

Waterford and Wexford Education and Training Board

SERVICE PLAN 2024



Contents

1. Message from the Chairperson of Waterford and Wexford Education and Training Board	3
2. Foreword by the Chief Executive	4
3. Profile/Background of WWETB	5
3.1 Geographical Map of WWETB	6
3.2 Location of WWETB Services	6
3.3 The Regional Perspective Update	8
4. Strategy Statement	9
4.1 Vision and Mission	9
4.2 WWETB Strategic Goals	9
4.3 Implementation and Monitoring Provisions	12
5. Overview of Services 2024	14
5.1 Primary, Post Primary (incl. PLC), and Special School	15
5.2 Further Education and Training	16
5.3 Youth Work Affairs	18
5.4 Organisation Support and Development	19
6. Statement of Services 2024	21
7. Projected Receipts and Expenditure 2024	68

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



As Chairperson of WWETB, I am delighted to present the Service Plan for WWETB for 2024. The Plan uses our new Strategy Statement 2023-2027 as a basis for setting out our strategic priorities for the year ahead. It is an ambitious plan and we are confident that it will support our objective to provide high quality and inclusive education and training for students and learners in our community.

We are delighted to be opening a new school in Gorey in 2024, to cater for children and young people with autism and complex needs. We will work closely with our stakeholders – including the students and their families – to ensure that our new school will fulfill the needs and aspirations of those attending there.

Although the Service Plan outlines our plan for the coming year, we remain responsive to the needs of our community and our society. We have proven our ability to respond to challenges and crises and we continue to work together to meet the demands of our modern world.

I extend my sincere thanks to my fellow members of Waterford and Wexford Education and Training Board, to all our staff and the multitude of stakeholders who support us in fulfilling our vision - to be the leader of learning through the delivery of high quality, inclusive and innovative education and training services in our community.

‘Ní neart go cur le chéile’.

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

Cllr. Barbara-Anne Murphy
Chairperson, WWETB

2. Foreword by the Chief Executive



I am delighted to present the 2024 WWETB Service Plan. Whilst the Service Plan is a legislative requirement for ETBs as set out in the ETB Act 2013, it is also a useful guide to outline our strategic priorities for the year ahead. We finalised our new Strategic Statement in 2023, which sets out an ambitious work programme for the next five years. The big challenges that we will focus on are: *Quality, Schools and FET Colleges of the Future, Communications and Marketing, Health and Wellbeing, Climate Action and Sustainability, and Technology Enhanced Learning/Digital Learning.*

Our targets are ambitious and WWETB has a proven track record in delivering on ambitious targets. 2024 will see more transformational change for WWETB, in particular with the opening of our first school for children and young people with autism and complex needs. We will continue to strive to develop the best learning environments for our children and young people – with regard to our schools and our further education and training facilities - and we will ensure that the learner remains at the core of everything that we do.

Our core values continue to guide us in our development and decision making. These are: *Respect, Accountability, Quality, Sustainability and Learner Focused.* We will continue to invest time and resources into ensuring that we are creating a culture that we can all be proud of.

I want to extend my thanks to all WWETB staff for their dedication to excellence, in teaching, learning and training and in the delivery of all of our services. We acknowledge also the support and guidance of the WWETB Board. We will continue to work closely with our external partners who are integral in helping us to achieve our goals, as we continue to provide a wide range of high-quality education and training programmes, services and supports to children, young people and adults across the Waterford and Wexford region.

I wish everyone much success in the year ahead.

Karina Daly

Dr. Karina Daly
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 into 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 1730 staff, WWETB is also a significant employer in the South-East and prides itself on being an employer of choice for prospective employees.

The WWETB Strategy Statement 2023-2027 outlines the following core values:

Core Values		
	What it means	How it works
Respect	We treat all others as we would expect to be treated ourselves, we assume positive intent, treat everyone equitably and with courtesy.	Valuing diversity, demonstrating empathy, fairness and rewarding effort and treating all equitably.
Accountability	We take full ownership for the delivery of the delegated responsibilities of our role and we hold ourselves and those that we work with to the highest professional standards.	Being professional, driving for results in an open, honest and transparent way.
Learner Focused	We place the learner at the core of everything we do.	Being inclusive, supportive, respectful, responsive, innovative and caring.
Quality	We strive for continuous quality enhancement in the delivery of our services. We review and monitor the delivery of our services against the highest standards for ourselves and others in the pursuit of maximising the learner's potential.	Striving to be leaders, demanding higher expectations of ourselves, being dedicated and professional with a focus on outcomes.
Sustainability	We strive to inspire behavioural change and embed sustainability in the way we teach and in the way we work.	Staff and learners working together to embed sustainability in everything we do – towards a better future for all.

The current 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. 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 & Risk Committees. Following the local elections in the summer of 2024, a new WWETB Board will be elected to lead the work of WWETB over the next five years. Following the election of the new Board, governance and risk management training will be provided to all members of the new Board and to members of the Section 44 and 45 Committees.

3.1 Geographical Map of WWETB



3.2 Location of WWETB Services

WWETB Locations 2024
Community National School
Kilnamanagh Community National School, Wexford
Special School
Gorey Hill, Co. Wexford
Post Primary and PLC Education
Bridgetown College, Co. Wexford
Bunclody Vocational College, Co. Wexford
Coláiste Abbáin, Adamstown, Co. Wexford
Coláiste an Átha, Kilmuckridge, Co. Wexford (incl. PLC)
Creagh College, Gorey, Co. Wexford
Dungarvan College - Coláiste Dhún Garbhán (incl. PLC)
Enniscorthy Community College, Co. Wexford (incl. PLC)
Kennedy College, New Ross, Co. Wexford
Meánscoil San Nioclás
Selskar College, Wexford Town (incl. PLC)

St Declan’s Community College, Kilmacthomas, Co. Waterford
St Paul’s Community College, Waterford
Waterford College of Further Education (WCFE) *PLC Only*
Further Education and Training Centres*
Bunclody FETC, Wexford
Cappoquin FETC, Waterford
Dungarvan FETC, Waterford
Durand’s Court, Waterford
Enniscorthy FETC, Wexford
Gorey FETC, Wexford
FabLab Enniscorthy, Wexford
FabLab New Ross, Wexford
Kilmacthomas FETC, Waterford
Lismore Further Education and Training Centre, Waterford
Michael Street Further Education and Training Centre, New Ross, Wexford
New Ross FETC, Wexford
NZEB (Nearly Zero Energy Building) Enniscorthy, Wexford
Ozanam Street FETC, Waterford
Railway Square, Waterford
Seandún Further Education and Training Centre, Dungarvan, Waterford
Tramore FETC, Waterford
Wexford (FET, Adult Education, Wexford College of Further Education and Training)
Whitemills FETC, Wexford
Training Centres
Kilcohan Training Centre
Waterford Training Centre (incl. Techniform Training campus)
Wexford Training Centre
Outdoor Education and Training
WWETB Bunclody Adventure Hub, Wexford
Shielbaggan Outdoor Education and Training Centre, Wexford
Youthreach Centres
Dungarvan Youthreach, Waterford
Enniscorthy Youthreach, Wexford
Gorey Youthreach, Wexford
New Ross Youthreach, Wexford
Subla Youthreach, Waterford City
Tramore Youthreach
Waterford Youthreach
Wexford Youthreach
Administrative Offices
Ardcavan, Wexford
Dungarvan, Waterford
Waterford Training Centre
Community Schools (where WWETB are joint patrons)
Blackwater Community School, Lismore, Waterford
Gorey Community School, Wexford
Ramsgrange Community School, Wexford

* Further Education and Training Centres may include VTOS, BTEI, Adult Literacy, Community Education & Refugee/Asylum seekers programmes.

3.3 The Regional Perspective Update

WWETB staff, students and learners have overcome a number of challenges over the last three years. In particular, the Covid-19 pandemic irrevocably changed the educational landscape in Ireland and posed many challenges for the sector. It necessitated a thorough review of how education and training was delivered, the methods of assessment used and the social structure of classes. WWETB responded quickly and flexibly to these challenges. By embracing new technologies and ways of working we have continued to effectively deliver education and training programmes and create new forms of meaningful engagement with staff, students and learners. The pace of change is more significant than ever, and the new challenges facing the sector require a significant investment in resources and technology.

WWETB launched its new Strategy Statement covering 2023-2027 and is facing the future with optimism. We have been successful in securing funding for a number of major infrastructural projects in Waterford and Wexford, including new schools. During 2023, we opened our first FET College of the Future in Wexford town and 2024 will be an important year in consolidating FET provision in the new College for the benefit of our learners. The standard of the facilities provided to our students and learners will continue to improve as we invest in our infrastructure. WWETB is excited to be the patron of a new school for children and young people with autism and complex learning needs. The school will open in September 2024, enrolling 24 students.

WWETB is also delighted to partner in many projects with the new South East Technological University in support of the government policy around unified tertiary education. Furthermore, WWETB partners with many industries in the region and these partnerships are going from strength to strength.

The following major education and further education & training projects remain priorities for WWETB:

- 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.
- Major extensions to Bunclody Vocational College and Bridgetown College.
- New large scale accommodation projects for Coláiste Abbáin, Adamstown and Coláiste an Átha, Kilmuckridge, St. Declan's Community College Kilmacthomas, St. Paul's Community College in Waterford City, Meánscoil San Nioclás in An Rinn and Dungarvan College-Coláiste Dhún Garbhán.
- 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.
- Integration of the new College of Further Education and Training in Wexford town, catering for increased numbers of 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 upskilling of people in employment.
- A major extension to Waterford Training Centre catering for increased numbers of courses and learners in apprenticeships, traineeships, retrofitting and many other courses to support upskilling.
- New Further Education and Training College of the Future in Waterford City located at the present South East Technological University (SETU) College Street site when those facilities are vacated by SETU.
- A new state of the art Further Education and Training centre in Enniscorthy providing Nearly Zero Energy Buildings (NZEB) and other green skills programmes e.g., Heat Pump and Ventilation skills in collaboration with Wexford County Council and the High Performance Buildings Alliance (HPBA).

4. Strategy Statement

4.1 Vision and Mission



VISION

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



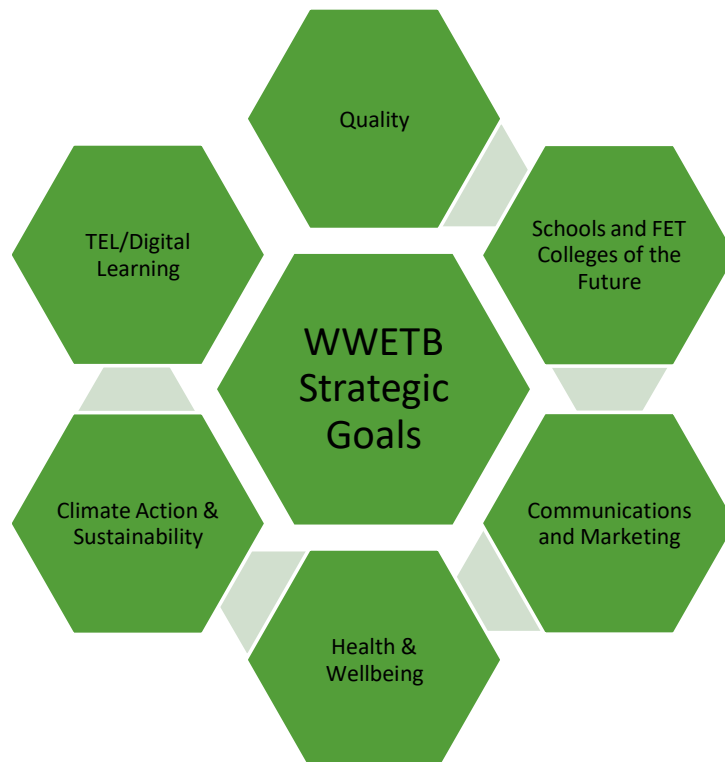
MISSION

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

The Strategy Statement sets out 6 key strategic goals and a range of subsequent priorities and actions that guide the organisation's work in realising its vision and mission statements.

In articulating our strategic goals, we have looked beyond the lifetime of this Strategic Statement. We have agreed statements of intent - where we aspire to be by the year 2030. Our plans are, in equal measure, ambitious, and achievable.



Strategic Goal 1: Quality

By 2030, Quality is embedded in everything that we do. WWETB has a robust structure and governance model in place to manage quality across all areas. We recruit highly and appropriately qualified staff to deliver education and training, and we provide access to Professional Learning and Development opportunities to enhance their professional practice. Through consultation, we know that our staff feel that it is important for WWETB to demonstrate *how* it achieves quality and what measures we put in place to assure quality. Everything matters – especially the small things. We have empowered staff to manage quality across the organisation. Quality is now a fundamental part of our culture.

Why? The reputation of WWETB centres on the quality of our education and training. We are striving to enhance our reputation by putting measures in place to demonstrate that quality is embedded in everything that we do – our education, training, the recruitment of our staff, our support systems and our levels of customer service.

Strategic Goal 2: Schools and FET Colleges of the Future

By 2030, WWETB has state-of-the-art facilities for our staff and students/adult learners. WWETB has worked closely with the Department of Education, SOLAS and the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) to ensure that there is appropriate and significant investment in our physical infrastructure. We now have facilities across Waterford and Wexford that our staff are proud of and in which our students/adult learners are inspired to learn. Within the counties of Waterford and Wexford, we have brought Further Education and Training (FET) provision together where it makes sense to do so. We have flexible teaching and learning spaces, and our colleges and centres have become important hubs in their communities. We have looked beyond the confines of the physical infrastructure in our strategy, knowing however that our facilities are important hubs and meeting places for students/adult learners, who build friendships and connections through social and cultural interactions. We have developed our facilities in line with the broader green agenda and we have been to the fore in innovation in this regard.

Why? Our ambition is to create optimal learning environments, and flexible pathways through our programmes and beyond. We know that quality facilities enhance quality learning.

Strategic Goal 3: Communications and Marketing

By 2030, WWETB is renowned across Waterford and Wexford for our delivery of quality education and training programmes for all ages. We have a personal and engaging brand image that is easily recognisable and professional. It is easy for prospective students/adult learners to find the exact information that they are looking for. WWETB has very strong links with partners across Waterford and Wexford and most of all, it has very strong links with its local communities and industries/services that support them. We invest in marketing and the visibility of our schools and Further Education and Training centres has improved, due to targeted marketing and the demonstration of our offering – modern buildings, excellent education and training delivered by quality teachers/tutors/instructors and supported by many managers and staff. At the core, WWETB is synonymous with quality, options, community and opportunity for those starting out or those starting over.

Why? It is important to build a strong brand for WWETB in line with our aspirations to be a leader in the delivery of quality education and training in the south-east.

Strategic Goal 4: Health and Wellbeing

By 2030, WWETB is renowned for being a great place to work and to learn. Across all of our schools and centres, there is a commonality among staff and students/adult learners with regard to how they feel about WWETB – they are *seen*, they are *heard* and they are *appreciated*. There is a sense that, once they are part of the WWETB community, our staff feel supported – their school or centre understands who they are, valuing their strengths and supporting their weaknesses. Equality, Diversity and Inclusion is now in the DNA of the organisation.

Why? WWETB is a busy and diverse workplace and it has a service to deliver to many stakeholder groups. Through consultation, we know that our staff and students/adult learners want to be part of a community that supports individuality, celebrates successes and provides support through difficult times. This requires empathy and emotional intelligence to be embedded in our organisation. Furthermore, we know that staff health and wellbeing greatly assists teaching and learning.

Strategic Goal 5: Climate Action and Sustainability

By 2030, WWETB is renowned for its climate culture. Across our schools and further education and training facilities we have inspired behavioural change. Sustainability is embedded in the way we teach, in what we teach, in how we communicate to the wider community. We are sustainable in how we act. We are proud of the achievements and are proud to share them with others. Our people work with climate and environmental constraints as a way of life. They work from inspiration, with ambassadors across our schools, centres and offices who collaborate to inspire further actions. We measure what we do. We achieve this by having ambassadors across our facilities, staff who are working fulltime on these projects, a steering group that has responsibility for the coordination of the work and a budget to support the work.

Why? All around us we see evidence of the need to live and work sustainably. This is urgent and becoming increasingly the case. Legislation is changing in a way that penalises the wrong behaviours, and more globally there is an increasing moral argument to halt the destruction of natural systems. Doing nothing is not an option. People increasingly want to work in places where the environment is prioritised. Right now we are in the midst of an energy crisis and while this may be short term it heralds the rise in risk of being dependent on fossil fuels.

We work with people from lots of different backgrounds and we have to be part of the solution in helping those who are not as wealthy to understand and access sustainable life choices. That aspect of climate justice means that we must think of how to help people reduce bills as well as the pressure on the environment. Reducing consumerism and the desire to acquire stuff can be a key part of the education programme. We know that we are good at reacting to crises and there is an opportunity now with the current energy crises to make a difference that will endure.

The jobs of the future will be dedicated towards creating and enabling sustainable lifestyles – from creativity to engineering. We therefore have to help our students/adult learners to access this work by preparing them through the courses we deliver and the way we teach.

Strategic Goal 6: Technology Enhanced Learning/Digital Learning

By 2030, the advances in information and communications technology have a profound effect on how WWETB conducts its teaching, training and business. It is not so easy to predict what the landscape might look like as the pace of change is so rapid. In recent years, there has been exponential growth in the use of cloud services, mobile devices and online teaching tools. The Covid-19 pandemic put greater impetus on the use of digital technologies for teaching, learning and management. WWETB reacted well to the challenges associated with the rapid uptake of remote working/learning digital technologies during Covid-19. However, many processes within WWETB remain manual and paper-based and the challenge is to seize the full potential of digital technologies not only to enhance the teaching and assessment of students/adult learners but also improve the management and processes within the WWETB business environment and to support sustainability.

Why? Technology currently fulfils a ‘business as usual’ function in WWETB. However, the current capacity to analyse data efficiently and implement digital processes and new technologies is limited. An overall IT strategy is required, along with an operating model review, to chart the journey for a full transformation of IT within WWETB.

4.3 Implementation and Monitoring Provisions

This Service Plan is developed to support the implementation of the WWETB Strategy Statement 2023-2027. 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 budget and formally undertakes an evaluation of actual performance by reference to the plan and 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:

- SMT
- Principals and Deputy Principals
- FET Managers
- Internal Steering Groups
- 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 reports 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 2023:

5.1 Primary, Post Primary (incl. PLC), and Special School

WWETB is patron and managing authority of 12 post-primary schools and one Community National School (CNS). 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. WWETB is also co-patron 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.

During 2023 the WWETB School Leadership programme expanded to include a one-day programme for Assistant Principals I, in addition to the programme for senior school leaders. 4 Middle leaders from WWETB took part in the ETBI Summer School in June 2023.

All WWETB post primary schools are participating in a second cycle of Provision Mapping which commenced in September 2023. Provision Mapping has been underway across 14 ETBs in 33 schools since 2021, including two pilot schools from WWETB, and research indicates that it is supporting schools to develop data-informed, systematic and collaborative approaches to meeting a diverse range of students' needs across the Continuum of Support. This 18-month cycle of Provision Mapping will provide participating schools with access to guidance, resources, workshops, and professional learning to enable them to collect data from staff, students and parents about inclusive education. This data will be analysed to inform future school improvement and identification of resources and professional learning and support needed to continue to respond to identified needs in an ongoing cycle. Foundational to Provision Mapping is ethos, and a school provision map is, in essence, the articulation of the school ethos.

The WWETB Ethos Coordinator worked closely with ethos leadership teams in all schools to further embed the core values in WWETB schools. All schools have evaluated the core values as part of the School Self Evaluation process.

WWETB Communities of Practice continue to provide opportunities for teacher professional learning and collaboration and included during 2023, the Magenta principles programme, pottery and felting workshops, guidance planning and policy development.

In December 2023, the Department of Education invited WWETB to become the patron for a new special school in Gorey, opening in September 2024. Gorey Hill School is a special school that provides an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of autism and complex learning needs or complex learning needs, with a professional recommendation for a special school. WWETB is working closely with the Department of Education and the National Council for Special Education in this regard.

Enrolment for Post Primary (incl. PLC), Primary and Special School:

Post Primary (incl. PLC) School Name	Enrolments as at 30/09/2023	
	Second Level	PLC
Bridgetown College	639	0
Bunclody Vocational College	284	0
Coláiste Abbáin	436	0
Coláiste an Átha, Kilmuckridge	367	48
Creagh College	1048	0
Dungarvan College-Coláiste Dhún Garbhán	242	186
Enniscorthy Community College	420	165
Kennedy College	202	0
Meánscoil San Nioclás	156	0
Selskar College	391	70
St. Declan’s Community College	855	0
St. Paul’s Community College	731	0
Waterford College of Further Education	0	652
Total College Enrolments	5,771	1,121

Enrolment for Primary School:

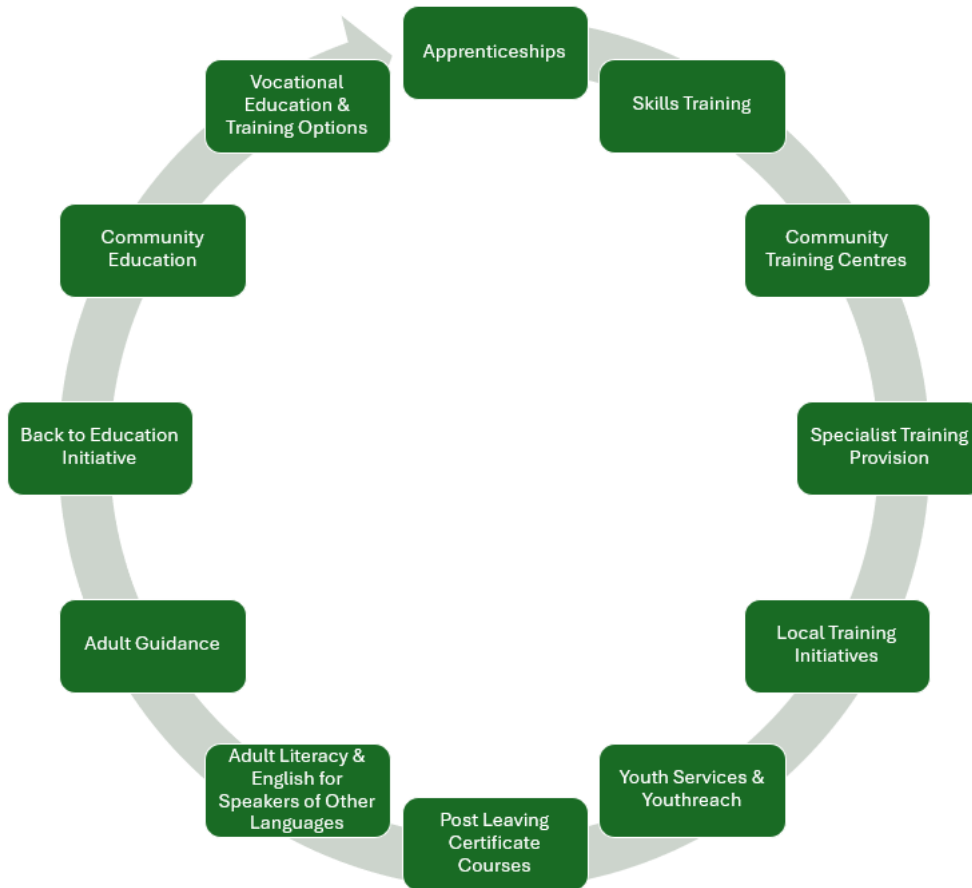
School Name	Enrolment as at 30/09/2023
Kilnamanagh Community National School	40

Enrolment for Special School: (Projected):

School Name	
Gorey Hill	24

5.2 Further Education and Training (including Post Leaving Certificate)

Statement of Services – Further Education and Training 2024



Further Education and Training (FET) in Waterford and Wexford is provided through our multitude of programmes which are delivered across over 40 WWETB sites, as well as many community settings.

The FET division in WWETB will continue to improve the quality of its existing services, will provide additional provision in communities where needs arise and will improve the infrastructure in which its services are provided.

WWETB is a learner focused organisation that is committed to providing programmes which focus on building skills for the future, fostering inclusion and creating pathways for all learners. WWETB seeks to deliver high quality services and is committed to continuous improvement. All of our programmes aim to make the best use of the available resources and give value for money.

Further Education and Training 2023 Programmes

Programmes	Total Courses	Learners
Adult Literacy Groups	638	4,163
Apprenticeship Training	108	1,569
Blended Training	2	8
Bridging and Foundation Training	9	74
Back to Education Initiative Groups (BTEI)	320	2,494
Community Education	581	5,439
Community Training Centres	22	237
English for Speakers of Other Languages (ESOL)	513	5,590
Evening Training	138	1,246
FET Cooperation Hours	4	167
FET Pathways from School	1	38
Local Training Initiatives	26	324
Online eCollege	5	6
Other Funding	1	33
Refugee Resettlement	6	88
Skills for Work	36	309
Skills to Advance	179	1,236
Specialist Training Providers	9	143
Specific Skills Training	79	719
Traineeship Training	14	164
Vocational Training Opportunities Scheme (VTOS)	60	629
Youthreach	44	629
PLC	162	***
Total	2,952	25,305

*** PLC learners counted in the table above – *Enrolment for post-primary and PLC Colleges.*

5.3 Youth Work Affairs

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 currently three full time Youth Officers and one full time administration support staff within WWETB all of whom are supported by the Adult Education Officer with responsibility for Youth Services. The Youth Work team is managed primarily on an area-based format with Youth Officers based in Waterford City, County Waterford and County Wexford.

The core programme funded by WWETB is *UBU Your Place Your Space*. 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 oversees the governance and compliance of the management of *UBU Your Place Your Space* funding provided by Department of Children, Equality, Disability, Integration and Youth (DCEDIY) to thirty 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 and their youth workers in their area to provide support and guidance.

WWETB continues to support the work of the voluntary-led youth 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 grant schemes when made available.

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, and Targeted 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.
- Exploring ways of introducing efficiencies into reporting processes to maximise 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. As per the new Strategy Statement 2023-2027, a number of new work programmes will be developed to assist in the delivery of the strategy. These work programmes will span the following functions:

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

1. Human Resources

The HR Department transitioned to the Department of Education / ESBS Shared Services payroll function in Q4 2023. In 2024 HR will continue to review processes feeding into this new payroll function and structure to enhance its customer service. A number of priority projects continue to be undertaken since the recommendations of the recent HR review, including the roll out of recruitment related training and the development of a new Induction, Onboarding and Buddy system for new entrants into the organisation.

2. Finance

Much development work was undertaken by the Finance team in 2023 and will continue into 2024. In particular, the transition to one financial system is a critical development. It will also be a priority to embed the use of newly developed software across the executive leadership team in WWETB which will enhance opportunities for financial analysis and forecasting.

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

3. Corporate Services

The Corporate Services team will prioritise the development of an ICT Strategy, encompassing the Technology Enhanced Learning strategy and the Digital Learning in Our Schools strategy.

There are a number of priority infrastructural programmes underway, spanning our schools and FET provision. It is a priority for the buildings team to align its structure and to work closely with the Department of Education and SOLAS to meet the needs of these extensive building programmes.

WWETB’s new corporate website is a significant step forward in terms of our ability to engage with potential learners and our existing communities. Throughout 2024, it will be a priority to ensure that the content on the website is up-to-date and useful. We will work with a number of content owners from across the organisation in this regard. The continuous development, updating and accessibility of information for staff on our intranet (staff hub) will be prioritised.

4. Music Generation

The development of new strategy statements for Music Generation Wexford and Music Generation Waterford are priorities for 2024. To support the development of these strategies, Local Music Education Partnerships will be formed in both Wexford and Waterford, which will have representation from multiple stakeholder groups.

6. Statement of Services 2024

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.	<p>The FET Learner Council was launched in the 2022/23 academic year.</p> <p>Continue to roll out Rainbow Connection Initiative to support learners and staff from the LGBTI+ community, launched in November 2023.</p> <p>Exploration of a Schools Student Forum where each of the 13 schools will have a representative from their respective Student Council.</p> <p>Explore the possibility of delivering WWETB student council training.</p> <p>An Equality, Diversity and Inclusion Unit was established in FET in 2023 to ensure a more inclusive approach to education and training and develop strategies to reduce barriers to participation.</p>	<p>FET Learner Council operational and meeting regularly.</p> <p>Volunteers from each student council will be in place.</p> <p>Review current arrangements for Student Council training in each school.</p>	<p>FET Learner Council operational and meeting regularly.</p> <p>Training undertaken for staff in the Rainbow Initiative.</p> <p>Terms of reference and first meeting will take place by end of 2024.</p> <p>Identify current student council members in each school and staff who support their activities.</p>

	<p>Support students/learners at risk of educational disadvantage in line with current national policy</p>	<p>Special Educational Needs Coordinators Community of Practice – development of shared templates for Student Support Plans. Continued input from Digital Learning Team around accessibility tools in the MS Suite.</p> <p>Further CPD/Training on screening and diagnostic testing.</p> <p>Roll out of Phase 2 of ETBIs Provision Mapping Initiative to the remaining 10 post-primary schools (2 were in the pilot phase). Continued development of the Inclusion Coach Pilot Group.</p> <p>Continued collaboration with the Digital Learning Team to embed accessibility tools within our Communities of Practice, as requested.</p> <p>Continued development and growth of the CoP for EAL (English as an Additional Language) teachers.</p> <p>Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.</p>	<p>Continuation of CoP activities such as peer-to-peer/ shadowing for screening/diagnostic testing/RACE.</p> <p>Establishment and meeting of CoP for Inclusion Leads. Review of survey of needs for Pilot Schools and respond to same.</p> <p>Digital Learning support slots offered as needed.</p> <p>Monitoring/ uploading of relevant information and guidelines for the online EAL CoP by REALT Coordinator and Education Coordinator.</p> <p>Support Access and Disability Officer to implement same.</p>	<p>Pairing teachers together based on needs/ experience. Sourcing of CPD on specific tests, where required.</p> <p>Data gathering phase for 10 schools.</p> <p>Staff workshop delivered by Inclusion Leads in the 10 schools. Education Coordinator/ Inclusion Coordinator will carry out school visits to each school.</p> <p>Increase uptake of support offered.</p> <p>Seek feedback from those who have attended CPD and review relevance/survey of ongoing training needs.</p> <p>Meetings with Access and Disability Office.</p>
	<p>Ensure all necessary child safeguarding measures are in</p>	<p>Annual review and audit of child safeguarding statement and associated risk assessments carried out.</p>	<p>Annual review and audit carried out by Boards of Management.</p>	<p>Maintaining standards that are in place.</p>

	place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)	<p>Child safeguarding inspections – assisting in monitoring the process in schools.</p> <p>Child Protection Oversight Report Training for Boards of Management completed by school principals.</p>	<p>Safeguarding inspections in schools.</p> <p>Child Protection Oversight Report training for Boards of Management undertaken.</p>	<p>Safeguarding inspections undertaken.</p> <p>Training for Boards of Management completed.</p>
	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)	<p>Annual review and audit of child safeguarding statement and associated risk assessments carried out.</p> <p>Child safeguarding inspections – assisting in monitoring the process in schools.</p> <p>Child Protection Oversight Report Training for Boards of Management completed by school principals.</p>	<p>Annual review and audit carried out by Boards of Management.</p> <p>Safeguarding inspections in schools.</p> <p>Child Protection Oversight Report training for Boards of Management undertaken.</p>	<p>Maintaining standards that are in place.</p> <p>Safeguarding inspections undertaken.</p> <p>Training for Boards of Management completed.</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	<p>Schools will continue to enrol IRPP and IPAS students in accordance with their admissions policies.</p> <p>WWETB will continue to host the REALT coordinator.</p> <p>Encourage membership of the Schools of Sanctuary.</p>	<p>Review current numbers in schools.</p> <p>Review current participation.</p>	<p>Increase numbers of schools participating in Schools of Sanctuary.</p>

Governance	Attendance rates at board meetings.	Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.	Quorum achieved for all WWETB Board meetings.	Quorum achieved for all WWETB Board meetings.
	Board Self Assessments	All boards should carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.	Self-assessment questionnaire carried out individually by Board members and composite report agreed.	Annual self-assessment questionnaire completed.
	Financial expertise on audit and finance committees	Appointments to audit and finance committees should be made by the board in consultation with committee chairs. External members of committees should bring the required audit and financial skills and experience to the role.	Best practice composition of Finance and Audit and Risk Committees.	Best practice composition of Finance and Audit and Risk Committees.
	Board appraisal of work carried out by Finance and Audit & Risk Committees	The chair of each board should ensure that board members are 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.	Reports provided to the Board routinely from Finance and Audit and Risk Committees.	Reports provide on time to Board.
	Self-Assessment by Finance and Audit & Risk Committees	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.	Self-assessment exercise completed annually by Finance and Audit and Risk Committees.	Self-assessment exercises completed annually.
	Staff Development*	The chief executive should ensure that; -a member of staff is appointed as the training manager -training needs analysis in financial management is carried out on an annual basis - a training programme on financial management is developed and implemented.	Finance Manager fulfilling the role as training manager for Finance team and training programme scoped and implemented.	Training Manager in place and training programme on financial management implemented.

	Departmental returns and reporting deadlines	Returns to the Department must be accurate and reporting deadline adhered to.	Department of Education reporting deadlines met.	Department of Education reporting deadlines met.
	Risk Management Policy	The board of each ETB should 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 should support the board in this role.	Risk Management and business plan implemented and process for identifying and addressing any risk agreed.	Risk Management and business plan implemented and process for identifying and addressing any risk agreed.
	Internal Controls	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended.	Assurance received by the Board that specified controls are in place.	Internal controls in place and Statement on Internal Controls approved by the Board.

*This refers to an ETB ensuring that a member of its existing staff is assigned overall responsibility for the oversight and implementation of training across the ETB with the objective of ensuring a strategic, coherent and efficient approach to training across all functional areas. Such a role can fit in with existing structures and arrangements across the ETB and it is not a requirement that it be a fulltime role. The key issue is to have a member of staff that has overall responsibility and oversight for the training programme.

In addition to the above nationally agreed goals and priorities, the following specific strategic priorities for WWETB will be either commenced or delivered during 2024 to ensure advancement of the overall Strategy Statement.

*Note: The numbering below refers to the accompanying strategic action in the Strategy Statement 2023-2027 – it is not always chronological.

Strategic Goal 1 Quality

By 2030, Quality is embedded in everything that we do. WWETB has a robust structure and governance model in place to manage quality across all areas. We recruit highly and appropriately qualified staff to deliver education and training, and we provide access to Professional Learning and Development opportunities to enhance their professional practice. Through consultation, we know that our staff feel that it is important for WWETB to demonstrate how it achieves quality and what measures it puts in place to assure quality. Everything matters – especially the small things. We have empowered staff to manage quality across the organisation. Quality is now a fundamental part of our culture.

Why? The reputation of WWETB centres on the quality of our education and training. We are striving to enhance our reputation by putting measures in place to demonstrate that quality is embedded in everything that we do – our education, training, the recruitment of our staff, our support systems and our levels of customer service.

1.1 Strategic Priority: Structure and Governance (incl. organisational services)

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
1.1.1	Expand the remit of the WWETB Quality Office to manage quality and provide support across the entire organisation – including monitoring and review – Institutional, School/Unit, Programme.	<p>To add as standing agenda item for Quality Steering Group meetings in 2024.</p> <p>School Development and Support Officer and Education Coordinator to continue to work with the Director of Schools to provide support and develop programmes that enhance quality of provision in schools.</p> <p>Review how feedback is shared with schools following CoP meetings/initiatives.</p>	<p>Progress made on establishment of organisation wide Quality Office.</p> <p>Programmes developed and implemented to enhance quality provision in schools – in line with broader Quality agenda.</p>	<p>Parameters in place for the development of Quality Office for WWETB.</p> <p>Programmes developed and measured against broader quality agenda for WWETB.</p>

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
		Undertake review of current procedures in schools around attainment and plan to address any emerging or presenting needs.	Review undertaken of current procedures around attainment and plan developed to address emerging needs.	Review undertaken and plan developed.
1.1.2	Develop and publish a Statement of WWETB's commitment to Quality – visible in every School and Centre.	Quality Statement to be developed by the Quality Steering Group, following consultation with staff.	Quality Statement developed.	Quality Statement developed and ready for dissemination to schools, centres and offices.
1.1.4	Establish a FET Programme Development Office, aligning with SOLAS strategy of supporting jobs, learning pathways, facilitating inclusion, upskilling through life and careers and targeting key skills needs. To include programme validation and review, including review of learning outcomes, aligned with SOLAS and WWETB overall strategy.	Programme Development Office to be established, aligned to Tertiary degree programme development. The Director of FET will continue to engage with ETBI as a member of the National ETBI Quality Strategy group.	Programme Development Office established and pilot tertiary programmes developed.	Programme Development Office established and pilot tertiary programmes introduced in Sept. 2024.
1.1.5	Enhance critical relationships and links with relevant government departments, local authorities and other agencies and evaluate the effectiveness of these relationships, particularly with industry bodies.	Continue our involvement at national and regional level regarding the analysis of skills needs in the offshore wind generation sector. Continue involvement at a national and international level in high performance building with UNECE, HPBA, DHLGH, DECC, DFHERIS and WCC. Member of Local Community Development Committees in Waterford and Wexford.	Member of Skills Needs group at both national and regional levels. Delivery of NZEB, heat pump, ventilation, and electrofusion training to the construction sector.	

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
		<p>Focus on existing relationships and links with relevant government departments, local authorities and other agencies - including the Regional Skills Forum, Local Community Development Committee and Safety Partnerships.</p> <p>WWETB Service to Business Unit to prioritise work in organising, facilitating and attending regional stakeholder events during 2024.</p> <p>Focus on continued implementation of the Adult Literacy for Life Strategy in collaboration with the Regional Literacy Coordinator. (The Regional Literacy Coalition was established in 2023).</p> <p>Review of membership of multi-agency teams/committees Continue to represent WWETB on Wexford Restorative Practices Partnership (WRPP), Child and Family Services Networks (CFSNs), the Elevate Steering Group, ETBI Provision Mapping/ Inclusion Task Group and REALT.</p>	<p>Regular feedback and dissemination of information via the CE report and Principal/Deputy Principals meetings/briefings on relevant items.</p> <p>Active engagement with industry and potential learners by Service to Business unit during 2024 with planned events.</p> <p>2024 work programme in place for the implementation of the strategy.</p> <p>Engagement with multi-agency teams as critical partner in decision-making.</p>	<p>Attendance at all meetings, regular feedback on same.</p> <p>Events planned and organised for potential learners and industry partners during 2024.</p> <p>Strategic priorities achieved, against 2024 work programme.</p> <p>Active participation in multi agency teams/ committees.</p>
1.1.6	Whole of system approach to Risk Management and management of Internal Controls – across all areas and levels of the organisation. This includes assessing potential partnerships (e.g. contractors, third party providers) for risk and putting agreements	<p>Training to be undertaken with WWETB Board, Senior Management Team, FET Leadership Team, Principals and Operations Team on Risk Management and management controls.</p> <p>Risk Management Business Plan to be updated with key actions for 2024.</p> <p>Presentations to school leaders on the legal implications of managing challenging behaviour. Development of a centralised policy for use across schools - 'Behaviours of Concern'.</p>	<p>Training completed.</p> <p>Risk Management Business Plan updated.</p> <p>Policy to be drafted, edited and shared with all schools for</p>	<p>Training completed.</p> <p>Risk Management Business Plan update.</p> <p>All schools to have ratified this policy as an appendix to the</p>

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	in place with all stakeholders.		ratification at individual school level.	school's Code of Positive Behaviour.
1.1.7	Review all WWETB Boards and Committees, including membership and Terms and Reference of all internal Boards, Committees and networks. Board/Committee self-assessments to be carried out on an annual basis. Templates developed for standardised agendas and minutes.	<p>Constitution of new Board and subcommittees.</p> <p>Governance training completed for new Board members and Committee members.</p> <p>Development of template and training on minute taking for school BoM.</p> <p>Board of Management training to be completed by members of the Board of Management.</p>	<p>New WWETB Board and sub-committees in place.</p> <p>Governance training completed.</p> <p>All schools submitting Board of Management minutes, using agreed template.</p> <p>All Board of Management members will have completed governance training.</p>	<p>New Board and Sub-Committees in place.</p> <p>Governance training completed.</p> <p>All schools will be fully compliant with their Board of Management requirements.</p> <p>Governance training completed by end of 2024.</p>
1.1.8	Review the work of the WWETB Board and Section 45 Committees (Audit and Risk, Finance), and determine how they will continue to play a strategic role into the future.	<p>Constitution of new Board and subcommittees.</p> <p>Delivery of presentation to new Board and sub-committees on work of WWETB and Strategy Statement.</p>	<p>New WWETB Board and sub-committees in place.</p> <p>Presentation delivered to new Board and subcommittees on work of WWETB and Strategy Statement.</p>	<p>New Board and Sub-Committees in place.</p> <p>Presentation delivered following constitution of new Board and sub-committees.</p>

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
1.1.9	Increase student/learner voice participation across WWETB governance structures.	<p>Support the work of the FET Learner Council, which is in place since 2022/23 Academic Year.</p> <p>Roll-out of the Rainbow Connection Initiative to support learners and staff from the LGBTI+ community.</p> <p>Seek to develop a Schools Student Forum, involving a representative from each school from their respective Student Councils.</p> <p>Review current arrangements for Student Council training in each school and explore the possibility of delivering WWETB student council training where training does not currently take place.</p>	<p>Regular meetings of the FET Learner Council.</p> <p>Staff engaging in training under the Rainbow Connection initiative.</p> <p>Volunteers from each student council identified.</p> <p>Identify current student council members in each school and staff who support their activities. Training undertaken in all schools.</p>	<p>Regular meeting of the FET Learner Council undertaken in 2024.</p> <p>Training undertaken by staff in 2024.</p> <p>Terms of reference and first meeting to take place by end of 2024.</p> <p>Review of Student Council training in each school completed and training schedule put in place.</p>
1.1.11	Develop an Innovation framework and establish an Innovation team. Develop review and evaluation systems to support innovation across the organisation.	Establishment of an Innovation Working Group, as a sub-group of the WWETB Quality Steering Group.	Working group on innovation established.	Working group on innovation established and meetings undertaken.
1.1.12	Full implementation of the WWETB Customer Charter across all areas.	WWETB Customer Charter to be promoted across WWETB, for implementation by all staff. Use of various methods of dissemination (newsletter, email, meetings) to communicate the importance of adherence to the Customer Charter.	Dissemination of Customer Charter across WWETB.	Customer Charter disseminated across WWETB.
1.1.14	Development of programme to implement Reflective practices and Restorative practices	Development of a QQI level 5 programme in collaboration with the Childhood Development Initiative.	Level 5 programme developed.	Programme developed.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	across all areas of WWETB.	Develop a programme for implementing Reflective and Restorative practices across administrative teams in WWETB, through the work of the Quality and Health and Wellbeing teams.	Programme for reflective and restorative practices developed.	Reflective and restorative practices programme developed.
1.1.15	Implementation of enhanced programme in the area Safety, Health and Welfare – audits and review, training schedule implemented and templates forms developed.	Develop a Safety, Health and Welfare programme for 2024, led by the Safety, Health and Welfare working group and implement actions and training.	Programme for 2024 developed and training communicated to WWETB staff as appropriate. Staff engagement with Health and Safety training.	2024 programme in place, with associated training delivered.
1.1.17	Structure in place to support contract management within procurement function.	Implement and rollout the Contract management system.	Contract Management system in place.	Contract management system in place by Qtr 2 2024.
1.1.18	Implementation of structured approach to policy development, implementation and review.	Utilising policy framework for development and review of policies. Implement standard approach to policy development and review.	Policies reviewed and development in line with WWETB policy framework.	Updating of all out of date policies and publication of same on website/intranet.
1.1.19	Implementation of Irish Language Standards across WWETB through development of programmes and implementation of training for staff.	Focus on compliance with regard to Advertising through Irish. Record statistics on level of Irish advertising to ensure that all units are working towards full compliance.	Compliance with regard to advertising spend for Irish adverts.	To reach compliance with regard to advertising spend for ads in Irish.
1.1.20	Achieve the consolidation of financial systems and automation of processes to improve financial management, budgeting and reporting.	Completion of One System Project (SAP to SUN). Stabilisation of Power BI Tool for Payroll Reporting. Development of Revenue ERR Reporting Mechanism. Roll-out of P2P Stock/Asset Management.	Project Sign-off Project Sign-off Project Sign-off Project Sign-off	Q1 2024 Q1 2024 Q1/Q2 2024 Q3/Q4 2024
1.1.21	Deliver and maintain the shared service delivery model for staff and learner payroll in co-	Implementation of 2023 FET Learner Payments Policy. Wave 1 Apprentice Payroll via SUN Systems.	Shared Service Sign-off	Q1 2024 Q1 2024

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	operation with Department of Education Business Shared Services teams.			
1.1.22	Collaborate with Education Business Shared Services to assist and plan for the future delivery of a shared service model solution for finance operations.	Engage with ESBS Finance Shared Services to plan for future Wave roll-out. Review and plan for interim initiatives e.g. purchase cards.	Milestones reached	Q2/Q3 2024
1.1.23	Expand the capability and use of the finance dashboard reporting to give senior management the up-to-date financial information to aid decision-making.	Work with Shared Services to update DEPM Dashboard for 2024 reporting requirements.	Project Sign-off	Q2/Q3 2024
1.1.24	Implement centralised budgeting for FET which is aligned to the new SOLAS funding model funding requirements to adequately resource programmes, meet the needs of learners and provide improved budgeting and management reporting for FET.	The 2024 bid process will include the core elements of the new funding model to ensure that WWETB align to the new SOLAS funding model and its requirements. Meet and confirm budget allocations with FET Leadership Team following from initial meetings in November 2023 Prepare for the roll-out of the new FET funding model	Milestones reached Milestones reached	Ongoing Q1 2024 Q3/4 2024
1.1.25	Develop a capital funding approach with finance and HR departments to review compliance requirements (including equality and diversity reporting) and future workforce planning.	Utilise Power BI Dashboard reporting to consolidate payroll and HR information processes.	Milestones reached	Q2 2024

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
1.1.26	Implement statutory pensions reporting requirements in conjunction with Education Business Shared Services, National Shared Services Office and ETBI Pension Task Group.	Liaise with other ETBs and ETB Financial unit of the Department of Education to understand reporting requirements and plan for future roll-out.	Milestones reached	Q3/Q4 2024
1.1.27	Support schools in the implementation of the Looking at our Schools 2022 strategy through the school self-evaluation process.	Time allocated at Principals/Deputy Principals' meetings and briefings for discussion of Looking at Our Schools. School Self Evaluation and DEIS planning. Utilise Community of Practice meetings to outline how the strategy can be achieved.	Regular review of progress at Principal and Deputy Principal Communities of Practice meetings.	Regular review of progress undertaken.
1.1.28	Promotion of WWETB Schools ethos across all schools.	Further embed the Patron's Framework in schools in a structured way in accordance with their local School Improvement/DEIS plan. Build on the activities and events from 2023. Schools to introduce the Patron's Curriculum as appropriate.	WWETB Ethos Coordinator continues regular CoP meetings. Reporting back to DoS on all activities.	Attainment of targets set out in their SIP/DEIS plan related to ethos. WWETB Ethos and Inclusion Coordinators to attend ETBI shared learning event.
1.1.29	Promote STEAM/STEM across our schools – strive to increase participation.	Continue promote Science Week across our Schools. Encourage involvement in national and regional science competitions. Support provided by Education team to Science Communities of Practice.	Participation in Science Week 2024. Participation of schools in Young Scientist and SciFest. Regular engagement with Communities of Practice in science, physics, chemistry, biology and agricultural science.	

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
		<p>Science Research Grant for Schools to be made available in 2024. Science Journal to invite submissions in 2024. (open to submissions from all learners in schools and centres)</p> <p>Continued roll-out of the Biodiversity Modules (Citizen Science and Hedgerows) to all schools and relevant centres.</p>	<p>Information circulated and promoted to all schools and reminders sent regarding deadlines.</p> <p>Carry out a review of how many schools are using the biodiversity modules.</p>	<p>Increase the numbers of grant applications of schools from 5 to 7.</p> <p>Increase number of schools participating in those modules</p>
1.1.32	Develop WWETB's Outdoor Education and Training programme, commensurate with the vision for the new state-of-the-art facility at Forth Mountain, Wexford.	Progress the relocation of activities to Forth Mountain, in collaboration with Wexford County Council.	Increased outdoor education and training activity at Forth Mountain during 2024 and plan in place for physical upgrade at Forth Mountain to cater for outdoor education and training.	Increased outdoor education and training activity at Forth Mountain during 2024 and agreed plan for the relocation of activity to Forth Mountain from the Shielbaggan Centre.
1.1.33	Protection programmes – assist the Department of Education in meeting the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.	<p>Schools will continue to enroll IRPP and IPAS students in accordance with their admissions policies. WWETB will continue to host the REALT coordinator.</p> <p>Support membership of the Schools of Sanctuary within WWETB schools.</p>	<p>Enrolment in WWETB schools as per identified need.</p> <p>Increase in the number of schools participating in the School of Sanctuary initiative during 2024.</p>	Increased number of schools participating in Schools of Sanctuary
1.1.34	Develop and implement a five-year strategy for Music Generation Wexford, in line with the objectives of the national	Complete consultation for the development of a 5 year strategy for Music Generation Wexford and develop draft strategy.	Consultation complete and strategy drafted.	Consultation complete and strategy drafted.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	Music Generation strategy and put in place a Local Music Education Partnership to support the programme.	Develop Terms of Reference for Local Music Education Partnership and initiate meetings.	Terms of Reference agreed and Local Music Education Partnership in place.	Terms of Reference agreed and Local Music Education Partnership in place.
1.1.35	Develop and implement a five-year strategy for Music Generation Waterford, in line with the objectives of the national Music Generation strategy and put in place a Local Music Education Partnership to support the programme.	Complete consultation for the development of a 5 year strategy for Music Generation Waterford and develop draft strategy. Develop Terms of Reference for Local Music Education Partnership and initiate meetings.	Consultation complete and strategy drafted. Terms of Reference agreed and Local Music Education Partnership in place.	Consultation complete and strategy drafted. Terms of Reference agreed and Local Music Education Partnership in place.
1.1.36	Develop opportunities for WWETB students/adult learners, through competition and exhibition, to build on the idea of a coherent WWETB community.	In-Harmony Concert planned for the National Opera House – February 2024. All schools taking part. Rounders competition organised for WWETB schools. Athletics competition organised for all WWETB schools. Children and young people from Music Generation Wexford to participate in various concerts and performance events throughout 2024, including at the National Music Generation 10 th Anniversary event. Children and young people from Music Generation Waterford to participate in various concerts and performance events throughout 2024, in Waterford and beyond.	Concert delivered in the National Opera House. Competition organised and delivered. Competition organised and delivered. Performances scheduled and taken place throughout 2024. Performances scheduled and taken place throughout 2024.	Concert delivered in the National Opera House. Competition organised and delivered. Competition organised and delivered. Performances scheduled and taken place throughout 2024. Performances scheduled and taken place throughout 2024.

1.2 Strategic Priority: Quality in Teaching and Learning

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
1.2.1	Embed an inclusive approach to education and training and develop strategies to reduce barriers to participation.	<p>Work with the FET Equality, Diversity and Inclusion team, which was established in 2023, to ensure a more inclusive approach to education and training and develop strategies to reduce barriers to participation.</p> <p>Special Educational Needs Coordinators Community of Practice – development of shared templates for Student Support Plans. Continued input from Digital Learning Team around accessibility tools in the MS Suite. Further CPD/Training on screening and diagnostic testing.</p> <p>Roll out of Phase 2 of ETBIs Provision Mapping initiative to the remaining 10 post-primary schools. Continued development of the Inclusion Coach Pilot Group.</p> <p>Continued collaboration with the Digital Learning team to embed accessibility tools within our Communities of Practice.</p> <p>Continued development and growth of the CoP for EAL (English as an Additional Language) teachers.</p>	<p>2024 work programme developed by the FET Equality, Diversity and Inclusion team to outline objectives for 2024.</p> <p>Continuation of CoP activities such as peer-to-peer/shadowing for screening/diagnostic testing.</p> <p>Establishment and meeting of CoP for Inclusion Leads. Review of survey of needs for Pilot Schools and respond to same.</p> <p>Digital Learning support slots offered as needed.</p>	<p>Work programme agreed and implemented.</p> <p>Ongoing Community of Practice activities underway.</p> <p>Pairing teachers together based on needs/experience Sourcing of CPD on specific tests, where required. Data gathering phase for 10 schools. Staff workshop delivered by Inclusion Leads in the 10 schools. Education Coordinator/Inclusion.</p> <p>Increase uptake of support offered.</p>
1.2.3	Develop structure to support the analysis of academic achievement across WWETB schools.	Quality working group to develop structure to support analysis of academic achievement across schools, supported by Schools Development and Support Officer.	Structure developed for schools to support analysis of academic	Structure developed to support schools with the analysis of academic

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
			achievement.	achievement.
1.2.5	Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.	Continuation of the Magenta Principles Lead Practitioner programme across schools. Review outcomes in schools where magenta principles is utilised. Ongoing professional development of Teaching & Learning teams in each school. Continuation of/further development of 14 cross-college. Communities of Practice, subject specific and programme coordinators. Within the activities of each Communities of Practice, continued collaboration with the Digital Learning team.	Attendance at/participation at in-person events and on-line MS team. Increase in the visibility and activity of the Magenta Lead Practitioners in schools. Increase in the uploading/sharing of resources/ideas in Lead Practitioner online team and individual school teams.	1 Community of Practice meeting re. Magenta Principles in 2024. Video analysis of teaching in schools (Lead Practitioners) Development and roll out of a 'Magenta Activities Calendar' for schools, with school visits from Education Coordinator.
1.2.6	Increase female participation across WWETB traineeship and apprenticeship programmes.	Continuation of support for, and promotion of Bursary in place to attract and support females to engage in apprenticeships. Provide opportunities, in collaboration with schools, for the promotion of trainee and apprenticeship programmes (e.g., through the Guidance Counsellors, SEN Communities of Practices and subject specific groups).	Representation of FET team at schools Communities of Practice meetings (e.g. Guidance or SENCO) to promote bursary.	Bursary in place to attract females to participate in apprenticeship programmes.
1.2.7	Develop and implement appropriate policies and procedures to support academic integrity across all programmes.	Short-term review of current position required, via Quality Strategy Group.	Review undertaken by Quality Strategy Group.	Review completed.
1.2.8	Develop robust structure for engaging with employers with regard to work experience and work placements, including consistent work	Review existing policies and procedures. Update and implement work experience policies are to create consistency across all our schools.	Review current policy and procedures completed. Work experience policies developed and	Consistent policy in place across WWETB.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	placement/work experience reviews. Ensure that the work experience policy is implemented consistently across all Colleges and Centres.		implemented across WWETB.	
1.2.9	Review the implementation of the FET fund for learners with disabilities, to ensure that it is achieving its objectives.	Represent schools on the FSD WWETB internal team Support the work of the Access and Disability Officer in implementing this fund by including them in meetings of our SENCO CoP and Guidance Counsellors CoP, where required.	Attendance at scheduled meetings. Invite Access and Disability Officer to attend meetings.	2 meetings per A/Y 2 meetings per A/Y
1.2.10	Develop and implement a pilot programme for alternative provision for 12-14 year olds that have left mainstream education. Review pilot and seek to make provision available to meet the needs across Waterford and Wexford.	Continue with our efforts to explore funding for the pilot programme to begin. Explore the offerings of 'iScoil' which is a non-profit, online service that offers young people (13-16) a pathway to learning, accreditation and progression. Arrange meetings with staff in other ETBs in which students avail of this programme Arrange discussion with local Education Welfare Officers to find out more about referral pathways.	Research carried out on options for provision. Meetings conducted with other ETBs to gather information.	To document options for the development of an alternative provision educational route.

1.3 Strategic Priority: Recruitment and Onboarding

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
1.3.1	Standardise all recruitment processes and documentation in line with best practice in the public sector.	Migrating interview packs from paper to electronic format. All recruitment documentation to be made available in Irish.	Electronic system in place. Documents available in Irish and English.	Qtr 4 2024 for migration of interview packs from paper to electronic format. Qtr 2 2024.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
1.3.6	Development of WWETB-wide Induction programme for new staff.	Design and develop corporate Induction programme for all categories of staff. Implement Induction for all new staff.	Induction programme in place for new employees.	Induction programme in place for new employees.
1.3.7	Development of WWETB-wide Onboarding programme, including tailored support for new employees and development of a 'buddy' system.	Design and implement an onboarding / commencement process and programme for sharing of information and attaining of information from new starters at appropriate times Develop local induction process. Develop buddy system. Implement buddy training.	Onboarding process up and running for new starters Induction /buddy system in place at local level. Training completed for identified buddies.	Onboarding programme in place – Qtr 4 2024.
1.3.8	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	Develop and implement a WWETB wide Equality, Diversity and Inclusion charter.	Charter in place.	Charter in place.

1.4 Strategic Priority: Professional Learning and Development/Continuing Professional Development

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
1.4.2	Further develop Communities of Practice model across the organisation to enhance collaborative practice, including for the purposes of forming supportive networks across teaching and administrative services.	Continuation of the Magenta Principles Lead Practitioner Programme across schools.	Attendance at/participation at in-person events and on-line MS team. Increase in the visibility and activity of the Magenta Lead Practitioners in schools.	Meeting re. Magenta Principles. Video analysis of teaching in schools (Lead Practitioners).

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
		<p>Ongoing development and growth of Teaching & Learning teams in each school.</p> <p>Continuation of/further development of 14 cross-college Communities of Practice, subject specific and coordinators.</p> <p>Within each Community of Practice, seek out opportunities to include colleagues from the FET team at meetings/events.</p>	<p>Increase in the uploading/sharing of resources/ideas in Lead Practitioner online team and individual school teams.</p> <p>Attendance at/participation at in-person events and on-line MS team</p> <p>Attendance of relevant staff at same.</p>	<p>Development and roll out of a 'Magenta Activities Calendar' for schools, with school visits from Education Coordinator.</p>
1.4.3	Governance training for Committees, WWETB Board, Managers and staff representing WWETB on governance and oversight Boards/Committees.	Governance training for new WWETB Board and sub-committees following election of new Board.	WWETB Board and sub-committee members will understand the role and function of an ETB school BoM.	Governance training undertaken in 2024.
1.4.4	Continue to engage fully with ETBI working groups and communities of practice for knowledge sharing and professional development.	Continue to represent schools on the ETBI Provision Mapping/Inclusion Coordinator Task Group Director of Schools to participate in/co-chair relevant fora and/or working groups.	Attendance at all meetings.	Feedback to Director of Schools and school leaders.
1.4.5	Build on relationship developed with South East Technological University to support professional development and building towards unified tertiary education.	<p>Actively engage with South East Technological University and the National Tertiary Office to explore the development of Tertiary Degree Programmes.</p> <p>Collaborating with South East Technological University in the facilitation of the Connecting Through Learning... Learning Through Connecting Symposium in 2024.</p>	<p>Pilot tertiary programmes launched for September 2024.</p> <p>WWETB involvement in symposium.</p>	<p>Tertiary programmes underway.</p> <p>Successful symposium completed.</p>

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
		<p>Continue partnership with My Voice, My Choice advocacy programme for people with Intellectual Disabilities, running in collaboration with South East Technological University.</p> <p>Support the Toys4Engineers event, organised by Waterford Chamber of Commerce and held in collaboration with key regional stakeholders including South East Technological University and WWETB.</p>	<p>Successful programme running with SETU.</p> <p>Successful event with WWETB participation.</p>	<p>Programme delivered.</p> <p>Successful event.</p>
1.4.6	Develop organisation-wide feedback mechanisms and structured consultation, including opportunities to engage with the student/adult learner voice.	Support the work of the FET Learner Council.	Successful FET Learner Council.	FET Learner Council operating effectively.
1.4.7	Implement Schools Leadership programme across all Schools and Colleges.	Further invest in the development of the programme in 2024 for school leaders, following successful implementation of the programme.	All middle leaders will have attended a workshop.	2024 1 senior leadership day, 1 day for Assistant Principal 1 and Assistant Principal 11.

Strategic Goal 2 Schools and FET Colleges of the Future

By 2030, WWETB has state-of-the-art facilities for our staff and students/adult learners. WWETB has worked closely with the Department of Education, SOLAS and the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) to ensure that there is appropriate and significant investment in our physical infrastructure. We now have facilities across Waterford and Wexford that our staff are proud of and in which our students/adult learners are inspired to learn. Within the counties of Waterford and Wexford, we have brought Further Education and Training (FET) provision together where it makes sense to do so. We have flexible teaching and learning spaces, and our Colleges and Centres have become important hubs in their communities. We have looked beyond the confines of the physical infrastructure in our strategy, knowing however that our facilities are important hubs and meeting places for students/adult learners, who build friendships and connections through the social and cultural interactions. We have developed our facilities in line with the broader green agenda and we have been to the fore in innovation in this regard.

Why? Our ambition is to create optimal learning environments, and flexible pathways through our programmes and beyond. We know that quality facilities enhance quality learning.

2.1 Strategic Priority: Facilities

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
2.1.1	Deliver on planned schools and centres, through proactive engagement with DoE and SOLAS, DFHERIS regarding approved infrastructural projects. Priority projects in FET include: Wexford town FET College of the Future (Whitemills), Waterford Training Centre (Techniform project), Waterford City FET College of the Future/SETU College Street facility, High Performance Building Alliance/NZEB Centre in Enniscorthy, Further Education and Training Centre in Tramore and	<p>Deliver on planned centres, through proactive engagement with DoE, SOLAS and DFHERIS regarding approved infrastructural projects.</p> <p>FabLab Centre in Lismore to open and begin delivery of courses in 2024.</p> <p>Support for Year One of Wexford College of FET, which opened in September 2023.</p>	<p>Detailed in the individual project plans.</p> <p>FabLab Centre open in Lismore. Delivery of courses in 2024.</p> <p>Development of positive culture of collaboration and quality provision.</p>	<p>Detailed in the plans for each individual project.</p> <p>Programmes delivered at FabLab Centre. Courses delivered.</p> <p>WxCFET seen as a provider of choice for potential learners seeking education and training opportunities.</p>

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	FabLab Centre in Lismore, Waterford.	<p>Complete the Waterford Training Centre extension in Qtr 1 2024.</p> <p>Complete the fitout of Tramore Further Education and Training Centre.</p> <p>Complete the extension of Waterford Training Centre.</p> <p>Strengthen partnerships with the High Performance Building Alliance in Enniscorthy.</p> <p>Explore opportunities to extend the provision in Enniscorthy with regard to NZEB. Seek to identify new premises to assist expansion.</p>	<p>Detailed in the individual project plans.</p> <p>KPIs for project detailed in the plans for each individual project.</p> <p>KPIs for project detailed in the plans for each individual project.</p> <p>Strong partnership model with HBPA.</p> <p>New premises identified and approval granted to expand.</p>	<p>Detailed in the plans for each individual project.</p> <p>Detailed in the plans for each individual project.</p> <p>Detailed in the plans for each individual project.</p> <p>Strong partnership in place.</p> <p>Plan in place to move to new premises for NZEB and related programmes.</p>
2.1.2	<p>Priority projects for Schools include: New 1,000 student school for St. Declan's Community College, Kilmacthomas, Co. Waterford; Large extension and reconfiguration of St. Paul's Community College, Waterford City to cater for 1,000 students; Extensions to Dungarvan College-Coláiste Dhún Garbhán and Meánscoil San Nioclás, An Rinn, Waterford; Wexford town Education campus including 1,000 student replacement school for</p>	<p>Opening of a Special School in Gorey.</p> <p>Priority to be given to progressing a new 1,000 student school for St Declan's Community College and St Paul's Community College to cater for increased capacity.</p> <p>Priority to be given to securing and progressing infrastructural developments at Bunclody College, Bridgetown College, Kennedy College, Coláiste Abbain, Coláiste an Átha, Meánscoil San Nioclás and Dungarvan College/Coláiste Dhún Garbhán.</p> <p>Priority to be given to progressing a new 1,000 student school in Wexford town to replace Selskar College.</p>	<p>As per agreed schedules with Dept. of Education.</p>	<p>As per agreed schedules with Dept. of Education.</p>

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	Selskar College; Large extensions to post-primary schools to cater for increased enrolment in Bridgetown College, Bunclody Vocational College and Coláiste an Átha, Kilmuckridge, Wexford; Extension to Kilnamanagh Community National School to cater for increased enrolments.			
2.1.4	Enhance the buildings team within WWETB, to include professional roles such as qualified Quantity Surveyor and architect, to support management with the portfolio of buildings programmes across colleges and centres.	Define roles and responsibilities of Buildings Team, as new resources are made available to support the business of the organisation.	Clarity of roles and responsibilities of team members. Good team structure in place to support major infrastructural programme.	Appropriate team structure to support major infrastructural programme.
2.1.5	Develop a blueprint for future development - long term strategic planning, including review of purchase, build or rent/lease opportunities. To review the location of all colleges and centres and modes of transport used to access these facilities.	Tender completed for the development of a 25 year Estates Strategy for WWETB.	Tender completed and award made for services to deliver Estates Strategy.	Services contracted for the delivery of an Estates Plan for WWETB.
2.1.6	Support the development of a network of caretakers and General Assistants to facilitate greater collaboration across sites.	Develop a Community of Practice for caretakers across all sites. Provide training and opportunities for knowledge sharing.	Community of Practice in place.	Community of Practice in place and meetings held.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
2.1.9	Audit colleges and centres for disability access and develop a plan for remedial works, including seeking funding for any upgrades required.	Member of Buildings team to work with Centre Managers and Co-ordinators to prioritise areas for remedial works.	List of priority projects and associated costings completed.	List of priority projects and associated costings completed.
2.1.14	Explore options for short term accommodation for apprentices.	Review of options to be undertaken by Strategy Working Group.	Review completed and analysis of results completed.	Review completed.
2.1.19	Work closely with Wexford County Council on the development of the state-of-the-art Outdoor Education and Training Centre at Forth Mountain and associated programme of activities at the new location.	Progress the relocation of activities to Forth Mountain, in collaboration with Wexford County Council.	Increased outdoor education and training activity at Forth Mountain during 2024 and plan in place for physical upgrade at Forth Mountain to cater for outdoor education and training.	Increased outdoor education and training activity at Forth Mountain during 2024 and agreed plan for the relocation of activity to Forth Mountain from the Shielbaggan Centre.
2.1.22	Actively seek out opportunities for community engagement to promote WWETB as a patron of Community National Schools across the region.	Explore the possibility of an information webinar about Community National Schools. Work with ETBI and Dept. of Education regarding timing and messaging.	Liaise with the DE ETBI on the primary school reconfiguration process. Information drafted to describe the Community National School model.	Clear information drafted.

2.2 Strategic Priority: Green Agenda

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
2.2.1	Establish an organisation-wide Green Campus Committee, including students/adult learners and members of the community, linking in with	A Climate Action and Sustainability steering group was established in 2023 and will lead out across the ETB in 2024.	6 Meetings of the steering group in 2024. 6 working groups feeding into the steering group.	Meetings completed and actions shared and progressed.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	existing structures in colleges and centres.			
2.2.2	Engage with Sustainable Energy Authority of Ireland (SEAI) pathfinder projects to deliver sustainable solutions and improve energy performance, including installation of solar panels on roofs of WWETB-owned buildings and buildings with long leases and installation of heat pumps.	Full engagement on Pathfinder programmes for Waterford Training Centre and Kennedy College with SEAI and with the Dept. of Education in relation to Biomass pathfinder programme.	Works undertaken under Pathfinder programme.	Works undertaken under Pathfinder programme.

2.3 Strategic Priority: Maintenance Programme

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
2.3.1	Develop a centralised facilities management system and strategic maintenance programme structure to service all colleges and centres, managed through the Buildings and Facilities team and working closely with caretakers, General Assistants and other support staff responsible for the maintenance of WWETB owned and leased buildings. To include standard plan preventative maintenance.	Tender process for the development of a facilities management system for WWETB, to cover all sites.	Tender process completed and company engaged to develop Facilities Management System.	Tender process completed and company engaged.

Strategic Goal 3

Communications and Marketing

By 2030, WWETB is renowned across Waterford and Wexford for its delivery of quality education and training programmes for all ages. We have a personal and engaging brand image that is easily recognisable and professional. It is easy for prospective students/adult learners to find the exact information that they are looking for. WWETB has very strong links with partners across Waterford and Wexford and most of all, it has very strong links with its local communities and industries/services that support them. We invest in marketing and the visibility of our schools and Further Education and Training Centres has improved, due to targeted marketing and the demonstration of our offering – modern buildings, excellent education and training delivered by quality teachers/tutors/instructors and supported by many managers and staff. At the core, WWETB is synonymous with quality, options, community and opportunity for those starting out or starting over.

Why? It is important to build a strong brand for WWETB in line with our aspirations to be a leader in the delivery of quality education and training in the Southeast.

3.1 Strategic Priority: Foundations

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
3.1.1	Develop and implement an internal communications and engagement strategy and invest in a dedicated internal communications resource.	Communications Steering Group to work on the development of an internal communications strategy.	Internal communications strategy drafted.	Internal communications strategy drafted.
3.1.2	Develop a repository of content, photography and stories for use across the organisation.	Continue to develop content and material and make available on Intranet for staff use.	Content and material developed.	Content and material developed.
3.1.3	Develop a toolkit of enhanced marketing assets, including advertisements and social media templates.	Continue the development of a toolkit of enhanced marketing assets and advertisements and social media templates in 2024, including through Irish.	Development of templates	Templates available for marketing.
3.1.4	Further develop the WWETB brand guidelines and develop plan for disseminating to WWETB community for use.	Review the Brand Guidelines and update as required. Disseminate new Brand Guidelines to all staff involved in advertising and marketing.	Brand guidelines updated and disseminated.	Brand guidelines updated and disseminated.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
3.1.6	Develop and implement a social media strategy, including clear content development strategy.	Develop the MS Teams channel for the Social Media team across WWETB. Develop a Community of Practice for the Social Media team to support knowledge sharing and training.	MS Teams channel in place and Community of Practice established.	MS Teams channel in place and Community of Practice established.
3.1.7	Establish key super users (communications and content developers) in the organisation and organise training and development and incentives for engagement with this.	Update the list of super users. Host a digital photography course for WWETB content developers. Host a WWETB social media workshop.	Relevant list of super users. Workshops held for digital photography and social media	Relevant list of super users. Workshops held for digital photography and social media
3.1.8	Agree and resource a campaigns budget – agree budget requirements based on key elements included in strategy and establish phased budget growth for campaigns.	List of agreed campaigns for FET programmes in 2024 and associated budget agreed.	Campaigns developed and implemented.	Successful completion of campaigns for FET programmes.
3.1.10	Develop a FET course/programme promotion plan, in line with WWETB targets and SOLAS strategy.	Establish a calendar of key events for FET, supported by the Communications team.	Calendar of FET events in place.	Calendar of FET events in place.
3.1.14	Develop and implement a digital accessibility plan to include all relevant digital channels, the monitoring and feedback by regulatory bodies, and the training of those responsible for content in order to support our obligations under the Web Accessibility Directive.	Develop a digital accessibility plan, ensuring compliance.	Digital Accessibility Plan developed.	Digital Accessibility Plan developed.

3.2 Strategic Priority: Engaging the Audience

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
3.2.2	Identify speaking opportunities, and panel of internal experts, linked to relevant brand messages.	Collaborating with South East Technological University in the facilitation of the Connecting Through Learning... Learning Through Connecting Symposium in 2024.	Successful symposium organised and delivered.	Successful symposium organised and delivered.
3.2.4	Develop a clear statement of intent to promote WWETB's role in the community, in the arts, youthwork, music, sport and its commitment to wellbeing.	Develop a Statement of Intent to promote WWETB's role in the community, in the arts, youthwork, music, sport and its commitment to wellbeing. Disseminate statement to all schools and centres to display in a prominent location.	Statement of Intent developed and disseminated.	Statement of Intent developed and disseminated.
3.2.6	Develop specific communications stream for guidance counsellors and extend invitation to guidance counsellors in other schools.	Utilise the Guidance Counsellor Community of Practice to engage guidance counsellors from non-WWETB schools. Information sharing between Communications team, FET team and guidance counsellors through Community of Practice.	Extension of Guidance Counsellor Community of Practice to allow WWETB-specific information sharing.	Extension of Guidance Counsellor Community of Practice to allow WWETB-specific information sharing.
3.2.7	Develop communications stream for current teachers and tutors.	Develop targeted email distribution lists to enable communication directly to teachers and tutors where required.	Email distribution list of tutors developed.	Email distribution list of tutors in place.

Strategic Goal 4 Health and Wellbeing

By 2030, WWETB is renowned for being a great place to work and to learn. Across all of our schools and centres, there is a commonality among staff and students/adult learners with regard to how they feel about WWETB – they are seen and they are heard and they are appreciated. There is a sense that, once they are part of the WWETB community, our staff feel supported – their school or centre understands who they are, valuing their strengths and supporting their weaknesses. Equality, Diversity and Inclusion is now in the DNA of the organisation.

Why? WWETB is a busy and diverse workplace and it has a service to deliver to many stakeholder groups. Through consultation, we know that our staff and students/adult learners want to be part of a community that supports individuality, celebrates successes and provides support through difficult times. This requires empathy and emotional intelligence to be embedded in our organisation. Furthermore, we know that staff health and wellbeing greatly assists teaching and learning.

4.1 Strategic Priority: Foundation – Culture, Systems and Procedures

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.1.1	Establishment of a Health and Wellbeing Committee in WWETB, with representation from students/adult learners and staff.	Set up a Health and Wellbeing Steering Group.	Health and Wellbeing Steering Group in place with agreed Terms of Reference.	Health and Wellbeing Steering Group in place.
4.1.2	Regular promotion of the Employee Assistance Programme to all staff members and make clear that the service is also available to their families.	Continue to promote Employee Assistance Programme through multiple communications channels.	Employee Assistance Programme regularly promoted through multiple channels including via email, newsletter and staff intranet.	All staff aware of the Employee Assistance Programme in WWETB
4.1.3	Promote a culture of wellbeing at work through existing governance structures.	Promotion of Health and Wellbeing through the Keep Well Mark initiative. Inclusion of wellbeing as a standing agenda item across existing governance structures such as the Operations Team, FET Management Team, Board, and Principals meetings.	Wellbeing included as an agenda item at meetings.	Wellbeing included as an agenda item at meetings.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.1.4	Implement the 'Keep Well' mark in WWETB, with support from IBEC.	Pilot Keep Well Mark in Bridgetown College, Wexford College of Further Education and Training and Head Office.	Assessment of WWETB wellbeing practices across the organisation under 8 pillars of wellbeing against Keepwell Mark standards.	Securing IBEC accreditation.
4.1.5	Update and disseminate all WWETB policies relating to Health and Wellbeing.	Update Health and Wellbeing policies and disseminate across WWETB.	Health and Wellbeing Policies updated and disseminated across WWETB.	Staff aware of Health and Wellbeing policies.
4.1.6	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	The public service duty was developed and published in 2023. 2024 will see the continued implementation of the duty across WWETB. Develop and implement the WWETB Equality, Diversity and Inclusion charter.	Equality, Diversity and Inclusion charter implemented.	Staff aware of Equality, Diversity and Inclusion charter.
4.1.7	Develop mechanism for staff recognition across all staff groups as part of the culture (e.g. customer service excellence award), including annual awards and achievement ceremony and long service recognition.	Continue to promote Customer Service Excellence award competition.	Customer Service Excellence award competition on a quarterly basis.	Staff feel valued and recognised.
4.1.8	Continue to promote the WWETB Customer Charter and ensure that the Charter is disseminated to, and understood by, all staff.	Review the WWETB Customer Charter and disseminate to all staff through multiple communications channels.	Review undertaken of the WWETB Customer Charter and updated version disseminated to all staff.	All staff aware of the Customer Charter and their obligations as staff members with regard to customer service.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.1.9	Support the induction, onboarding and work journey through WWETB of tutors as part-time members of staff and actively empower and encourage tutors to act as ambassadors for WWETB.	Develop induction programme for tutors. Establish an email distribution list for tutors, to enable dissemination of relevant information.	Induction programme for tutors rolled out.	Induction programme for tutors rolled out.
4.1.11	Professional learning and development undertaken by all managers in supervision and leadership.	WWETB has 24 active one to one coaching plans with FET staff. Extension to Adult Educators and Information Officers. Continuation of the schools' leadership programme. Encourage school leaders to participate in appropriate CPD through ETBI, CSL (Oide) etc. Continued promotion of Professional Learning and Development policy.	Staff engaging in leadership and supervision training. Schools Leadership programme tailored and underway in schools. Professional Learning and Development policy disseminated.	More staff undertaking training in leadership and supervision. Leadership programme in schools. Professional Learning and Development policy disseminated.
4.1.13	Develop a process of routinely conducting exit interviews for staff to support WWETB in improving its support to staff.	Develop an exit survey template and pilot the use of template for exit interviews. Implement it for all leavers. Analyse the findings on an annual basis and follow up on any actions as necessary.	Survey in place and piloted in 2024. Annual review carried out of information obtained.	Pilot completed. Review of findings conducted.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.1.14	Update intranet contact details and 'Meet the team' information for all staff to build awareness of the teams and team structure in WWETB.	Regular review of intranet content to ensure that contact details are up to date.	Intranet content reviewed and updated routinely.	Intranet content relevant and up to date.
4.1.15	Development of WWETB-wide Onboarding programme, including tailored support for new employees and development of a 'buddy' system.	Design and implement an onboarding / commencement process and programme for sharing of information and attaining of information from new starters at appropriate times. Develop local induction process. Develop buddy system. Implement buddy training.	Onboarding process up and running for new starters Induction /buddy system in place at local level. Training completed for identified buddies.	Onboarding programme in place – Qtr 4 2024.
4.1.16	Actively seek to encourage staff to engage in Professional Learning and Development to support them in areas where growth is required.	Identification of CPD/training needs across all Communities of Practice and promotion of the PLD policy. Organising centralised CPD for schools where necessary. Communicate the availability of PLD opportunities for all staff.	CPD sourced and arranged where need is identified.	Increase in numbers of staff availing of the PLD funding.
4.1.17	Implement Public Sector Equality and Human Rights policy across WWETB and facilitate training for staff.	The Public Sector Duty report was completed in 2023 and this continues to remain a priority area for 2024 in its implementation and review.	Implementation of the Public Sector Duty report.	Implementation of the Public Sector Duty report.
4.1.18	Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.	Development of a QQI level 5 programme in collaboration with the Childhood Development Initiative. Develop a programme for implementing Reflective and Restorative practices across administrative teams in WWETB, through the work of the Quality and Health and Wellbeing teams.	Level 5 programme developed. Programme for reflective and restorative practices developed.	Programme developed. Reflective and restorative practices programme developed.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.1.19	Development of a pro-active programme to support staff in busy work environments.	Support the work of the Culture and Engagement working group, tasked with developing a programme to support staff in busy work environments.	Development of a proactive programme to support staff in busy work environments.	To develop a proactive programme to support staff in busy work environments.
4.1.20	Support staff who are nearing retirement by planning routine retirement planning seminars and recognising their important contribution to the organisation by hosting an annual retirement ceremony for staff that are retiring.	Routinely organise retirement planning sessions and promote same. Organise annual retirement function, to mark the contribution of staff on their retirement.	Retirement planning sessions arranged and information shared with staff. Annual retirement function completed. Review of all retirement planning completed.	Retirement planning sessions completed and annual retirement function held. Additional supports for staff nearing retirement such as retirement planning to be introduced.
4.1.21	Development of a calendar of wellbeing initiatives and events for staff and students/adult learners.	Promote the Keepwell Mark initiative which will see a number of events and initiatives organised for staff under the 8 pillars of Health and Wellbeing, Leadership, Absence Management, Healthy Eating and Physical Activity, Mental Health and Intoxicants, Smoke Free and Health and Safety.	Calendar of Wellbeing events and initiatives organised for staff.	To support staff by organising a Calendar of Wellbeing events and initiatives.
4.1.23	Develop a strategy for the delivery of guidance services to students/adult learners across WWETB.	Continue the activities of the Guidance Counsellors Community of Practice. Development of a cross-college Whole School Guidance Policy, with Inspectorate support and integration of 4.1.23 and 4.1.24 of the WWETB Strategy Statement into the policy. Establish a working group of school leaders to review draft 1 of the policy, once developed by Guidance Counsellors. Inclusion of the Adult Guidance officers at schools CoP events, where appropriate.	All schools to be represented at CoP workshop where policy is being developed (where feasible). Invite Adult Guidance team to attend meetings as needed	12 schools to have input into Draft 1 (where feasible). Review meeting of school leaders working group. Draft ready for review at individual school level, Spring '24.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.1.24	Review the requirements of students/adult learners with regard to career guidance support and develop plan to tailor the support to meet the needs of students/adult learners.	Continued activities of the Guidance Counsellors CoP. Development of a cross-college Whole School Guidance Policy, with Inspectorate support. Establish a working group of school leaders to review draft 1 of the policy, once developed by Guidance Counsellors. Inclusion of the Adult Guidance officers at schools CoP events, where appropriate.	All schools to be represented at CoP workshop where policy is being developed (where feasible). Invite Adult Guidance team to attend meetings as needed.	12 schools to have input into Draft 1 (where feasible) Review meeting of school leaders working group. Draft ready for review at individual school level.
4.1.25	Work with Music Generation Wexford and Music Generation Waterford to enable colleges, centres and programmes to engage with the Music Generation programme for the benefit of their students/adult learners.	Promote Music Generation across Schools and programmes and introduce the Music Generation programme into areas to support non-formal education where beneficial to do so.	Engagement of schools and Centres with Music Generation Wexford and Waterford.	Music Generation working across a number of WWETB schools and centres.
4.1.26	Work with Wexford GAA to enable colleges to engage with the GAA 'Going WeLL' programme for the benefit of students/adult learners.	Continue partnership with Wexford GAA and develop programme for all WWETB schools. Explore the opportunity of working also with Waterford GAA. Agree outcomes with Wexford and Waterford GAA.	Outcomes agreed and programmes in place in both counties.	Outcomes agreed and programmes in place in both counties.
4.1.27	All Colleges to engage with the Amber Flag initiative to build awareness, at a local level, of the importance of supporting mental wellbeing among students/adult learners.	Support the work of the working group to progress this action as a priority area in 2024. Support the work of the Access and Inclusion Officer and agree work programme for delivery of supports to FET learners.	Work programme agreed with Access and Inclusion Officer.	Work programme agreed with Access and Inclusion Officer.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.1.29	Organisation-wide approach to annual awards ceremonies and recognising achievement of students/adult learners.	Use of branding guidelines are used when developing material for award ceremonies and events for recognising achievement of students/learners. Development of Ethos Awards linked to ETBI Core Values for Schools. To be reviewed as one of the objectives of the Health and Safety, Culture and Engagement working group.	Branding guidelines disseminated to, and in use by all colleges and centres. Awards will be presented at individual school award ceremonies.	Consistent approach to branding across all colleges and schools. Increase numbers of schools introducing these awards to embed ethos.
4.1.31	Development of a wellbeing programme that incorporates socialising, mindfulness, wellness, team building, extracurricular, onsite health and wellness, society for students/adult learners across all colleges and centres. Support colleges and centres to implement programme locally.	Support schools to effectively implement the 400 hours of Wellbeing as part of the Junior Cycle framework. Consult with staff regarding options for wellbeing initiatives. To be reviewed as part of the Health and Safety, Culture and Engagement working group. Development of work programme of Health and Wellbeing Steering Group and working groups, to include the development of a wellbeing programme. Establishment of the WWETB Golf society. Table quiz initiative introduced for staff, for social and teambuilding opportunities.	Implementation of 400 hours of wellbeing as part of Junior Cycle framework. Consultation process undertaken with staff regarding wellbeing initiatives (through the work of the Health and Wellbeing Steering Group). Outings undertaken. Table quiz completed.	Implementation of 400 hours of wellbeing as part of Junior Cycle framework. Consultation process undertaken with staff regarding wellbeing initiatives (through the work of the Health and Wellbeing Steering Group) Golf outings completed. Table quiz completed.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.1.33	Seek out partnerships to support the Health and Wellbeing strategy of WWETB, including partnering with the Healthy County initiatives of Wexford County Council and Waterford City and County Council.	To engage with Wexford County Council and Waterford City and County Council with regard to the Healthy County initiatives and seek to promote efforts of the Local Authorities in this regard.	Promotion of work of Healthy Committees in Wexford and Waterford.	Promotion of work of Healthy Committees in Wexford and Waterford.

4.2 Strategic Priority: Response – Additional Supports and Pathways

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
4.2.1	Develop a strategy for the delivery of guidance services and supports for students/adult learners across WWETB.	Continued activities of the Guidance Counsellors Community of Practice. Development of a cross-college Whole School Guidance Policy, with Inspectorate support. Inclusion of the Adult Guidance officers at schools CoP events, where appropriate.	All schools to be represented at Community of Practice workshop where policy is being developed (where feasible).	12 schools to have input into Draft 1 (where feasible). Review meeting of school leaders working group. Draft ready for review at individual school level, Spring '24. Ready for ratification end of A/Y 23/24, implementation A/Y 24/25.

Strategic Goal 5 Climate Action and Sustainability

By 2030, WWETB is renowned for its climate culture. Across our schools and further education and training facilities we have inspired behavioural change. Sustainability is embedded in the way we teach, in what we teach, in how we communicate to the wider community. We are sustainable in what we teach and how. We are proud of the achievements and are proud to share them with others. Our people work with climate and environmental constraints as a way of life. They work from inspiration, with ambassadors across our schools, centres and offices who collaborate to inspire further actions. We measure what we do. We achieve this by having ambassadors across our facilities, staff who are working full time on these projects, a steering group that has responsibility for the co-ordination of the work and a budget to support the work.

Why? All around us we see evidence of the need to live and work sustainably. This is urgent and becoming increasingly the case. Legislation is changing in a way that penalises the wrong behaviours, and more globally there is an increasing moral argument to halt the destruction of natural systems. Doing nothing is not an option. People increasingly want to work in places where the environment is prioritised. Right now we are in the midst of an energy crisis and while this may be short term it heralds the rise in risk of being dependent on fossil fuels.

We work with people from lots of different backgrounds, and we have to be part of the solution in helping those who are not as wealthy to understand and access sustainable life choices. That aspect of climate justice means that we must think of how to help people reduce bills as well as the pressure on the environment. Reducing consumerism and the desire to acquire “stuff” can be a key part of the education programme. We know that we are good at reacting to crises and there is an opportunity now with the current energy crises to make a difference that will endure.

The jobs of the future will be dedicated towards creating and enabling sustainable lifestyles – from creativity to engineering. We therefore have to help our students/adult learners to access this work by preparing them through the courses we deliver and the way we teach.

5.1 Strategic Priority: Foundations/Structure

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
5.1.1	Develop appropriate structure for the implementation of Climate Action and Sustainability strategy – Climate Action and Sustainability Steering Group, with representation from students/adult learners group, staff and external expertise. Develop local Green Committees in	Support the work of the Climate Action and Sustainability Steering Group and associated working groups. Seek to create new partnerships to support WWETB’s strategic agenda in the area of Climate Action and Sustainability.	6 meetings of the Steering Group to take place in 2024. Develop Green Committees.	Regular meetings taking place and actions arising.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
	every college, centre and office. Develop partnerships with community groups to support the strategic agenda.			
5.1.2	Appoint an Energy Officer for WWETB.	Seek sanction to appoint an Energy Officer.	Sanction received for new post.	Sanction received for new post.
5.1.3	Training for Steering Group, Green Committees, Managers, caretakers and maintenance staff – project and programme management structure to achieving objectives across all strategic priorities.	Development of a training programme for individual categories of staff, based on individual group requirements.	Training programme available to categories of staff.	Training programme in place.
5.1.6	Communication of details of any projects undertaken and benefits to all staff and students/adult learners. Survey staff and students/adult learners for any change in understanding and attitudes on Climate Action and Sustainability. Highlight and share success stories – branding the campaign.	Work with the Communications Team to keep them informed of progression. Continued promotion and roll-out of the WWETB/National Biodiversity Data Centre modules on Citizen Science and Hedgerows.	A number of articles produced outlining the progress of the initiative. Circulation of same through the relevant CoPs and fora. Review the uptake/usage of the modules in schools.	Increase numbers of schools using the materials. Once baseline data has been gathered, specific targets can be set.

5.2 Strategic Priority: Renewable Energy

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
5.2.3	Identify potential funding streams (i.e. payback or investment) and apply for relevant grants.	Support the work of the Energy Management working group. Agenda to include identification of potential funding streams and grants available.	Working group meeting regularly.	Funding streams identified.
5.2.4	Install solar panels on roofs of WWETB-owned buildings and buildings with long leases.	Engage with Dept. of Education for delivery of 6KW panels on Waterford Schools as outlined in Budget 2022. When possible, submit applications to the Dept. of Education for Waterford schools under the Solar for Schools Programme.	Solar panels successfully installed in 4 WWETB schools in Waterford. Applications submitted and funding granted.	All County Waterford schools will have applied for funding under the scheme.
5.2.5	Develop and implement an awareness campaign around energy efficient behaviours, using intranet, website and social media to engage with staff and students/adult learners.	Engage with SEAI to deliver an energy awareness campaign for schools in Autumn 2024.	All schools and centres to become proficient in monitoring their energy usage and adapting behaviour to reduce their usage.	Energy use is reduced.

5.3 Strategic Priority: Energy Efficiency

	Strategic Actions	2024 Actions	Key performance Indicators	Targets
5.3.2	Establish an energy use baseline for each building within WWETB.	Follow up on the SI426 Audits and establish baseline on each building audited.	Findings of audits reviewed.	Audits completed and findings reviewed.
5.3.4	Retro fit suitable buildings to bring them up to appropriate efficiency including heating controls.	Complete Register of opportunities and identify priorities and a plan to implement the recommendations of the Audits.	Plans in place on a school and programme level.	Plans in place on a school and programme level.
5.3.7	Plan for the elimination of all incandescent and halogen lights.	As per the plans arising from the SI426 audits, replace lights with LED.	LED lights as replacement in all cases going forward.	LED lights as replacement in all cases going forward.
5.3.8	Develop an energy awareness campaign around PC shutdown in all colleges, centres and offices - behavioural change by individuals.	Campaign to be conducted in Autumn 2024, with the Communications team.	Campaign launched and undertaken in Qtr 3 2024.	Campaign launched and undertaken in Qtr 3 2024.
5.3.9	Embed the Take 1 programme and the Sustainable Development Goals into the sustainability strategy for WWETB and encourage school participation in same.	Continued promotion of Take 1 programme across WWETB schools. Explore further collaboration with the Irish Schools Sustainability Network.	Circulation of information through the relevant Communities of Practices and fora. Review the uptake/usage of the programme in schools.	Increase numbers of schools using the materials. Once baseline data has been gathered, specific targets can be set.
5.3.10	Development of specific Climate Action plans for FET and for Schools, in line with DoE/DFHERIS/SOLAS and broader government strategies.	Development of 2024 Climate Action Plan for WWETB.	2024 Climate Action Plan developed.	2024 Climate Action Plan published.

5.4 Strategic Priority: Travel

	Strategic Actions	2024 Actions	Key performance Indicators	Targets
5.4.2	Develop a clear policy on staff travel – online (MS Teams) V face-to-face meetings.	Support the work of the Travel working group, including the development of a policy on staff travel.	Policy developed and disseminated on staff travel.	Policy in place.
5.4.3	Make provision for electric charging points at all Colleges, Centres and Offices.	Support the work of the Travel working group. Baseline standards on all new build buildings plus plan to be developed to bring all centres up to similar level in 5 years.	Plan in place for provision of electric charging points at all centres.	Plan agreed for the provision of electric charging points at all WWETB centres.

5.5 Strategic Priority: Biodiversity

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
5.5.1	Develop an awareness campaign around biodiversity, including the development and implementation of an e-Learning module and introductory training for staff and students/adult learners.	Support the work of the Biodiversity Working Group. Continued promotion and roll-out of the WWETB/National Biodiversity Data Centre modules on Citizen Science and Hedgerows Continued collaboration with the National Biodiversity Data Centre.	5 meetings held in 2024. Circulation of same through the relevant CoPs and fora. Review the uptake/usage of the modules in schools.	Meetings held and actions agreed. Increase numbers of schools using the materials. Once baseline data has been gathered, specific targets can be set.
5.5.5	Assess college, centre and office sites for suitability to establish wildlife zones/areas and establish zones in all possible areas.	Support the work of the Biodiversity working group.	5 meetings held in 2024.	Meetings held and actions agreed.
5.5.7	Work with partner organisations with expertise in biodiversity programmes and carry out site visits to other locations to gather best practice ideas for implementation.	Draw up list of partner organisations with expertise in biodiversity, including Wexford County Council and Waterford City and County Council.	List of partner organisations agreed and initial meetings held.	List of partner organisations agreed and initial meetings held.

5.6 Strategic Priority: Waste Reduction

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
5.6.1	Reduce, then eliminate single use plastics (e.g. plastic bottles in canteens) in all colleges, centres and offices.	Support the work of the Waste Working Group.	5 meetings held in 2024.	Meetings held and actions agreed.
5.6.2	Reduce the use of photocopying to essential purposes only (e.g. tests) – utilise online resources such as teams for sharing documents.	Review the use of photocopying at all sites and make stats available in a communications campaign around reducing the use of photocopying where possible.	Review undertaken and stats shared.	Review undertaken and stats shared.
5.6.5	Introduce compost bins for food waste/renewable energy.	Introduce compost bins across schools and centres, where possible, including Head Office.	Compost bins introduced.	Compost bins introduced.
5.6.6	Ensure college canteens are using reusable containers where possible (recyclable and compostable less favourable).	Work with the Procurement team to communicate with canteen service providers around the use of reusable containers where possible.	Communication to all canteen service providers around WWETB's objective.	Communication to all canteen service providers around WWETB's objective.

5.7 Strategic Priority: Circular Economy

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
5.7.1	Build a circular economy movement across the WWETB community using various engagement and communication methods.	Support the work of the Circular economy Working Group.	5 meetings undertaken in 2024.	Meetings held and actions agreed.

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
5.7.3	Procurement to move away from cost to sustainability as a measure of value.	Work with the Procurement team to prepare tender documents to highlight a move away from cost only, to sustainability as a measure of value.	New communications to potential service providers regarding importance of sustainability as a measure of value.	New communications circulated to potential service providers regarding importance of sustainability as a measure of value.
5.7.7	Develop a WWETB protocol to encourage second life for uniforms and books in WWETB Colleges.	Support the work of the Circular Economy Working Group.	5 meetings held in 2024.	Meetings held and actions agreed.
5.7.9	Develop plan to provide training in NZEB fundamentals across a wide variety of programmes and courses. Embed in training programmes and in post-primary modules where feasible.	Promote the NZEB fundamental course, including within schools to practical teachers.	Information circulated at school leaders meetings.	Interested teachers provided with the opportunity to participate.

5.8 Strategic Priority: Curriculum Integrated with Sustainability for Classroom Based Assessments

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
5.8.1	Publish a set of guidelines to embed Sustainability as an integral element of curriculum delivery. Assign a co-ordinator to this task and include all stakeholders, including students/adult learners. Set up a Community of Practice as a matter of course.	Support the work of the Working Group around Curriculum and align with Take 1 programme.	5 meetings held in 2024.	Meetings held and actions agreed for implementation across all WWETB schools.
5.8.2	Explore the classroom based assessment model and advocacy with National Council for Curriculum Assessment (NCCA), particularly in subjects such as Maths, Geography and Sciences. Map current activity in schools as baseline.	Support the work of the Working Group around Curriculum and align with Take 1 programme.	5 meetings held in 2024.	Meetings held and actions agreed for implementation across all WWETB schools.

Strategic Goal 6

Technology Enhanced Learning/Digital Learning

By 2030, the advances in information and communications technology will have a profound effect on how WWETB conducts its teaching, training and business. It is not so easy to predict what the landscape might look like as the pace of change is so rapid. In recent years, there has been exponential growth in the use of cloud services, mobile devices and online teaching tools. The Covid-19 pandemic put greater impetus on the use of digital technologies for teaching, learning and management. WWETB reacted well to the challenges associated with the rapid uptake of remote working/learning digital technologies during Covid-19. However, many processes within WWETB remain manual and paper-based and the challenge is to seize the full potential of digital technologies not only to enhance the teaching and assessment of students/adult learners but also improve the management and processes within the WWETB business environment and to support sustainability.

Why? Technology currently fulfils a 'business as usual' function in WWETB. However, the current capacity to analyse data efficiently and implement digital processes and new technologies is limited. An overall IT strategy is required, along with an operating model review, to chart the journey for a full transformation of IT at WWETB.

6.1 Strategic Priority: Governance

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
6.1.1	Successful management and governance of the IT function in WWETB, including establishment of an IT Steering Committee, comprising business and IT leadership.	Establish an IT steering Group for WWETB.	Steering Group in place.	Meetings held.
6.1.2	Ensure consistency in IT support by implementing appropriate policies and procedures.	Ongoing review and updating of policies in 2024.	All IT Policies reviewed/updated in 2024	Up to date policies in place.

6.3 Strategic Priority: Delivery Model

	Strategic Actions	2024 Actions	Key performance Indicators	Targets
6.3.1	Procure services to deliver transformational projects.	Request for tender for the design and development of a Facilities Management System for WWETB.	Tender process completed and award made.	Tender process completed and award made.
6.3.2	Source IT security services as required to ensure independent review and alignment to evolving IT security best practices.	Focus on Cyber security and work with IAU in the audit of cyber security for WWETB. Put management controls in place where required.	Audit completed and management controls in place.	Audit completed and management controls in place.

6.4 Strategic Priority: Capabilities

	Strategic Actions	2024 Actions	Key Performance Indicators	Targets
6.4.3	Ensure basic level of IT skills for all staff through training and development.	Support schools to achieve the targets set out in the Digital Strategy for Schools by providing advice and guidance in relation to SSE and LAOS in this regard and continue with the Digital Learning Support and ICT for Schools.	School leaders supported by the Digital Learning team.	Every school progressing through the targets set out in Digital Strategy by the end of A/Y 2024.

7. Projected Receipts and Expenditure 2024

	Note	Projected Year Ended 31/12/2024	Projected Year Ended 31/12/2023
Receipts			
Schools & Head Office Grants		54,852,741	51,937,307
Further Education and Training Grants		84,425,000	79,100,000
Youth Services Grant		4,063,638	3,898,039
Agencies & Self-Financing Projects		4,916,131	4,374,590
Capital		<u>11,797,792</u>	<u>7,816,247</u>
		160,055,302	147,126,182
Payments			
Schools & Head Office	1	54,852,741	51,937,307
Further Education and Training	2	84,425,000	79,100,000
Youth Services	3	4,063,638	3,898,039
Agencies & Self-Financing Projects	4	4,916,131	4,374,590
Capital	5	<u>11,797,792</u>	<u>7,816,247</u>
		160,055,302	147,126,182
Cash Surplus/(Deficit) for Period		0	0

Note 1 – Schools & Head Office Payments

	Projected Year Ended	Projected Year Ended
	31/12/2024	31/12/2023
Pay		
Instruction	44,954,066	42,486,609
Administration	4,392,112	3,834,126
Maintenance	<u>819,298</u>	<u>821,983</u>
Subtotal	50,165,476	47,142,718
Non-Pay	3,232,909	3,066,068
Associated Programmes		
School Services Support Fund	549,450	541,035
Social Inclusion Payments	200,000	192,000
Book Grant	86,976	188,121
ICT Policy Unit Funding	0	287,979
Transition Year	76,665	69,445
Leaving Certificate Applied	41,223	40,015
Junior Certificate Schools Programme	26,880	22,920
Traveller Pupil Grant	21,991	23,058
Gaeltacht Education Funding	114,942	97,508
Physics & Chemistry	3,835	4,719
Teacher Education T&S	2,090	1,057
Home School Liaison Officer	8,000	8,000
COVID Support Grants	0	230,644
Once off Cost of Living Grant	282,284	0
ETB election costs	<u>3,000</u>	<u>0</u>
Subtotal	1,417,336	1,706,500
Community National School	37,020	22,020
Total	54,852,741	51,937,307

Note 2 – Further Education and Training Payments	Projected Year Ended	Projected Year Ended
	31/12/2024	31/12/2023
VTOS	7,239,000	7,367,000
Youthreach	6,279,000	6,224,000
PLC	7,197,000	6,761,000
Adult Literacy	2,378,000	2,489,000
ESOL	1,526,000	1,198,000
Back to Education Initiative	2,404,000	1,983,000
Community Education	954,000	957,000
Refugee & International Protection Applicants Programmes	359,000	333,000
Blackspot Provision	470,000	467,000
Innovation & Other FE Provision	<u>474,000</u>	<u>465,000</u>
Subtotal - Further Education	29,280,000	28,244,000
Skills to Advance	1,782,000	1,804,000
Bridging and Foundation Training	194,000	412,000
Community Training Centres	2,215,000	2,219,000
Skills Training	2,970,000	2,196,000
Traineeship	1,161,000	2,101,000
Local Training Initiatives	1,999,000	2,301,000
Specialist Training Providers	2,103,000	1,888,000
Apprenticeship	24,887,000	22,167,000
Online Blended Learning (FABLAB)	74,000	95,000
Evening Training Courses	<u>743,000</u>	<u>624,000</u>
Subtotal - Training	38,128,000	35,807,000
Adult Guidance	543,000	465,000
Provision Support Funding	1,764,000	1,779,000
TEL	630,000	563,000
FET Quality Assurance & Authentication Costs	612,000	579,000
Continuous Professional Development	212,000	249,000
FET Repairs, Health & Safety, Covid supports	1,243,000	921,000
Operational Costs - Non-Pay	3,506,000	2,735,000
Operational Costs - Pay	7,931,000	7,057,000
Outdoor Education	<u>576,000</u>	<u>701,000</u>
Subtotal - Support Costs	17,017,000	15,049,000
Total	84,425,000	79,100,000

Note 3 – Youth Services Payments

	Projected Year Ended	Projected Year Ended
	31/12/2024	31/12/2023
UBU Your Place Your Space	3,102,438	3,102,438
UBU Resilience	41,673	0
Youth Work Functions	359,363	352,251
Local Youth Club Grant Scheme	131,849	131,849
Youth Information Centres	120,911	120,911
Youth Capital	101,585	99,299
Local Youth Club Minor Works	55,819	0
Integration Fund	85,000	0
Targeted Youth Employability Support Initiative	65,000	91,291
Youth LGBTI+ Initiative	<u>0</u>	<u>0</u>
Total Youth Services	4,063,638	3,898,039

Note 4 – Agencies & Self Financing Programme Payments

	Projected Year Ended	Projected Year Ended
	31/12/2024	31/12/2023
Agency Programmes		
School Meals Programme	1,120,918	925,405
Music Generation - Waterford	488,002	399,088
Music Generation - Wexford	363,747	328,288
Léargas Programmes	166,775	130,879
School Completion Programme	151,146	165,613
Libraries JCSP	52,885	58,204
Third Level Access (Students with Disabilities)	0	0
JCSP Initiatives - DDLETB	23,955	27,582
Examination Bodies	175,036	166,371
Secondment Recoupment	359,554	397,124
UCC Gaeltacht Scholarship	5,891	8,500
Creative Schools Award	9,854	12,860
"SoundCrowd" (formerly "Brass Off") - Music Gen W'	40,110	0
Sports Partnership Funding - Wexford Co Co	14,086	0
Teaching Council Research Funding	1,446	0
Worldwide Global Schools Gorta	2,148	0
UCC - TRAVELLER MENTORING PROG	2,159	0
NAPD - Creative Engagement Project	1,000	0
UCC - Covid Dormant Funds	930	0
Sláintecare Healthy Communities Seed Fund - Wex Co	662	0
SCP - Healthy Ireland Initiative 2023	164	0
Others	<u>0</u>	<u>0</u>
Total Agency	2,980,468	2,619,914
Self-Financing Programmes		
Student Services Fund (incl Book Rental)	937,968	921,516
Shielbaggan OEC	159,035	140,592
School Tours	88,055	48,141
PLC Students - Class Materials	127,344	119,693
Students Union / Sports & Cultural	43,202	31,481
Agri Course Kilmuckridge	65,175	107,525
Transition Year	136,854	100,332
Mock Exam Fees	93,514	101,034
Homework Club	53,762	48,096
PLC Students - Exam Fees	12,112	16,071
Cycle to Work Scheme	47,678	50,149
School Canteen	5,873	3,964

Parents Accounts	25,483	10,128
WCFE Hairdressing	14,346	9,606
WCFE Beauty Therapy	41,164	15,463
Fundraising & Donations	20,539	30,888
Hire of PE Hall & Rooms	500	0
Salary Recoupments SF	7,456	0
Insurance claims/Settlements	23,329	0
STUDENT BOOK RENTAL SCHEME	12,804	0
STUDENT STATIONARY FUND	1,839	0
LAWLESS TRUST	6,000	0
SF LCA CONTRIBUTION	1,492	0
STUDENT UNION S/F ACCOUNTS	327	0
S/F SCHOOL ACCOUNTS	820	0
SELF FINANCING WOODWORK CLASS	5,076	0
Bunclody VC New Building Fund	3,808	0
School Extra Curric Activities	110	0
Others	<u>0</u>	<u>0</u>
Total Self Financing	1,935,663	1,754,676
Total Agency & Self Financing	4,916,131	4,374,590

Note 5 – Capital Payments

	Projected Year Ended	Projected Year Ended
	31/12/2024	31/12/2023
DoE Funded Projects		
St Declan's Modular	4,818,485	1,000,000
Shared Education Campus at Clonard	1,534,900	0
St Declan's Additional Accommodation	1,464,348	0
St Paul's Modular Accom	840,379	1,000,000
St Catherine's Special School	553,011	322,055
St Canice's Convent New Ross	487,714	444,199
Bunclody Vocational College Major Project	422,590	0
Bridgetown College Major Project	417,396	707,665
Selskar College Modular Building	276,678	839,725
Meánscoil Additional Accommodation	151,823	129,494
Project Management Costs	105,746	111,878
Dungarvan College ASD	62,658	58,164
St. Paul's Fire Safety works	54,029	0
Bunclody Conack Modular	15,892	992,620
Coláiste an Átha Fire Alarm	12,142	15,659
Coláiste Abbáin Modular Accom	0	1,000,000
Bunclody Vocational College Major Project	0	367,065
Kilnamanagh CNS Additional Accommodation	0	100,323
Selskar College SWS Life Safety Systems	0	19,925
Kennedy College SWS Life Safety Systems	0	17,407
Shared Education Campus at Clonard	<u>0</u>	<u>10,067</u>
Total - DoE Funded Projects	11,217,792	7,136,247
SOLAS Funded Projects		
Devolved Allocation	580,000	580,000
Solas Apprenticeship - Plumbing Wexford	<u>0</u>	<u>100,000</u>
Total - SOLAS Funded Projects	580,000	680,000
Total Capital	11,797,792	7,816,247



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

Waterford and Wexford
Education and Training Board
Ardcavan Business Park
Ardcavan
Wexford
Y35 P9EA
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Bord Oideachais agus Oiliúna
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