<p>Post primary facilities on target for delivery within agreed timeframes.</p> <p>Youthreach facility open in Gorey and training kitchen in operation in Bunclody.</p>
	Promote and develop outdoor education	<ul style="list-style-type: none"> - Progress the partnership with Wexford County Council to relocate Shielbaggan OETC to Carrigfoyle Lake at Forth Mountain, Wexford. 	<ul style="list-style-type: none"> - MOU in place for interim phase of Carrigfoyle Lake project with Wexford County Council. Cost allocation model agreed. Boathouse in place and some activities taking place from new location. 	<p>Partial relocation of OETC and additional programmes underway.</p>

	Plan for changing demographics	<ul style="list-style-type: none"> - New post-primary school in Wexford to cater for demand. - Proposal to extend St. Pauls Waterford to a 1000 student school. 	<ul style="list-style-type: none"> - Wexford post-primary school – Stage 1 approval received from Dept. of Education. - St. Paul’s project approval for new school obtained from Dept. of Education. 	Post primary facilities on target for delivery within agreed timeframes
	Engage effectively with employers	<ul style="list-style-type: none"> - Services to Business Unit will expand its services to additional employers through the Skills to Advance programme. 	<ul style="list-style-type: none"> - Additional employers engaged through Skills to Advance programme. 	Employment of additional Senior Training Advisor to service needs of employers.
	Provide and develop traineeship and apprenticeship programmes	<ul style="list-style-type: none"> - A pre-apprenticeship course will be offered in two PLCs in 2021. - PLC colleges will be enabled to offer skills to compete and apprenticeship programmes 	<ul style="list-style-type: none"> - Pre-apprenticeship courses delivered in 2 PLCs. - Apprenticeship programmes offered through PLC colleges. 	Pre-apprenticeship courses underway in 2 PLCs.
	Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary schools 2017	<ul style="list-style-type: none"> - Annual review and audit of child safeguarding statement and associated risk assessments carried out. - Child safeguarding inspections – assisting in monitoring the process in schools. - Child Protection Training for Boards of Management to be included in BoM training in 2021. 	<ul style="list-style-type: none"> - Annual review and audit carried out by Boards of Management. - Safeguarding inspections in schools. - Child Protection training for Boards of Management undertaken 	Maintaining standards that are in place. Safeguarding inspections undertaken Training for BoMs completed.
	Priorities STEM/STEAM in schools	<ul style="list-style-type: none"> - WWETB will continue to partner with Wexford County Council in the WEXSCI science week festival. A Post Primary science journal will be developed in 2021 which will contain projects which were funded as part of the WEXSCI festival in 2020. Engagement with the FabLab in Enniscorthy and New Ross will continue with both primary and post primary schools. WWETB is working with the National Biodiversity Data Centre to develop modules for YouthReach and post primary schools on data collection and 	<ul style="list-style-type: none"> - WWETB partner with WCC Q4. - Biodiversity modules complete Q2. Modules taught in relevant classes in 2021/22. 	<p>WWETB’s positive contribution to WEXSCI science week festival.</p> <p>Rollout of new modules on biodiversity.</p>

		<p>identification in a seashore and hedgerow habitat.</p> <ul style="list-style-type: none"> - WWETB Science Research Grant established in A/Y 2020/2021. Open to all schools to participate. WWETB Science Journal to be published. 	<ul style="list-style-type: none"> - Schools engaged with Research Grant schemes and findings published their findings in the WWETB Science Journal. 	<p>3 schools participating in 20/21. Expand in 21/22.</p>
	Provide high quality ICT learning supports in schools/centres	<ul style="list-style-type: none"> - Development and implementation of ICT strategy for the organisation. - Review and update of Tel strategy as part of ICT Strategy for WWETB. 	<ul style="list-style-type: none"> - ICT Strategy developed, along with plan for implementation. - TEL Strategy reviewed and updated as part of the ICT Strategy 	<p>ICT Strategy agreed and implementation plan developed.</p>
Staff Support	Recruitment and retention of staff	<ul style="list-style-type: none"> - Work with Dept. of Education on the implementation of Core upgrade module for eRecruitment. 	<ul style="list-style-type: none"> - Plan in place for upgrade to Core eRecruit. 	<p>Plan in place for Core eRecruit update.</p>
	Support staff in ongoing professional development	<ul style="list-style-type: none"> - Development and implementation of new policy and procedures for Professional Learning and Development for all staff in WWETB. 	<ul style="list-style-type: none"> - Policy and procedures implemented for Professional Learning and Development in WWETB. 	<p>PLD policy and procedures implemented and staff applying to PLD scheme.</p>
	Support and develop high quality leadership in the ETB	<ul style="list-style-type: none"> - Continued development of the WWETB Deputy Principals Forum. - Explore the possibility of providing CPD for AP1 postholders in schools. - Team building and leadership programme for Senior Management Team. 	<ul style="list-style-type: none"> - MS Team established for Deputy Principals Forum. 	<p>MS Team in operation for Deputy Principals Forum.</p>
	Promote awareness of health and safety	<ul style="list-style-type: none"> - Programme of Health & Safety audits in Schools and FET centres and WWETB offices completed. - First Aid Responder (FAR) training completed for all first aid responders identified in WWETB. - Fire Warden training completed for all Fire Wardens. - Risk registers in place for classrooms and room in FET centres and training in risk identification completed. - Safe Operating procedures training completed for teachers of practical subjects. 	<ul style="list-style-type: none"> - Audits completed and reports disseminated to schools, centres and offices. - FAR training completed, and database of names maintained by Safety Office. - Fire Warden training completed, and database of names maintained by Safety Office. - Risk registers completed for practical classrooms. - Training completed for teachers of practical subjects. 	<p>All school and centre Health and Safety audits completed. Training completed for all First Aid Responders and Fire Wardens. Risk registers in place for all practical classrooms.</p>

	Provide a positive and supportive work environment	<ul style="list-style-type: none"> - Communication to staff re. ongoing initiatives available through the Employee Assistance programme (Spectrum Life) - Continue to arrange wellbeing sessions for staff on a regular basis. 	<ul style="list-style-type: none"> - Email communication to all staff with information on the resources (including online resources) available. 	Staff engaging with resources (including online) available through the Employee Assistance Programme.
	Support staff wellbeing	<ul style="list-style-type: none"> - Safety, Health and Welfare Committee in Head Office, Ardavan, to explore the feasibility of initiatives to embed the culture of health and wellbeing at work (e.g. Casual Friday, recreational night classes run through WWETB, lunchtime running, walking, yoga groups and identification of champions at various locations). - Development of plan for staff in schools with regard to wellbeing, to include opportunities to share ideas, support for colleagues, movement breaks during meetings. 	<ul style="list-style-type: none"> - All schools to pilot initiatives regarding wellbeing of staff with the school and feedback sought from staff as to the impact of the initiatives on school culture and staff morale. 	Pilot initiatives taking place across WWETB in 2020, co-ordinated by a cross-functional working group.
Governance	Develop organisational structures and systems to meet the changing needs of the organisation	<ul style="list-style-type: none"> - Consultation completed, including focus group sessions and 1:1 interviews to gather feedback on HR processes. - Completion of HR Review and recommendations implemented. 	<ul style="list-style-type: none"> - HR Review completed and recommendations implemented. 	To being implementation of recommendations arising from HR Review, beginning with process mapping and integrating payroll structures.
	Effectively manage finances and risk	<ul style="list-style-type: none"> - Management of Risk Registers and associated database 	<ul style="list-style-type: none"> - Risk Management Policy approved by the Board. - Risk Management Business Plan in place. - Risk Registers up to date and made available routinely to Audit & Risk Committee. - Quarterly reviews undertaken. - Template developed and implemented for reporting risk items to the Board. 	Embed a culture of sound risk management within WWETB at all management levels.

Efficiently use resources	<ul style="list-style-type: none"> - Development of frameworks for ensuring efficiency with regard to procuring of goods and services. 	<ul style="list-style-type: none"> - Development of frameworks, where frameworks do not currently exist (e.g. HR recruitment agencies). 	Reduce the level of non-compliance with regard to procurement in WWETB.
Communicate effectively	<ul style="list-style-type: none"> - Development of an intranet site for WWETB, along with a WWETB website. 	<ul style="list-style-type: none"> - Intranet site available to staff in Qtr. 1 2021. - WWETB website developed and implemented in Qtr. 3 2021. 	Intranet site functioning and being used by a large percentage of staff in WWETB. Comprehensive and up-to-date content available on the WWETB website.
Develop Service Level agreements with external stakeholders	<ul style="list-style-type: none"> - Develop MOU with Educate Together for the new post primary school in Wexford. - Develop MOU with Wexford County Council in respect of the interim phase of OETC's move to Carrigfoyle Lake and development of facilities at the new location. 	<ul style="list-style-type: none"> - MOU developed with Educate Together for new post primary school in Wexford. - MOU developed between Wexford County Council and WWETB for the interim phase of relocation to Carrigfoyle Lake. 	MOU signed with Educate Together. MOU signed with Wexford County Council in respect of partnership at Carrigfoyle lake.
Ensure effective data protection	<ul style="list-style-type: none"> - Refresher training on GDPR for schools and centres. 	<ul style="list-style-type: none"> - Training completed for schools and centres regarding GDPR. 	All schools and centres understand their obligations with regard to GDPR.
Engage effectively with stakeholders and develop partnerships	<ul style="list-style-type: none"> - Set up Local Music Education Partnerships for Waterford and Wexford as part of Music Generation programme. - Signing of MoU between High Performance Building Alliance and United Nations Economic Commission for Europe (UNECE). 	<ul style="list-style-type: none"> - Effective LMEP in operation for Waterford and Wexford. - MOU signed between HPBA and UNECE. 	LMEPs in place and operating effectively. MOU signed between HPBA and UNECE.
Follow best practice in procurement	<ul style="list-style-type: none"> - Implementation of Corporate Procurement Plan. - Training/Information/Understanding/Engagement in line with new P2P system. 	<ul style="list-style-type: none"> - Plan developed and implemented for delivery of information sessions to all staff engaged with procurement in WWETB. 	Knowledge of procurement requirements

		<ul style="list-style-type: none"> - Reinforcing policy and responsibilities of managers with regard to proper procurement practices. 	<ul style="list-style-type: none"> - P2P system implemented. 	<p>understood by all managers.</p> <ul style="list-style-type: none"> -Levels of non-compliance minimal.
	Ensure compliance with statutory and regulatory requirements	<ul style="list-style-type: none"> - Provision of Governance seminars and training for the following groups: WWETB Board, Section 45 committees, Section 44 committees, Boards of Management, Senior Managers in WWETB. - Re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs. - Adherence to reporting deadlines set by the Dept. of Education. 	<ul style="list-style-type: none"> - Governance training completed, codes of conduct signed, and ethics declarations completed and submitted. - Regular communication with Board members to indicate their obligations to attend Board meetings. - Reporting deadlines adhered to. 	<p>Governance training completed.</p> <p>Good attendance by all Board members at Board meetings.</p> <p>To meet all reporting deadlines for Dept. of Education.</p>
	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary schools 2017	<ul style="list-style-type: none"> - Common suite of report forms, based on DoE model, for Kilnarnagh CNS, including Child Protection Oversight Report to Board. 	<ul style="list-style-type: none"> - Suite of report forms available for Kilnarnagh CNS. 	<p>Reports in use by Kilnarnagh CNS.</p>
Protection Programmes	Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.	<ul style="list-style-type: none"> - Primary school support for children in the Emergency Reception and Orientation Centre (EROC) will be improved by embedding a teacher from the centre in local primary schools to support teaching and learning of children from the EROC Centre. 	<ul style="list-style-type: none"> - Teacher embedded in local primary school. 	<p>Teacher embedded in local primary school.</p>

In addition to the above nationally agreed goals and priorities, the following specific strategic priorities for WWETB will be either commenced or delivered during 2020 to ensure advancement of the overall Strategy Statement.

Strategic Goal 1

Provision of high quality education and training to our students and learners. This will be achieved by ensuring accessibility and the provision of opportunities to our community to avail of excellence in teaching and learning.

Strategic Priority 1.1: The provision of high quality education and training programmes

	Strategic Action	2021 Action	Key Performance Indicator
1.1.1	Embed modern, progressive teaching, learning, and instruction methods including blended learning methodologies and technologies and formative instructive practices.	<ul style="list-style-type: none"> - Offer continued Professional Learning and Development (PLD) opportunities to staff with a focus on courses that further support blended learning in T&L. - Development and implementation of new policy and procedures for Professional Learning and Development for all staff in WWETB. - The first Pilot NZEB Train the Trainer course to be completed by May 2021. Course being re-developed to reduce the number of days that tradespersons need to be released off-site from 3 days to 1 day using blended learning. Plan to develop a virtual reality programme to assist in the delivery of NZEB retrofit training. WWETB is working with the National Biodiversity Data Centre to develop modules for Youthreach and post primary schools on data collection and identification in a seashore and hedgerow habitat. - Following the development and piloting of a training course on polyethylene welding, 2021 will see its roll-out using the Skills to Advance programme. - Continued CPD for teachers through the provision of the Magenta Principles programme, delivered remotely. Additional bespoke training for 'Magenta lead person' in each school. Development of a Digital Magenta Hub of resources. - Build awareness of the Characteristic Spirit Statement of ETB schools across all WWETB schools. 	<ul style="list-style-type: none"> - Policy and procedures implemented for Professional Learning and Development for all staff. - Course completed Q2. - Blended training completed Q2. - VR completed Q4. - Modules completed Q2. - Training courses begin Q1. - CPD training in Magenta Principles for teachers delivered remotely. - Digital Magenta Hub of resources developed. - Research project funded by the Teaching Council; will provide a review of the programme since 2016. Based on this research, bespoke training will be rolled out. Magenta Digital Hub to be part of WWETB Intranet* - Appoint and support WWETB Ethos Coordinator; develop plan for roll out of Patrons' framework across WWETB schools (with ETBI).

		<ul style="list-style-type: none"> - Embed digital skills of teacher and students developed and enhanced during periods of remote teaching and learning into general classroom practice where they provide opportunities to enhance learning. 	<ul style="list-style-type: none"> - Digital clusters and digital champions programme in schools further embedded. - Formal certification of more staff through Microsoft Educators programme.
1.1.2	Support good practice in teaching and learning in all our colleges and centres through continuing professional development (CPD).	<ul style="list-style-type: none"> - The Professional Learning and Development (PLD) Unit will continue to offer a wide variety of PLD opportunities to FET teaching, tutoring and instructor staff. New policy and procedures to be developed and implemented for PLD for all staff. - Magenta Principles CPD to continue remotely. Participants will be invited to contribute lessons the Magenta Digital Hub. Continued collaboration with the Digital Learning Team. Remote Magenta Team meetings with Education Coordinator for each school. SNA training on Assistive Technology. 	<ul style="list-style-type: none"> - New policy and procedures for PLD to be developed and implemented for all staff. - 3/4 Magenta training sessions per academic year. 3/4 meetings per academic year for each Community of Practice. Cross-college sharing of resources developed during these sessions
1.1.3	Develop a structure for subject-specific networks within WWETB where teachers can collaborate in the development of learning and teaching resources, interpretations of course/subject descriptors and share ideas, solutions and resources.	<ul style="list-style-type: none"> - Communities of Practice (Pobal Ceoil and Special Educational Needs Coordinators) continue to collaborate remotely. Establishment of new Communities of Practice for Guidance Counsellors and Home Economics teachers. Development of a Whole School Inclusion Policy by the SENCO Community of Practice for use across all schools. 	<ul style="list-style-type: none"> - New Communities of Practice established for Guidance Counsellors and Home Economics teachers. Development and implementation of Whole School Inclusion Policy by the SENCO Community of Practice.
1.1.5	Engage with the ongoing review of Senior Cycle programmes initiated by National Council for Curriculum and Assessment (NCCA) with a view to recommending areas for development in colleges and Youthreach centres.	<ul style="list-style-type: none"> - A representative of NCCA sits on the WWETB programme management team for the SOLAS NZEB Innovative Project. - Opportunities will be offered to these teachers to share their experience with colleagues from other WWETB schools. 	<ul style="list-style-type: none"> - NCCA representative on WWETB programme management team. - Collaboration among teachers to share experiences
1.1.6	Strive to increase uptake of STEM subjects in colleges in line with the priority contained within the Department of Education Action Plan for Education.	<ul style="list-style-type: none"> - WWETB will continue to partner with Wexford County Council in the WEXSCI science week festival. A Post Primary science journal will be developed in 2021 which will contain projects which were funded as part of the WEXSCI festival in 2020. Engagement with the FabLab in Enniscorthy and New Ross will continue with both primary and post primary schools. - WWETB is working with the National Biodiversity Data Centre to develop modules for Youthreach and post primary schools on data collection and identification in a seashore and hedgerow habitat. - WWETB Science Research Grant established in A/Y 2020/2021. Open to all schools to participate. WWETB Science Journal to be published. 	<ul style="list-style-type: none"> - WWETB partner with WCC Q4. - Biodiversity modules complete Q2. Modules taught in relevant classes in 2021/22. - Schools engaged with Research Grant schemes and findings published their findings in the WWETB Science Journal.
1.1.7	Provide high quality, modern and fit for purpose facilities for students, learners	<ul style="list-style-type: none"> - Conference audio-visual solution to be set up in WWETB head office. 	<ul style="list-style-type: none"> - Conference audio-visual facilities to be available in Head Office, Ardcahan.

	and staff, thereby maximising resources and supporting progression opportunities.	<ul style="list-style-type: none"> - Infrastructural projects progressed on a number of major school projects, including new post primary school for Wexford, Bridgetown College, Bunclody Vocational College, St Declan’s Kilmacthomas, Meánscoil San Nioclás, Dungarvan College, Coláiste Dhún Garbhán, Coláiste Abbáin, Kilnamanagh Community National School and proposal to extend St Pauls Waterford to a 1000 student school. Delivery of new facility for Youthreach in Gorey and training kitchen in FETC Bunclody, additional accommodation for an FET College of the Future in Wexford town. Progress the partnership with Wexford County Council to initiate the project to relocate Shielbaggan OETC to Carrigfoyle Lake at Forth Mountain Wexford. 	<ul style="list-style-type: none"> - Wexford PP school - Stage 1 Approval received from Dept. of Education (DE). Bridgetown College - Stage 2b Planning approved Construction Contractor tendering in process. Bunclody VC Stage 2b planning approved Construction Contractor Tendering in Process. St Declan’s Project approval for new school obtained from DE, St Pauls Project approval for new school obtained from DE. Meánscoil - Contractors appointed. - Dungarvan College – Coláiste Dhún Garbhán, Coláiste Abbáin, Kilnamanagh CNS. - Approval to commence training centres in Waterford city and Wexford town.
1.1.8	Ensure the highest quality ICT infrastructure is in place, including high speed broadband, wireless networks, cloud bas-d storage, internet usage protocols and policies.	<ul style="list-style-type: none"> - Development and implementation of ICT strategy for the organisation. Respond to IAU audit findings and ensure that solutions are put in place. 	<ul style="list-style-type: none"> - ICT Strategy developed, along with plan for implementation.

Strategic Priority 1.2: To promote and support access for all learners.

Strategic Action	2021 Action	Key Performance Indicator
1.2.1 Focus on access and develop strategies that reduce barriers to participation in education and training and ensure equality of opportunity for all learners.	<ul style="list-style-type: none"> - A pre-apprenticeship course will be offered in two PLC in 2021. - Community Education will broaden its reach through the Mitigating Against Educational Disadvantage Fund to 17 additional community initiatives. - The EROC 12-week programme for children will be staffed by fully qualified primary school teachers. - Continued collaboration between SENCO CoP and Digital Learning Team to remain up to date on accessibility tools within the MS Office suite. SENCO team to disseminate information on same in their schools. - Investigate the options for students aged 10-14 who have disengaged from school. - Purchase of devices for disadvantaged students. 	<ul style="list-style-type: none"> - Pre-apprenticeship courses delivered in 2 PLCs. - 17 additional community initiatives implemented. - Fully qualified staff in the EROC 12-week programme. - Information and updates disseminated on accessibility tools available to schools, including through the Digital Learning Newsletter. - Research the extent of disengagement from school in the 10-14 year age group in Wexford town and develop a proposal for a pilot scheme of alternative provision. - 750 devices purchased for disadvantaged students.
1.2.2 Increase the number of relevant traineeships and the number of apprentices in training with WWETB, through enhanced engagement with local business, industry and statutory bodies.	<ul style="list-style-type: none"> - Services to Business Unit will expand its services to additional employers through the Skills to Advance programme. - Apprenticeship services will maintain phase 2 numbers in WWETB centres during the COVID crisis period. Increased apprenticeship numbers through new temporary facilities etc., pending sanction during 2021 by SOLAS for long term state of the art facilities. - Development and implementation of a traineeship in film production in conjunction with Wexford County Council and a number of planned film studios. 	<ul style="list-style-type: none"> - Additional employers engaged through Skills to Advance programme. - Numbers maintained in apprenticeship services in 2021. - 5 additional apprenticeship workshops to be provided which will accommodate c. 200 apprentices per year. - Traineeship in film production to be developed and available to learners.
1.2.3 Enhance the provision of education and training services for refugees.	<ul style="list-style-type: none"> - Primary school support for children in the Emergency Reception and Orientation Centre (EROC) will be improved by embedding a teacher from the centre in local primary schools to support teaching and learning of children from the EROC Centre. 	<ul style="list-style-type: none"> - Teacher embedded into local primary school.
1.2.4 Work with college and adult guidance counsellors to expand awareness of opportunities in third level education and in further education and training.	<ul style="list-style-type: none"> - Additional guidance counsellor will be deployed to work with FET learners to expand awareness of opportunities in FE & 3rd level. - Guidance counsellors in the post primary schools continue to support learners as they progress to further or higher education. Guidance is also provided to Youthreach, trainees, apprentices and second chance adult learners. 	<ul style="list-style-type: none"> - Guidance Counsellor appointed. - Ongoing support for post primary schools, YouthReach, trainees, apprentices and second chance learners.

		<ul style="list-style-type: none"> - Progression agreements are in place between our FET centres and both WIT and ITC. - Work with WIT and ITC to support opportunities for learners in the new TUSEI. 	<ul style="list-style-type: none"> - Progression agreements in place and operating effectively. - Contribute to the TUSEI Regional Engagement Advisory Group throughout 2021 in advance of launch of TUSEI in 2022.
1.2.6	In line with the Digital Strategy for schools 2015-2020, and the TEL Strategy 2016-2019, develop and implement technology-enhanced teaching and learning across the organisation, and seek to identify areas where technology-enabled teaching and learning can decrease barriers to participation.	<ul style="list-style-type: none"> - All FET staff will be provided with a device. Enhanced training courses in the use of devices to be offered by the Technology Enhanced Learning (TEL) team and additional online courses to be provided by the Professional Learning and Development unit. 700 devices will be made available to disadvantaged learners. - WWETB to scope and develop an ICT Strategy for the organisation, that encompasses the TEL strategy and Digital Strategy for Schools, as well as technology enhanced working environments for administrative staff. 	<ul style="list-style-type: none"> - Devices provided to all FET staff. Online Courses completed. 700 devices disseminated to disadvantaged learners. - WWETB ICT Strategy developed and implementation plan agreed.
1.2.7	Introduce a restorative practice approach to managing conflict and contentious issues arising in colleges and centres.	<ul style="list-style-type: none"> - Restorative Practice (RP) approach implemented in some WWETB schools. Further CPD options to be provided, including a new online course through the Wexford Restorative Practices Partnership. - Identification of Champions for Restorative Practice across WWETB and establishment of a Community of Practice for Restorative Practitioners. - Principles of Restorative Practice to be extended beyond schools and into centres and offices – cultural shift. 	<ul style="list-style-type: none"> - CPD in individual schools. - Introduction to RP for administrative and management staff. - Community of Practice to investigate current training needs.
1.2.8	Ensure equality of opportunity, experience and outcome for learners with additional learning needs, special educational needs or disabilities, so that they can avail of the full range of education and training opportunities that WWETB offers.	<ul style="list-style-type: none"> - An Access & Disability Officer to be appointed to support FET learners in our centres and colleges. Further training for staff will be delivered through the Professional Learning and Development unit. - Ongoing support has been offered to SEN Coordinators as they continue to implement the Guidelines for Post-Primary Schools – Supporting Students with Special Educational Needs in Mainstream Schools. Support for those having SEN inspections and reviewing recommendations of same. - Work with SENOs and schools to support increased access to SEN facilities in Kennedy College, Creagh College and Coláiste Abbáin. 	<ul style="list-style-type: none"> - Access & Disability Officer appointed. Training provided for FET Managers and Coordinators in Access & Disability awareness. - Support around implementing recommendations made in SEN reports. - New Special Classes open in Bunclody VC, Creagh College and Kennedy College. Engage with SENO and DoE re planning for Coláiste Abbáin provision.
1.2.9	Encourage staff to take a pro-active approach to ensuring that learners' human rights and equality needs are met.	<ul style="list-style-type: none"> - Changing of the name of Special Educational Needs Policy to Whole School Inclusion Policy and ratification of policy by each school. - Embed the principles of customer service in the organisation, as set out in the customer service action plan. Ensure that the Customer Charter is visible in every School, Centre and Office, as well as on our website and intranet. 	<ul style="list-style-type: none"> - Cross-college Whole School Inclusion Policy ratified by each individual school. - Customer Charter visible in all centres, schools and offices.

Strategic Priority 1.3: Quality-assured provision with high levels of achievement and accreditation by learners

Strategic Action		2021 Action	Key Performance Indicator
1.3.1	Continue to support colleges and centres in their efforts to develop highly effective practice, using Inspection Reports and school Self-Evaluation Reports, in conjunction with 'Looking at Our Schools 2016'.	<ul style="list-style-type: none"> - Youthreach centres will report to the Board on the result of inspection reports and associated actions. - Schools provided updates to the Board on any inspection reports. All reports reviewed and targeted support offered. - Support for managing teaching and learning through Covid-19 pandemic – creation of Covid-19 Managers and Principals/Deputy Principals groups to support response to the crisis and to keep staff up to date on all Covid-19 related matters. - Support schools to comply with alternate modes of assessment agreed by the DoE, State Exams Commission. Feedback from Principals brought to ETBI, for discussion with DoE. - Support centres to comply with alternate modes of assessment. 	<ul style="list-style-type: none"> - Youthreach reports to BoM on inspection reports. - Formal mechanism established for schools to report to Board of Management and subsequently to ETB on progress on implementation of inspection recommendations. - Include <i>School Self Evaluation</i> and <i>Looking at our Schools</i> as specific Board of Management training. - Regular meeting with Covid Managers, Principals and Deputy Principals.
1.3.2	Embed subject planning, School Self-Evaluation (SSE), and school improvement planning in colleges and centres. Ensure compliance with the Professional Code of Conduct for Teachers in planning and implementing best practice in our colleges and centres.	<ul style="list-style-type: none"> - Review provision for subject planning, SSE and school improvement planning in schools. Support principals to develop a strategic plan in schools. - While SSE paused somewhat during 2020-21, refocus attention on the existing SIPs. 	<ul style="list-style-type: none"> - Review undertaken and draft strategic plan developed for each school. - Review of current SIPs in all schools.
1.3.3	Plan for the development of PLC courses by implementing the SOLAS response to the ESRI report (Study of PLC Programme Provision and Outcomes for Participants in PLC and Leaving Cert Programmes) and explore the most effective way for PLC students to get the best possible education and training outcomes including progression to third level education or employment.	<ul style="list-style-type: none"> - PLC colleges will be enabled to offer skills to compete and apprenticeship programmes. PLC programmes will be offered in Gorey, Co Wexford. - Progression agreements in place with WIT and ITC. - Ongoing engagement with relevant principals to support the development of PLC courses. 	<ul style="list-style-type: none"> - Skills to Compete and Apprenticeship programmes offered through PLC colleges. - Ongoing

1.3.4	Develop the WWETB Quality Assurance (QA) unit to support course development, innovation, data analytics and quality assurance across WWETB. In conjunction with QQI: prepare an Executive Self-Evaluation Report (ESER) and Quality Improvement Plan (QIP) which will support the development of a WWETB Quality Assurance Governance Board. Work with other accreditation bodies such as City & Guilds, Cidesco, Red Seal, etc. to develop innovative learning opportunities.	<ul style="list-style-type: none"> - Ongoing preparatory work for the delayed inaugural review of FET quality assurance systems in WWETB. Submission of documents in Autumn of 2021. - Inform Board members of their role in the QA process. 	<ul style="list-style-type: none"> - Inaugural review of FET quality assurance systems complete. - Presentation of process to WWETB Board in Q1 2021.
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Strategic Priority 1.4: Promote and establish links between formal and non-formal education

Strategic Action		2021 Action	Key Performance Indicator
1.4.1	Develop and implement a Youth Work Plan by compiling a comprehensive youth needs profile and developing a structure for the delivery of integrated provision of youth work services.	<ul style="list-style-type: none"> - Youth Officer will engage in a review of services and supports offered by the team to better support users. 	<ul style="list-style-type: none"> - Review of services and supports completed.
1.4.2	Support the provision of other services in the areas of highest need, where limited services currently exist.	<ul style="list-style-type: none"> - Local education and training plans will be developed for Gorey and New Ross. - Development of a pilot NEETS (Not in Employment, Education or Training) programme in Co Waterford. 	<ul style="list-style-type: none"> - Education and Training plans developed for Gorey and New Ross. - Pilot programme developed and proposal submitted to SOLAS Q1.
1.4.3	Develop a model of best practice that links formal education and non-formal education (including School Completion Projects) to ensure a holistic approach when providing for young people, including those at risk of early school leaving.	<ul style="list-style-type: none"> - GAA Going Well Care Programme - Wellbeing and Guidance – Explore the possibility of utilising external agencies to provide support to students (and families) where guidance counselling in the school is insufficient to deal with the volume. - UBU Coordination group to be formed. - Review of projects to be completed. - New greenfield project to be established. 	<ul style="list-style-type: none"> - Evaluated by students and staff and more schools added to the programme. - Coordination Group for UBU in place. - Project review completed. - New Centre established.

1.4.4	Continue to develop links between our colleges and centres with Shielbaggan Outdoor Education and Training Centre, and the proposed new centre at Forth Mountain, Carrigfoyle, Wexford.	<ul style="list-style-type: none"> - Complete the Level 5 Programme currently being delivered at Bunclody Hub. - Support the move of Shielbaggan OETC to Carrigfoyle Lake on a phased basis, in partnership with Wexford County Council. 	<ul style="list-style-type: none"> - Deliver Level 5 programme in Bunclody Hub. - Interim phase underway for move to Carrigfoyle Lake.
1.4.5	Actively work to ensure that Music Generation Wexford and Music Generation Waterford have a transformative impact on the lives of children within the community and embed music performance programmes in WWETB colleges and centres.	<ul style="list-style-type: none"> - Delivery of Music Generation Wexford programme of activity for 2021, including: <ul style="list-style-type: none"> ▪ Development of Children's Opera project in collaboration with Wexford Festival Opera ▪ Creative and participative music-making for U-5s ▪ Quality framework in place for music programmes ▪ Online provision of live music classes for primary schools ▪ CAHMS (Child and Adolescent Mental Health Service) Music Programme ▪ Traditional songs for primary school children (Blackwater song book) - Delivery of Music Generation Waterford programme of activity, including: <ul style="list-style-type: none"> ▪ Full online programming, including music hubs, instrumental students in primary, secondary and Youthreach programmes, all ensembles, wind, brass, traditional and classical guitar ensemble. ▪ New programming with ukulele evening classes online and new Saturday Harp Ensemble. - Engage annually with Wexford County Council and Waterford City and County Councils' Directors of Service to ensure solid partnership for the sustainability of the programmes. - Work with Music Generation National Development Office to implement quality framework across Music Generation Programmes. 	<ul style="list-style-type: none"> - Music Generation programmes delivered across Wexford and Waterford as per programmes of activity agreed. - Annual meetings arranged between County Councils, WWETB and MG National Development Office. - Quality framework in place for selected MG programmes across both counties.

Strategic Goal 2

Development of Organisation Services: This will be achieved by ensuring we provide the highest quality leadership, executive and administrative supports to a motivated and highly skilled workforce enabling a high quality teaching and learning experience for learners and students.

Strategic Priority 2.1: Continued reform and development of organisational structure and design

Strategic Action	2021 Action	Key Performance Indicator
<p>2.1.1 Following the restructuring of the executive support services function across the four amalgamated organisations, work to consolidate the present structure with staff in permanent approved roles, pending the approved revised organisation design by DoE</p>	<ul style="list-style-type: none"> - Review team structure within OSD based on current resources and skills requirements. Work with DE to deliver a number of priority projects. Functions to be restructured accordingly to support the management of projects. In particular: <ul style="list-style-type: none"> ▪ Roll-out of Part-time teacher (PTT) online claims (DCS) project to FET Centres and Schools - work with DE to identify required resources for the successful delivery of project. ▪ Core e-Recruit - work with DE to deliver Core e-Recruit before moving to shared services. ▪ Engage resource to support development and implementation of projects (DCS, e-Recruit). - Recruit to fill recently vacated posts in HR and Finance and organise associated training/induction of new staff. - Complete review of HR function and processes and work with HR team to implement process changes as required, along with addressing any skills gaps/training needs. 	<ul style="list-style-type: none"> - Review of team structure completed, and any amendments made based on existing resources and work priorities. - Successful deployment of PTT online claims project in FET Centres and Schools. - Work with DE to move to e-Recruit upgrade as soon as possible. - All vacancies in OSD and administrative positions filled and panels in place where appropriate. - HR Review completed and recommendation report received. Skills gaps/training needs identified. with roadmap for future improvements.
<p>2.1.2 Work with DoE and ETBI to develop a fit for purpose, properly staffed, corporate organisational design structure to meet current and future needs of our students/learners and organisation services. Fill necessary professional positions to ensure compliance with new and statutory functions.</p>	<ul style="list-style-type: none"> - Administrative supports to be provided for two additional Youthreach centres. - Review team structure within OSD based on current resources and skills requirements. Work with DE to deliver a number of priority projects. Functions to be restructured accordingly to support the management of projects. In particular: <ul style="list-style-type: none"> ▪ Roll-out of Part-time teacher (PTT) online claims (DCS) project to FET Centres and Schools - work with DE to identify required resources for the successful delivery of project. ▪ Core e-Recruit - work with DE to deliver Core e-Recruit before moving to shared services. ▪ Engage resource to support development and implementation of projects (DCS, e-Recruit). - Recruit to fill recently vacated posts in HR and Finance and organise associated training/induction of new staff. 	<ul style="list-style-type: none"> - Part-time administrative supports in place for two Youthreach centres.

		<ul style="list-style-type: none"> - Complete review of HR function and processes and work with HR team to implement process changes as required, along with addressing any skills gaps/training needs. 	
2.1.3	Ensure the inclusion of an approved ICT function to utilise cutting edge technologies to maximise learner attainment and promote ongoing modernisation across the organisation.	<ul style="list-style-type: none"> - Development and implementation of ICT strategy for the organisation. Respond to IAU audit findings and ensure that solutions are put in place. Work with ETBI to ensure sectoral response to IAU audit findings. - TEL Strategy to be reviewed and updated and action plan developed. 	<ul style="list-style-type: none"> - ICT Strategy (including TEL) developed along with implementation plan.
2.1.4	Carry out a 'Skills Needs Analysis' for functions within a modern, fit-for-purpose education and training organisation and develop a plan for continuous professional development (CPD) and capacity building.	<ul style="list-style-type: none"> - HR Review to be completed and skills gaps/training needs to be identified. Professional Learning and Development policy and procedures to be developed and implemented for all staff. 	<ul style="list-style-type: none"> - HR Review completed and recommendation report received. - Professional Learning and Development opportunities available to all staff.
2.1.5	Develop a coordinated structure for Further Education and Training (FET), and an associated Operational Plan, which will support the integration of WWETB FET functions, based around the concept of a 'team' approach to programme delivery and continuous improvement.	<ul style="list-style-type: none"> - Review of existing structure as per recommendations contained in FET Strategy 2020-2024. 	<ul style="list-style-type: none"> - Review carried out of existing structure.
2.1.6	Develop 'review and evaluation' systems to support innovation and continuous improvement in our customer services.	<ul style="list-style-type: none"> - HR Review - The review will evaluate HR process and provide roadmap for implementing change. - Dissemination and communication of information relating to WWETB's Customer charter to be available in every school, centre and office. 	<ul style="list-style-type: none"> - HR Review complete and roadmap in place for implementing change. - Customer Charter available in every school, centre and office.

Strategic Priority 2.2: Efficiently managing and utilising all funding and payment models

Strategic Action		2021 Action	Key Performance Indicator
2.2.1	Develop new accounting software systems and train managers and staff appropriately, to improve financial management reporting and budgeting for colleges. Prioritise the early implementation of online payment systems and automate processes such as part-time payroll and travel/subsistence payments.	<ul style="list-style-type: none"> - P2P Phase II Roll-out including procurement and ordering modules scheduled for roll out in Q1/Q2 2021 following delay due to COVID in 2020. - Asset registers will be brought online as part of P2P Phase III Roll-out in Q3/Q4 2021. - Transition to Learner Payment Shared Services for YouthReach/VTOS workers in Q1/Q2 2021. - Support rollout of Phase II of Part-Time Teacher Online Claim form process Q1/Q2 2021. 	- No. of schools/centres that have transitioned to new system
2.2.2	Develop a funding model for FET which is aligned to the SOLAS funding requirements and which adequately resources programmes, thereby meeting the needs of learners and providing improved budgeting and management reporting for FET.	<ul style="list-style-type: none"> - Further refine the budgeting process for FET programmes and centres. Introduce new ordering modules as part of P2P in FET centres. - Review SOLAS funding for centralised costs in shared centres to reflect the changing models of FET provision. - Develop comprehensive budgeting frame of reference that will be updated multiple times across the funding cycle to provide up to date and comprehensive financial information. 	- Up to date model created and updated quarterly.

Strategic Priority 2.3: Ongoing policy development and high standards of governance and compliance

Strategic Action		2021 Action	Key Performance Indicator
2.3.1	Continue to prioritise the work of implementing robust governance across the organisation to achieve compliance with DoE CL 18/15 (Code of Practice for the Governance of ETBs) and to meet audit and reporting requirements (C&AG, internal audit etc.).	<ul style="list-style-type: none"> - Roll out of refresher GDPR training for all schools and Centres. - Audit Register to be developed and maintained. - Work with ETBI to develop policies for WWETB. - Annual review of compliance against the Code of Practice for the Governance of ETBs. - Review of internal controls procedure and management sign-off on same. 	<ul style="list-style-type: none"> - All staff to have attended refresher training online by end of year. - Audit Register in place. - 10 updated policies in place. - Annual review of compliance against Code of Practice completed and recorded. - New process in place for reviewing internal controls procedures for schools/centres/offices/programmes.
2.3.2	The executive will work with the Chairperson of WWETB to ensure that the members of the Board of WWETB and all its committees have sufficient training, information and documentation to make informed reserved function decisions.	<ul style="list-style-type: none"> - Training for any new members of the Board and Committees as per governance training carried out for Board in 2020. - Induction packs to be disseminated to new Board members and new Committee members. - Schedule presentations on WWETB activities to inform Board members and Committee members of the work and diversity of programmes offered by WWETB. - Re-emphasise the requirement for attendance at all Board meetings as per the Code of Practice for Governance of ETBs - Board to carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required. - Appointments to Audit & Risk and Finance committees to be made by the Board in consultation with committee Chairs. External members of committees to bring the required audit and financial skills and experience to the role. - Board members to be provided with written reports on the work carried out by Finance and Audit & Risk Committees as required under the Code of Practice for Governance of ETBs. - The Chairs of both the Audit & Risk Committee and the Finance Committee should ensure that a self-assessment exercise is completed annually as required under the Code of Practice for the Governance of ETBs. 	<ul style="list-style-type: none"> - Training for new Board members carried out and induction packs disseminated. - Presentations scheduled for Board meetings to demonstrate range of activities and programmes offered by WWETB. - Good attendance by all members at Board meetings. - Self-assessment questionnaire completed annually. - New members appointed as required, with the necessary skills to support the work of the committee. - Reports provided to the Board by Audit & Risk and Finance Committees following each meeting. - Self-assessment questionnaires completed annually.
2.3.3	Establish and implement a procurement plan, an associated contracts database for the organisation and a structured contract management system to ensure value for money and compliance with national procurement guidelines	<ul style="list-style-type: none"> - Roll out of procurement training in line with delivery of P2P and the compliance/process requirements arising from the implementation of this new system. Separate Procurement training updates available for all staff. - Corporate Procurement Plan (CPP) developed and Annual Multi Annual Procurement Planning (MAPP) process completed. 	<ul style="list-style-type: none"> - P2P training incorporating Procurement Refresher Procurement training delivered. - Corporate Procurement Plan developed, and annual MAPP completed

2.3.4	Establish a database of policies and a process for reviewing, updating and approving policies on a systematic and rotational basis, with emphasis on the consultation and implementation phases.	<ul style="list-style-type: none"> - Development of database for policy management. - Work with ETBI to maximise expertise across the sector. - Chair of Governance and Compliance Committee to develop database for policy management. 	<ul style="list-style-type: none"> - Database compiled and for the review and management of policies. - Sectoral expertise to support development of local policy framework.
2.3.5	Implement the principles of Scéim Teanga across the organisation.	<ul style="list-style-type: none"> - Development of new Scéim Teanga for 2021. - Establishment of Working Group to develop programme of work and identify resource to project manage the implementation of Scéim Teanga. 	<ul style="list-style-type: none"> - Scéim approved and submitted. - Implementation plan in place and resource identified to support the implementation of Scéim Teanga.

Strategic Priority 2.4: Developing and implementing effective risk management structures.

Strategic Action		2021 Action	Key Performance Indicator
2.4.1	Embed a culture of risk management within the organisation and establish a Risk Management Team with responsibility for developing the Risk Management Business Plan, risk management training initiatives, and managing and reporting against the corporate, colleges and FET Risk Registers.	<ul style="list-style-type: none"> - Management of Risk Registers and associated database. - Ensure that there is an ongoing process designed to identify and address significant risks involved in achieving an entity's outcomes. The audit and risk committee to support the board in this role. - Ensure that the Board receives adequate assurance that specified controls are operating as intended. 	<ul style="list-style-type: none"> - Risk Registers reviewed routinely and up to date. - Management controls in place and reviewed regularly. - Process designed around the management of risk for the organisation. - Process in place for the management and reporting of internal controls within WWETB.
2.4.2	Develop Service Level Agreements and/or Memoranda of Understanding based on national and local needs with external agencies with whom we financially and strategically engage.	<ul style="list-style-type: none"> - Update progression agreements with CIT, ITC, WIT and LIT. - MOU to be developed for strategic partnership with Wexford County Council in relation to development of Outdoor Education and Training Centre facility at Carrigfoyle. (interim phase) - Prepare for the development of MOU for final phase, once facility is completed. - MOU and Articles of Agreement in place with Educate Together in relation to new school in Wexford town. - High Performance Building Alliance (HBPA). MOU to be agreed between WWETB, Wexford County Council, Irish Government and UNECE establishing NZEB Centre of Excellence in Enniscorthy. 	<ul style="list-style-type: none"> - Progression agreement updated with CIT, ITC, WIT and LIT. - MOU developed with WCC for Carrigfoyle interim phase. - MOU developed/signed off and Articles of Agreement to be concluded with Educate Together. - Sign off MOU.
2.4.3	Implement an effective Health and Safety plan for the organisation, and engage with our colleges and centres, and our insurers, to minimise risk for users, contractors and	<ul style="list-style-type: none"> - Programme of Health & Safety audits in Schools and FET centres and WWETB offices completed. - First Aid Responder (FAR) training completed for all first aid responders identified in WWETB. 	<ul style="list-style-type: none"> - Audits completed and reports disseminated to schools, centres and offices. - FAR training completed, and database of names maintained by Safety Office.

customers of our organisation. Prioritise training for managers in the areas of health and safety awareness and expertise.	<ul style="list-style-type: none"> - Fire Warden training completed for all Fire Wardens. - Risk registers in place for classrooms and room in FET centres and training in risk identification completed. - Safe Operating procedures training completed for teachers of practical subjects. 	<ul style="list-style-type: none"> - Fire Warden training completed, and database of names maintained by Safety Office. - Risk registers completed for practical classrooms. - Training completed for teachers of practical subjects.
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Strategic Priority 2.5: Infrastructure and buildings: Planning for current and future needs

	Strategic Action	2021 Action	Key Performance Indicator
2.5.1	Provide high quality new school buildings and/or large extensions for Selskar College, Waterford College of Further Education, Bridgetown College, Bunclody Vocational College, St. Paul's Community College, St. Declan's Community College, Meánscoil San Nioclás, Coláiste Abbáin and Coláiste Chathail Naofa to meet modern educational needs.	<ul style="list-style-type: none"> - Further Development of Buildings team. Recruitment of Project management resource and utilisation of resource to deliver projects and also to assist in providing specialist expertise to Buildings team. Delivery on projects as outlined in Goal 1. 	<ul style="list-style-type: none"> - Project Management resource recruited. - Skills gaps and training needs priorities Identified. - Meánscoil San Nioclás – contractors appointed.
2.5.2	Specific plans to be developed to detail current and proposed provision for a range of Further Education and Training programmes, including the development of a Youthreach centre for Gorey and new multiplex facilities in Wexford Town, Waterford City and Enniscorthy.	<ul style="list-style-type: none"> - Deliver new YouthReach centre in Gorey; Provide enhanced facilities in Bunclody and SUBLA YouthReach, Waterford. - Secure approval for redevelopment of Training Centre redevelopment in Waterford and Wexford. 	<ul style="list-style-type: none"> - YouthReach centre in Gorey. - Upgraded facilities in Bunclody for FET. - Upgraded facilities at Subla, YouthReach, Waterford. - Approval for Strategic projects received from SOLAS and DE.
2.5.3	Develop strategic maintenance programmes for all colleges and centres.	<ul style="list-style-type: none"> - Roof Maintenance programme scoped and commenced in a number of schools. 	<ul style="list-style-type: none"> - Programme scoping exercise completed and roof maintenance programme underway in a number of schools.
2.5.4	Develop a new Outdoor Education and Training Centre at Forth Mountain, Carrigfoyle, Wexford in collaboration with Wexford County Council.	<ul style="list-style-type: none"> - Progress the project to relocate OETC operation to Carrigfoyle Lake. Construction of Boathouse to be completed with Carrigfoyle being established as a firm base for delivery of mountain biking and kayaking. Part 8 planning approval obtained. Tendering process for the appointment of Principal contractor for the construction of main building en train. - MOU in place with Wexford County Council. 	<ul style="list-style-type: none"> - Boathouse Constructed. - Programmes relocated. - Tendering Commenced. - MOU for interim phase in place with Wexford County Council. - Cost allocation model agreed with Wexford County Council.

2.5.5	<p>Work with Sustainable Energy Authority of Ireland (SEAI) to improve the energy performance of WWETB in support of the public sector energy efficiency strategy. Moving to paperless environment to be prioritised.</p>	<ul style="list-style-type: none"> - Provide assistance to other ETBs as they develop NZEB training centres modelled on the work done in Enniscorthy. Other ETB's have instructors included in the WWETB Train the trainer programme. SEAI continue to be members of the Programme Management Team. - Support the participation of schools in ETBI's Take 1 Sustainable Development Programme. - Engage support to lead the programme. - Promote the Energy policy adopted by WWETB among staff and students. - Engage with SEAI to deliver on pilot projects which will yield energy savings. In tandem with roll-out of managed print, initiate campaign to reduce printing. 	<ul style="list-style-type: none"> - Course complete Q2 - Resource engaged to support the development and implementation of the programme. - Make Energy policy available to all schools, centres and offices. - 2 pilot projects to be completed in 2020. Printing reduced across all centres, schools and offices.
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Strategic Goal 3

Our people working together: Create a positive working environment where well-qualified staff contribute to their maximum potential for the benefit of students and learners with due regards to the values of WWETB. This is centred on a culture of equality, respect and dignity in the workplace, continuous professional development, a ‘can-do’ attitude and an openness towards and respect for parents/guardians and co-operating external partners.

Strategic Priority 3.1: Continuing Professional Development			
Strategic Action		2021 Action	Key Performance Indicator
3.1.1	Develop a CPD policy for the organisation which supports the professional development of staff in general, prioritises areas of greatest need and includes a template for individual training plans.	- Professional Learning and Development policy and procedures for the organisation developed and implemented.	- Professional Learning and Development opportunities available to all WWETB staff.
3.1.2	Prioritise opportunities for staff professional development for those with leadership roles and/or posts of responsibility within the organisation. Support and develop the potential for staff working with national ETBI networks for professional development.	- Continued development of the WWETB Deputy Principals forum. - Explore the possibility of providing CPD for AP1 post-holders in schools. - Development of an appropriate model for champions of initiatives within schools. - Ongoing development of communities of practice. - Develop roles of senior management teams within schools. - Explore the development of a cohesive approach to middle management structures in all schools.	- Microsoft Team established for the Deputy Principals Forum - Survey AP1 posts of responsibility and CPD requirements to develop a CPD plan. - Identify initiatives that require WWETB support for identified leaders. - Further develop existing communities of practice and develop a strategic plan for the establishment of further communities. - Establish 2 pilot schools for roll-out in Q4 2021.
3.1.3	Work on the implementation of a Performance Management and Development System to enable opportunities for structured feedback.	- Work with HR/IR Forum within ETBI on the development of a new Performance Management and Development System for staff in WWETB.	- Sectoral report on possibilities for PMDS for ETB sector.
3.1.4	Promote the use of DoE funded supports for teachers and school management, e.g. National Induction Programme for Teachers (NIPT), and services provided by the Teaching Council, Education Centres and the Centre for School Leadership.	- Education Coordinator to take part in Féilte 2021. Presentation will be on research carried out which is being funded by the Teaching Council.	- Participation in Féilte 2021.

3.1.5	Develop an integrated and ETB-wide training and upskilling programme for all staff, which will include flexible on-line training that offers progression paths to participants to appropriate levels, including QQI certification and professional qualifications. Develop the use of networks/forums for sharing of knowledge, problem solving and sharing of resources.	<ul style="list-style-type: none"> - Investigate the possibility of peer-to-peer training on differentiation in schools. - Training and Development framework of suppliers to be developed. - The Chief Executive to ensure that a member of staff is appointed as the training manager; that training needs analysis in financial management is carried out on an annual basis; and that a training programme on financial management is developed and implemented. - New Intranet to be used as a platform to provide information on Training and Development. 	<ul style="list-style-type: none"> - Framework in place for the provision of training and development courses for staff in WWETB. - HR Manager appointed as Training Manager. - Training needs analysis in financial management carried out on an annual basis. - Training programme on financial management developed and implemented.
3.1.7	Develop capacity among our staff to include important 21st century skills in their programmes, including entrepreneurship, lifelong learning, digital skills and collaboration.	<ul style="list-style-type: none"> - Continued development in the use of MS Teams for meetings and the provision of instruction to FET learners. - Certified Computer Numerical Control (CNC) training to be offered to the FabLab staff. - MS Teams will continue to be used by staff as a meeting platform. - IT conference facilities to be available in Ardcahan Head Office, Waterford City and Dungarvan Offices. - Development of additional capabilities in the use of MS Teams for meetings as an alternative and also for delivery of Online Content. Development of further capabilities of Office 365 to staff and training provided. 	<ul style="list-style-type: none"> - Training delivered. - FabLab staff trained in CNC. - Conference facilities available in all administrative offices. - Ongoing delivery of training to support remote learning and working during and post COVID.
3.1.8	Promote the realisation of our core values in the day-to-day work of our staff and to cultivate a strong sense of pride in the organisation among our staff and wider learning communities.	<ul style="list-style-type: none"> - Embed core values in all staff recruitment material. 	<ul style="list-style-type: none"> - Update of recruitment material to reflect core values.

Strategic Priority 3.2: Providing for the recruitment and retention of high-quality staff.

Strategic Action		2021 Action	Key Performance Indicator
3.2.1	Review all recruitment processes and develop appropriate systems and processes to ensure that they are serving the needs of the WWETB (e.g. online recruitment, timely advertising of posts).	<ul style="list-style-type: none"> - Move to more online recruitment and update Recruitment policy as appropriate. Move to online paperwork, selection board report and marking scheme. - HR Review carried out to review processes with a view to ensuring recruitment is maximising the use of e-Recruit on Core and automating as much of the onboarding process/setting up of staff as possible. - Embed WWETB's core values in all recruitment documentation. - External interview panel members on all senior posts (minimum one per panel). 	<ul style="list-style-type: none"> - Updated Recruitment Policy. - All senior posts to have at least one external members (preferably from outside ETB sector)
3.2.2	Develop and maintain a 'real-time' area-based substitute teacher panel	<ul style="list-style-type: none"> - Establishment of substitution panels for substitute teachers through Part-time teacher online claims system (DCS). 	<ul style="list-style-type: none"> - Substitution panels established for schools for September 2021
3.2.3	Work with DoE and internal stakeholders to develop a succession planning strategy to ensure continuity of service across the organisation.	<ul style="list-style-type: none"> - Schedule exit meetings with staff. 	<ul style="list-style-type: none"> - Exit meetings with staff leaving the organisation.
3.2.4	Agree strategies for sourcing and recruiting teachers in an increasingly competitive job market including collaboration with Teacher Training Colleges. Ensure that recruited staff have the capacity and flexibility to carry out tasks in a modern workplace (e.g. IT skills, transversal skills) and that recruited staff respect the WWETB values highlighted in this Strategy Statement.	<ul style="list-style-type: none"> - Advertise teaching vacancies as early as possible. - Promote WWETB as an employer to newly qualified teachers. - Survey conducted regarding being an ETB Principal. 	<ul style="list-style-type: none"> - HR and Schools recruitment meetings completed by end Feb. - Request to fill forms for teaching vacancies submitted from schools by mid-March. - Interviews scheduled from mid-April. - Protocols developed for initial teacher recruitment interviewing including a bank of questions that reflect the competencies required and the core values of WWETB schools. - Survey conducted of WWETB Principals regarding being a principal with WWETB.

Strategic Priority 3.3: Promoting a culture of health and wellbeing among staff.

Strategic Action		2021 Action	Key Performance Indicator
3.3.1	Develop initiatives to embed the culture of health and wellbeing at work. Actively encourage and support all staff in this regard. Work to ensure that the physical environment contributes to wellbeing at work.	<ul style="list-style-type: none"> - Implement initiatives available through Spectrum Life. Disseminate information to all staff. Communications plan regarding supports available to staff - contact support persons, Spectrum Employee Assistance Programme. Organise seminars for staff relating to wellbeing. - Develop and implement a set of guidelines regarding email etiquette to facilitate wellbeing of staff (late emails discouraged etc.) 	<ul style="list-style-type: none"> - Information sent to all staff routinely regarding Contact Support Persons and Spectrum Employee Assistance Programme. - Contact Support Team in place (new members inducted). - Seminars scheduled for groups of staff under the theme of wellbeing for staff. - Guidelines circulated to all staff.
3.3.2	Promote opportunities for all staff to avail of counselling services where appropriate to assist them in dealing and coping with difficult issues in the workplace.	<ul style="list-style-type: none"> - Promote availability of Employee Assistance Programme through newsletters and regular emails to all staff. 	<ul style="list-style-type: none"> - Communication to all staff regarding Employee Assistance Programme
3.3.3	Implement the WWETB statement of intent to demonstrate commitment to the principle of embedding equality and human rights in its work.	<ul style="list-style-type: none"> - Nominate WWETB representative to work with ETBI on embedding equality and human rights across ETBs. 	<ul style="list-style-type: none"> - Staff member nominated for participate in ETBI Forum on equality and human rights.
3.3.4	Ensure that annual retirement planning programmes are available to staff and recognition is given to staff on their retirement for service to the organisation.	<ul style="list-style-type: none"> - Retirement planning sessions organised for staff. 	<ul style="list-style-type: none"> - Annual retirement planning sessions scheduled and completed for staff.
3.3.5	Introduce initiatives and activities to promote team building and cross-organisational awareness at all levels across the organisation (e.g. 'In Harmony' Student and Staff Concert, WWETB Athletics Competition).	<ul style="list-style-type: none"> - Covid permitting, the WWETB Track and Field Championship will take place in Q3 2021. 	<ul style="list-style-type: none"> - Track and Field Championship completed in Qtr3 2021.

Strategic Goal 4

To foster and develop lasting partnerships and collaborations by being represented, and working well at national, regional and local level with relevant statutory bodies, agencies, business interests, trade unions, community groups and the voluntary sector.

Strategic Priority 4.1: Continued and enhanced strategic networking			
Strategic Action	2021 Action	Key Performance Indicator	
4.1.1	Develop protocols to engage with government departments and agencies, local authorities, employer and employee representative bodies, trade unions and other stakeholders.	<ul style="list-style-type: none"> - Review of list of WWETB representatives on external bodies. - Schools/Colleges are represented on the Co. Wexford Education Committee, an education initiative led by Wexford Local Development. - WWETB is represented on the Steering Committee of the Wexford Restorative Practices Partnership. - WWETB is represented on the Education Working Group of the Wexford and Waterford. Children and Young People’s Services Committees (CYPSC). Develop a mechanism for reporting back to WWETB from all of these groups. 	<ul style="list-style-type: none"> - Review undertaken and any gaps filled on external boards/committees. - Develop mechanism for reporting back on issues arising and discussions taking place.
4.1.2	Nominate staff and/or members as appropriate to represent WWETB on external bodies and ensure an appropriate reporting procedure is in place.	<ul style="list-style-type: none"> - Develop a reporting mechanism to allow WWETB representatives provide feedback to appropriate ETB management groups. - TUSEI Regional Engagement Advisory Group. 	<ul style="list-style-type: none"> - Report template developed and disseminated to all managers that represent WWETB on external groups.
4.1.3	Ensure that all agreements entered into by staff on behalf of WWETB with external agencies are agreed in advance with Senior Management.	<ul style="list-style-type: none"> - All agreements and partnerships to be approved by the Senior Management Team. 	<ul style="list-style-type: none"> - All agreements and partnerships approved by SMT.
4.1.4	Confirm and record all authorised documentation involving interactions with external agencies in a central library of resources.	<ul style="list-style-type: none"> - Continue the development of a comprehensive central document repository which was initiated in 2020 for authorised documentation e.g. MoU’s, SLA’s 	<ul style="list-style-type: none"> - Ensure all current (2020 & 2021) MoUs and SLAs are logged. - Commence the backdating process to ensure all active pre-2020 documents are included.

Strategic Priority 4.2: Effective collaboration with statutory bodies and agencies			
Strategic Action	2021 Action	Key Performance Indicator	
4.2.1	Collaborate with Department of Education and Skills, SOLAS, Department of Children and Youth Affairs, Department of Social Protection, TUSLA, Department of Justice and Equality, NEPS, NCSE, to ensure we work in accordance with national policy and to maximise resources for WWETB's mission.	<ul style="list-style-type: none"> - Collaborate with DFHERIS 	<ul style="list-style-type: none"> - Build relationship with DFHERIS
4.2.2	Collaborate closely with both Waterford City and County Council and Wexford County Council, to ensure local and regional alignment and co-operation about local priorities under the remit of WWETB.	<ul style="list-style-type: none"> - Continue to work with WCC on the development of the High-Performance Building alliance. - Appointment of a CE for the HPBA. - Engage with Wexford County Council and Waterford City and County Council on Music Generation programmes - initiate annual meetings with Directors of Service. - Collaborate with Wexford County Council with regard to the building of Carrigfoyle Lake facility as new OETC. - Continue to be represented on both Waterford and Wexford LCDCs 	<ul style="list-style-type: none"> - Annual Music Generation meetings held. - Collaboration on building and planning for Carrigfoyle Lake OETC.
4.2.3	Collaborate with relevant regional forums to contribute to the ongoing development of the education and training sector (e.g. Local Community Development Committees, South East Regional Skills Forum, South-East Action Plan for Jobs).	<ul style="list-style-type: none"> - Continue to participate on regional forums at steering committee and sub-committee level e.g. LCDCs in Waterford and Wexford, SE Regional Skills Forum, and Ireland South-East Development. - Liaise closely with industry through membership of Chambers of Commerce and IBEC. - Work closely with Waterford Institute of Technology and Institute of Technology Carlow. 	<ul style="list-style-type: none"> - Participation on regional forum - Renew membership with IBEC and Chambers of Commerce - Progression agreements in place.
4.2.4	Foster and enhance closer collaboration with third level institutions particularly Waterford Institute of Technology and Institute of Technology Carlow in matters of mutual interest, including progression opportunities for students, the sharing of resources and exploration of solutions to teacher shortages in certain subject areas.	<ul style="list-style-type: none"> - Update progression agreements with CIT, ITC, WIT and LIT. 	<ul style="list-style-type: none"> - Progression agreements in place

Strategic Priority 4.3: Effective collaboration with community and business interests

Strategic Action		2021 Action	Key Performance Indicator
4.3.1	Actively seek out opportunities for community engagement to promote WWETB as a patron of Community National Schools across the region.	<ul style="list-style-type: none"> - Presentation on Community National Schools to new WWETB Board (Seamus Conboy, ETBI) 	<ul style="list-style-type: none"> - Presentation made to Board of WWETB with regard to CNS model.
4.3.2	Develop and enhance relationships with local primary schools.	<ul style="list-style-type: none"> - EROC teachers will provide additional support to children moving from centre to local primary schools. - Music Generation programmes rolled out in local primary schools. - Collaboration between WWETB and ET on building of new post primary school and Educate Together primary school on shared campus in Clonard, Wexford town. WWETB the project lead. - Provision with the assistance of the appointment of the design team for Scoil Mhuire Abbeyside Dungarvan. - Management of major extension project for St Canice's New Ross. 	<ul style="list-style-type: none"> - Music Generation programmes successfully implemented in primary schools across Waterford and Wexford. <p style="margin-left: 20px;">Design team appointed for Scoil Mhuire.</p>
4.3.3	Establish a WWETB Parents' Forum and a Parents' Council in each WWETB college. Encourage parents/guardians to participate in relevant college activities and to integrate into the college community.	<ul style="list-style-type: none"> - Review participation levels of Parents' Associations and parents' activities in each school. 	<ul style="list-style-type: none"> - Survey schools on parental participation in school activities including parents' association. - Response plan developed based on survey findings and other relevant research or experience. - Parents' Association in each school invited to indicate their interest in WWETB parents' forum.
4.3.4	Explore opportunities for colleges to support their local communities through the utilisation of college buildings and facilities out of hours (e.g. for homework clubs, parent groups etc.).	<ul style="list-style-type: none"> - Co-operate with DoE CL re. out of hours school use. 	<ul style="list-style-type: none"> - Enable local groups to utilise school buildings for after school use where possible.
4.3.5	Collaborate with business and industry interests including IBEC, Chambers of Commerce, IFA, Rotary Alliance, SICAP, LEADER, Youth Services and sporting organisations to ensure the relevance of our education and training programmes and to provide opportunities for students and learners.	<ul style="list-style-type: none"> - Continued expansion of the Services to Business unit with online offerings to local enterprise to complement face to face interaction during the Covid crisis. - Research project funded by the Teaching Council; will provide a review of the programme since 2016. Based on this research, bespoke training will be rolled out. Magenta Digital Hub to be part of WWETB Intranet. - Renew membership with IBEC and Chambers of Commerce to facilitate ongoing collaboration. 	<ul style="list-style-type: none"> - Additional Senior Training Advisor to be appointed to the Services to Business unit, to be based in Wexford. - Training carried out. Magenta Digital hub in use within the Intranet. - Memberships with IBEC and Chambers of Commerce renewed.

4.3.6	Enter into partnerships with business and industry interests to identify and provide relevant upskilling programmes for current members of the workforce.	- Signing of MoU between High Performance Building Alliance and United Nations Economic Commission for Europe (UNECE)	- MOU signed.
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Strategic Goal 5

To develop effective internal and external communication. This will be achieved by providing a clear strategy, supported by a dedicated Communications Team, appropriate resources and development and awareness of the WWETB brand

Strategic Priority 5.1: To provide targeted, accurate, clear and consistent information in a timely manner

Strategic Action		2021 Action	Key Performance Indicator
5.1.1	Implement a communications structure including a steering group and a communications coordinator that will support the communications strategy.	<ul style="list-style-type: none"> - Continue to progress with the development of annual workplans for Communications through the work of the Communications Team and the Communications Steering Group meetings. 	<ul style="list-style-type: none"> - Workplan in place and regular meetings undertaken for the Steering Group and the Communications Team.
5.1.2	Provide the necessary resources to support the communications strategy, including training and financial support.	<ul style="list-style-type: none"> - Training and Development framework to be developed, to include: <ul style="list-style-type: none"> ▪ Social media and media training (for those managing social media accounts) ▪ Content creation training (articles, content). 	<ul style="list-style-type: none"> - Training and development framework in place. - Training for managers in FET, Schools and OSD completed.
5.1.3	Develop an Annual Communications Plan linked to the strategic objectives.	<ul style="list-style-type: none"> - Annual Communications Plan to be developed, to go to the Communications Steering Group for approval. - Work with ETBI on resources and infographics. 	<ul style="list-style-type: none"> - Communications Plan 2021 approved by Steering Group. - Resources and infographics available on our website for use by staff.
5.1.4	Develop mechanisms for inviting and responding to feedback from learners, staff and external stakeholders.	<ul style="list-style-type: none"> - HR Review carried out and feedback sought on functions and processes of HR. Feedback sought from representatives from each group of staff and will be sought through the following mechanisms: <ul style="list-style-type: none"> ▪ One to one meetings ▪ Focus group sessions ▪ Survey of all staff 	<ul style="list-style-type: none"> - Feedback received from staff on functions and processes of HR.
5.1.5	Standardise the WWETB website and college/centre websites and manage the website and social media content to ensure that it is up-to-date and of high quality.	<ul style="list-style-type: none"> - Schools developing new websites as required. WWETB main website to be redeveloped. - WWETB website to be developed and implemented. 	<ul style="list-style-type: none"> - Website developed.
5.1.6	Use appropriate and innovative technologies, including social media for effective and rapid communication.	<ul style="list-style-type: none"> - Development and roll-out of intranet for all staff. - Marketing strategy to be developed. - Engage with 'This is FET' SOLAS campaign, including collating testimonials of learners for marketing programmes. - Branding guidelines disseminated to relevant staff and implementation plan in place. - New website to be developed for WWETB. 	<ul style="list-style-type: none"> - Intranet completed and in use by staff in WWETB. - Utilisation of 'This is FET' campaign resources to promote FET programmes. - Dissemination of branding guidelines. - New website live for WWETB.

Strategic Priority 5.2: To develop more effective internal communications mechanisms.

Strategic Action		2021 Action	Key Performance Indicator
5.2.1	Develop an intranet site for staff information and knowledge sharing.	<ul style="list-style-type: none"> - Intranet to be developed. - Implementation plan for intranet to be developed. 	<ul style="list-style-type: none"> - Intranet live for all staff, documents up to date and complete. - Usage monitored on a weekly basis for the first 3 months, and every month thereafter.
5.2.2	Develop an Internal Communications Calendar.	<ul style="list-style-type: none"> - Calendar populated with FET, School and OSD events 	<ul style="list-style-type: none"> - Structured process in place for updating internal communications calendar in the intranet. - Calendar up to date with events relating to Schools, FET and OSD. - Monitored regularly by the Communications team.
5.2.3	Develop guidelines for staff to ensure clear and consistent internal communications, including best practice with regard to the use of a range of channels (newsletters, digital media, intranet, face-to-face communication, email, etc.) to deliver messages and information.	<ul style="list-style-type: none"> - Branding guidelines disseminated throughout WWETB and available on WWETB Intranet. - Social media guidelines disseminated to Schools/Centres and Offices. Review of list of staff that manage social media accounts for WWETB and update where required. - Schedule training on writing content for social media and managing social media pages. 	<ul style="list-style-type: none"> - Training completed on writing content and managing social media pages. - Branding guidelines available on Intranet, in newsletter and targeted communications via email to relevant staff.
5.2.5	Foster a strong sense of community among staff who work within WWETB.	<ul style="list-style-type: none"> - Schedule annual retirement event for staff retired in 2020 and 2021. Staff Event online, for administrative staff. 	<ul style="list-style-type: none"> - Annual retirement event for retired staff in 2020 and 2021. - Staff event held, online, for administrative staff.
5.2.6	Foster the idea of community among learners, most especially our adult learners who are involved in small class groups.	<ul style="list-style-type: none"> - Continuation of Community Education funding to community and voluntary groups. - Support for the delivery of Mitigating Against Educational Disadvantage Fund with community and voluntary groups. - Support for the delivery of Certificate in Community Studies. - Promotion of group activities. - Continuation of Local Training Initiatives. 	<ul style="list-style-type: none"> - Support for over 130 community and voluntary groups. - Support 39 MAEDF groups. - Modules delivered in Waterford County/Waterford City and Wexford. - Ireland Reads, Aontas Adult Learning Festival, Community Arts Exhibitions e.g. during Wexford Festival Opera. - 16 LTI Sponsor Bodies across Waterford and Wexford.
5.2.7	Develop mechanisms for keeping students, learners and parents/guardians up to date with achievements and developments within WWETB.	<ul style="list-style-type: none"> - Use of WWETB social media, including Facebook and Twitter to keep students, learners and parents/guardians up to date with news/information from WWETB. 	<ul style="list-style-type: none"> - Increased traffic to WWETB social media sites.

Strategic Priority 5.3: To develop more effective external communications mechanisms.

Strategic Actions		2021 Actions	Key Performance Indicator
5.3.2	Develop a complete list of all courses on offer and ensure it is updated as necessary and easily accessible online.	- All FET courses are listed on FETCH.ie. - to be embedded on our platform.	- Fetch.ie courses available through WWETB website.
5.3.3	Attendance by key staff at public exhibitions in the region with good quality displays and promotional material.	- Attendance by FET staff at exhibitions and employer gatherings to recommence once Covid crisis abates and travel to such events permitted.	- Public exhibitions attended and promotional WWETB displays available at these meetings.
5.3.4	Promote information about activities of WWETB at school and centre public events such as graduations, launches and end of year events.	- Collaboration with Local Government Management Agency (LGMA) will take place within our schools this year in line with the ETBI LGMA protocol. - Meeting set up with Director of Schools in January to discover ways to promote WWETB services within our libraries. - Marketing Strategy to be developed which will include more plans to market and promote all services online and through traditional marketing and advertising.	- Engagement with LGMA with regard to promoting WWETB services through local libraries. - Development of marketing strategy.

Strategic Priority 5.4: To enhance our branding and marketing of WWETB		
Strategic Action	2021 Action	Key Performance Indicator
5.4.1	Develop and implement a branding and marketing strategy for the organisation, including the development of a suite of promotional material to promote the services of WWETB.	<ul style="list-style-type: none"> - Marketing strategy developed. - Framework in place for purchasing merchandise. - Review of usage of new banners - follow up with any schools not using the correct banners. - External signage updated in all schools as per new branding guidelines. - Framework in place for procuring signage.
5.4.2	Deliver a strong brand identity for the organisation, backed up by a set of brand guidelines.	<ul style="list-style-type: none"> - Marketing strategy developed. - Framework in place for purchasing merchandise. - Review of usage of new banners - follow up with any schools not using the correct banners. - External signage updated in all schools as per new branding guidelines. - Framework in place for procuring signage.
5.4.3	Establish an organisation-wide team with responsibility for media activity, supported by appropriate training and implementation of guidelines.	<ul style="list-style-type: none"> - Branding guidelines on intranet. - FET and Schools articles in pull-out supplements in local papers.
		<ul style="list-style-type: none"> - Guidelines placed on our intranet for all staff to access. - NZEB to feature on RTE's ECO-Eye in March 2021. - Newspaper pull-out supplements in local papers across Wexford and Waterford. - Delivery of social media campaign. - Billboard ads in strategic locations for This is FET SOLAS campaign. - Creation of presentation infographics/slides to be used, including use of ETBI-created infographics. - External school signs to be upgraded across all schools.
		<ul style="list-style-type: none"> - List of managers for media training identified and media skills training provided.
		<ul style="list-style-type: none"> - Media skills training completed for managers.

7. Projected Receipts and Expenditure 2021

	Note	Projected Year Ended 31/12/2021	Projected Year Ended 31/12/2020
Receipts			
Schools & Head Office Grants		46,775,120	42,543,057
Further Education and Training Grants		66,261,000	66,541,621
Youth Services Grant		3,617,143	3,455,726
Agencies & Self-Financing Projects		2,759,110	4,005,266
Capital		<u>4,772,702</u>	<u>3,900,410</u>
		124,185,075	120,446,080
Payments			
Schools & Head Office	1	46,775,120	42,543,057
Further Education and Training	2	66,261,000	66,541,621
Youth Services	3	3,617,143	3,455,726
Agencies & Self-Financing Projects	4	2,759,110	4,005,266
Capital	5	<u>4,772,702</u>	<u>3,900,410</u>
		124,185,075	120,446,080
Cash Surplus/(Deficit) for Period		0	0

Note 1 – Schools & Head Office Payments

	Projected Year Ended 31/12/2021	Projected Year Ended 31/12/2020
Pay		
Instruction	37,319,457	33,449,278
Administration	3,552,058	3,859,989
Maintenance	<u>822,055</u>	<u>853,464</u>
<i>Subtotal</i>	<i>41,693,570</i>	<i>38,162,731</i>
Non-Pay		
Instruction	573,427	571,713
Administration	1,486,133	1,481,690
Maintenance	<u>910,450</u>	<u>907,728</u>
<i>Subtotal</i>	<i>2,970,010</i>	<i>2,961,131</i>
Associated Programmes		
School Services Support Fund	464,800	469,772
Social Inclusion Payments	181,000	174,000
Book Grant	170,229	166,068
ICT Policy Unit Funding	354,505	230,000
Transition Year	47,310	56,335
Leaving Certificate Applied	34,277	30,351
Junior Certificate Schools Programme	28,380	26,400
Traveller Pupil Grant	22,418	26,934
Gaeltacht Education Funding	103,319	97,508
Physics & Chemistry	3,289	2,808
Teacher Education T&S	1,500	3,000
Home School Liaison Officer	8,000	8,000
Other incl. COVID Support Grants 2020/2021	669,974	106,359
<i>Subtotal</i>	<u><i>2,089,000</i></u>	<u><i>1,397,535</i></u>
Community National School	22,540	21,660
Total	<u>46,775,120</u>	<u>42,543,057</u>

Note 2 – Further Education and Training Payments

	Projected Year Ended 31/12/2021	Projected Year Ended 31/12/2020
VTOS	7,127,000	7,833,569
Youthreach	5,765,000	5,596,186
PLC	6,815,000	6,845,653
Adult Literacy	2,271,000	1,925,425
ESOL	783,000	567,316
Back to Education Initiative	1,751,000	1,715,763
Community Education	771,000	674,634
Skills for Work	103,000	149,354
Refugee & International Protection Applicants Programmes	280,000	301,587
Blackspot Provision	783,000	707,000
Innovation Projects	401,000	768,310
Co-operation Hours with External Bodies	186,000	54,098
Skills to Advance	1,538,000	2,161,513
Bridging and Foundation Training	290,000	714,000
Community Training Centres	2,295,000	2,471,281
Skills Training	1,731,000	2,429,768
Traineeship	3,583,000	3,581,895
Local Training Initiatives	2,627,000	2,761,000
Specialist Training Providers	1,936,000	1,904,000
Apprenticeship	13,346,000	11,870,002
Online Blended Learning (FABLAB)	152,000	60,000
Evening Training Courses	450,000	800,000
Adult Guidance	395,000	405,080
Provision Support Funding	632,000	550,285
TEL	349,000	126,740
FET Quality Assurance & Authentication Costs	576,000	502,198
Further Education Support Costs	875,000	898,018
Continuous Professional Development	200,000	255,001
FET Repairs, Maintenance & Health & Safety	1,228,000	779,717
Operational Costs	<u>7,022,000</u>	<u>7,132,229</u>
Total	66,261,000	66,541,621

Note 3 – Youth Services Payments

	Projected Year Ended 31/12/2021	Projected Year Ended 31/12/2020
Youth Services Payments		
Youth Work Functions Admin	322,574	282,960
LYCGS (Local Youth Club Grant Scheme)	118,182	110,450
TYFS (Targeted Youth Funding Scheme)	3,063,512	2,952,194
YIC (Youth Information Centre)	112,875	110,122
Youth Employment Initiative	0	0
Youth Capital	0	0
Local Youth Club Equipment Grant	0	0
Youth Other	<u>0</u>	<u>0</u>
Total Youth Services	3,617,143	3,455,726

Note 4 – Agencies & Self-Financing Programme Payments

	Projected Year Ended 31/12/2021	Projected Year Ended 31/12/2020
Agency Programmes		
School Meals Programme	501,132	526,134
Music Generation - Waterford	201,500	340,000
Music Generation - Wexford	187,614	340,000
Leargas Programmes	0	125,000
School Completion Programme	149,279	150,375
Libraries JCSP	63,875	60,874
Third Level Access (Students with Disabilities)	0	60,982
JCSP Initiatives - DDLETB	12,007	24,906
Examination Bodies	59,296	117,793
NCCA Recoupment	85,102	85,102
Others (Specific School Initiatives etc...)	<u>20,000</u>	<u>20,000</u>
<i>Total Agency</i>	<i>1,279,804</i>	<i>1,851,166</i>
	Projected Year Ended 31/12/2021	Projected Year Ended 31/12/2020
Self-Financing Programmes		
Student Services Fund (incl. Book Rental)	591,673	697,965
Shielbaggan OEC	232,930	389,770
School Tours	32,608	215,979
PLC Students - Class Materials	103,338	183,113
PLC Government Levy/Non-Pay	82,000	87,000
School Accounts (ETB Account)	0	20,000
Students Union/Sports & Cultural	5,509	49,482
Agri Course Kilmuckridge	97,940	85,317
Transition Year	56,136	107,954
Mock Exam Fees	64,719	59,038
Homework Club	24,963	44,426
PLC Students - Exam Fees	21,507	22,371
Cycle to Work Scheme	34,807	39,074
School Canteen	11,905	26,226
Parents Accounts	9,151	4,145
WCFE Hairdressing	15,471	21,895
WCFE Beauty Therapy	59,650	65,346
Others (Insurance, School Misc., Charitable Purposes etc...)	<u>35,000</u>	<u>35,000</u>
<i>Total Self-Financing</i>	<i>1,479,305</i>	<i>2,154,100</i>
Total Agency & Self Financing	2,759,110	4,005,266

Note 5 –Capital Payments

	Projected Year Ended 31/12/2021	Projected Year Ended 31/12/2020
<i>DoE Funded Projects</i>		
Bridgetown College Major Project*	348,000	348,000
Bunclody VC EWG POD	23,190	23,190
Bunclody VC Metalwork Room Floor EWG	6,673	34,010
Bunclody Vocational College Major Project*	344,000	344,000
Colaiste an Atha - Heating SWS	4,739	4,739
Dungarvan College Additional Accommodation**	178,000	178,000
Dungarvan College EWG Roof	51,478	51,478
Dungarvan College SWS External Environment	92,318	92,318
Kennedy College EWG Canteen Partition	10,525	19,934
Kennedy College SWS Life Safety Systems	186,273	186,273
Kilnamanagh SWS Life Safety Systems	2,734	26,686
Meánscoil Additional Accommodation**	154,000	154,000
Meánscoil Boiler EWG	9,001	5,246
Meánscoil Roof	3,335	0
Selskar College SWS Life Safety Systems	308,284	308,284
St Declan's Additional Accommodation**	158,000	158,000
St Declan's Sports Capital	125,595	125,595
St Declan's SWS Fascia & Soffit	6,427	25,084
St Paul's ASD Unit	140,634	992,575
St Paul's EWG Railings	1,241	8,000
St Paul's Fire EWG	78,734	296,338
St Paul's SWS External Environment	118,659	118,659
St Paul's PE Hall Heating	2,931	0
St Paul's PE Hall Fire Alarm	400,000	0
Bunclody VC Comms Room Roof	100,000	0
Bunclody VC Acoustics	200,000	0
St Paul's Boiler	2,931	0
Shared Education Campus at Clonard	400,000	0
St Canice's Convent New Ross	100,000	0
St Catherine's Special School	200,000	0
<i>Subtotal - DoE Funded Projects</i>	<u>3,757,702</u>	<u>3,500,410</u>
<i>SOLAS Funded Projects</i>		
Equipment Flexible Allocation	400,000	400,000
Special Projects	<u>615,000</u>	<u>0</u>
<i>Subtotal - SOLAS Funded Projects</i>	<u>1,015,000</u>	<u>400,000</u>
Total Capital	<u>4,772,702</u>	<u>3,900,410</u>



wwetb
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Phort Láirge agus Loch Garman
Waterford and Wexford
Education and Training Board

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Education and Training Board
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