



Waterford and Wexford Education and Training Board

Annual Report 2021

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1: Message from the Chairperson of WWETB



As Chairperson of WWETB, I am delighted to present the 2021 Annual Report for WWETB. The Report outlines the progress that WWETB has made during another difficult year locally, nationally and globally.

2021 continued to bring challenges relating to the Covid-19 pandemic and as a result, priorities were redefined yet again across our Centres and Schools. Notwithstanding this, significant progress was made towards reaching the objectives outlined in our Strategy Statement 2018-2022. This Report gives a synopsis of the work undertaken and achievements during 2021 across the organisation.

WWETB has remained committed to the principle of placing the learner at the heart of everything we do. Staff across WWETB are to be commended for their dedication in ensuring that students and learners receive the best possible education and training opportunities despite the challenges presented by the pandemic. WWETB is also acutely aware of its obligation to support the communities of Waterford and Wexford and we tailor our services accordingly.

I wish to express my deeply felt gratitude to my colleagues and members of the Waterford and Wexford Education and Training Board, to our staff and the multitude of stakeholders who have contributed to our organisation over the past 12 months. As we move into the next Strategic cycle for WWETB, we look forward to consulting with our stakeholders to develop a plan for the future that we can all be proud of.

Le gach dea ghúí

A handwritten signature in black ink, appearing 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: Message from the Chief Executive of WWETB



2021 was a very challenging year for all in Irish society due to the on-going Covid-19 pandemic and the issues faced by all involved in education and training within Waterford and Wexford Education and Training Board (WWETB) were many, varied and very significant. The 2021 Annual Report sets out how the organisation responded to the unique set of circumstances presented to all involved and how the implementation of the Strategic Statement 2018-2022 continued to gather pace and make significant progress despite the many obstacles presented by the pandemic.

Section 28 (1) of the Education and Training Boards Act 2013 requires the following:

Each Education and Training Board shall, not later than 30 June in each year, prepare, adopt, and submit to the Minister a report in relation to the performance of its functions during the year immediately preceding the year in which the report is submitted, and the Minister shall, as soon as may be after receiving the report, cause copies of the report to be laid before each House of the Oireachtas.

The Annual Report 2021 specifically sets out how the following 5 strategic goals from the Strategic Statement were implemented during the year:

1. High Quality Education and Training Programmes
2. Development of Organisation Services
3. Our People Working Together
4. Partnership and Collaborations
5. Communications

Significant progress was made in relation to the above during 2021. This was in no small way thanks to the incredible efforts of our staff who worked in such a professional, diligent, flexible, and conscientious way to ensure that our students and adult learners continued to benefit from excellence in teaching and learning. It is important to also acknowledge the support of our funders from the Department of Education, SOLAS, Department of Further and Higher Education, Research, Innovation and Science and Department of Children, Equality, Disability, Innovation and Youth who worked so closely with us to ensure we could adapt to the ever-changing circumstances with which we were being presented. We were also very grateful for the support of parents/guardians and our many and varied partners across statutory, voluntary and community groups with whom we continued to collaborate successfully.

At organisation level, the WWETB Senior Management Team operated as the Covid-19 Response Management Team (RMT) throughout 2021 giving leadership to our staff and working through the three main organisation pillars of the Principals Network, Further Education and Training (FET) Management Team and Operations Team. This proved to be an effective mechanism for communicating the constantly changing environment in a consistent and coherent manner across our schools, centres, and offices.

In conclusion, thanks to the Board of WWETB led by Chairperson Cllr. Barbara-Anne Murphy and Deputy Chairperson Cllr. Lola O'Sullivan for their constant oversight, support, and dedication. Thanks also to our many committees and Boards of Management without whom we could not operate and to the Senior Management Team and our staff for all you do.

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

Kevin Lewis
Chief Executive

3: Background and Governance

Our Vision

Waterford and Wexford Education and Training Board (WWETB) aims to lead learning through the delivery of high quality, inclusive, responsive, and innovative education and training services in our community.

Our 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.

Our Core Values

- Respect
- Accountability
- Learner Focus
- Quality

Strategy Statement

Our Strategy Statement, which was approved by the Board of WWETB in May 2018, is intended to inform and guide the main areas for future planning within WWETB for the period 2018-2022. The Strategy Statement has been developed following a comprehensive consultation process (with a wide range of internal and external stakeholders) involving the Board of WWETB, boards of management, staff, students, parents/guardians, adult learners, business and economic interests, employers, local authorities, third level institutes and other interested parties (see Executive Summary in Strategic Plan). The consultation process clearly demonstrated that staff and stakeholders are working towards a common goal - the development of an inclusive and supportive environment for students and learners to help them to reach their full potential. The principles of integrity and equality in our work and our dealings with stakeholders are key to achieving our vision. Fundamentally, we believe that there is a path to learning for all and that the educational experience should be transformative for students and learners. We are in the process of developing our new Strategy Statement for 2023-2027. This plan will be brought to the Board of WWETB in January 2023 for approval.

Governance Structures of WWETB

As set out in the Education and Training Boards Act 2013, WWETB is a local statutory, education and training authority. WWETB is governed by a Board comprising twenty-one members. This includes twelve representatives from the local City and County Councils of Waterford and Wexford; two members elected from staff; two parent/guardian representatives; and five members with a special knowledge of education and training including a learner representative and a business representative. The work of the organisation is further supported by boards of management in each of WWETB's colleges.

In accordance with the reserved functions set out under Section 12(i) of the ETB Act, WWETB has established two Committees under Section 45 of the ETB Act to support its work. These are:

- Audit & Risk Committee
- Finance Committee

In accordance with the reserved functions set out under Section 12(i) of the ETB Act, WWETB has in place a number of Committees under Section 44 of the ETB Act to support its work. These are:

- Youth Work Committee
- Area Committees: Waterford City & County Area Committee; South Wexford Area Committee; North Wexford Area Committee
- Youthreach Committee

WWETB operates in accordance with Sections 12 and 13 of the ETB Act 2013 in respect of reserved functions carried out by the Board and executive functions carried out by the management team.

Compliance

Statement of Board Responsibilities: WWETB was established on 1 July 2013 under the provisions of the Education and Training Boards Act 2013. Section 51 of that Act requires the ETB to keep in such form and in respect of such accounting periods as may be approved by the Minister for Education with the consent of the Minister for Finance and Public Expenditure and Reform, all proper and usual accounts of the monies received or expended by it.

In preparing those accounts, the Board is required to:

- (a) apply the standard accounting policies for the preparation of ETB financial statements
- (b) make judgements and estimates that are reasonable and prudent
- (c) disclose and explain any material departures from the standard accounting policies

The Board is responsible for keeping proper books of account which disclose with reasonable accuracy at any time the financial position of the Board and which enable it to ensure that the Financial Statements comply with section 51 of the Education and Training Boards Act 2013. The Board is also responsible for safeguarding its assets and for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Board considers that the Annual Financial Statements properly present the income and expenditure of the Board and the state of affairs of the Board.

The Board of WWETB confirms that:

- the Code of Practice of Governance for Education and Training Boards that issued in 2019 has been adopted and WWETB complies with the up-to-date requirements of the Code in the WWETB governance practices and procedures.
- A confidential Chairpersons Report regarding the system of internal control has been submitted to the Minister. The Statement of Internal Control, which is subject to change until the external audit is completed, has been included in the Annual Financial Statements and as an appendix to the Chairpersons Comprehensive Report that has been submitted to the Minister.
- A review of the effectiveness of the system of internal control for 2021 has been conducted.
- The Chairperson of the Board confirms that WWETB is adhering to the relevant aspects of the Public Spending Code
- The Chairperson of the Board confirms that WWETB has complied with its obligations under tax law.
- The Chairperson of the Board confirms adherence to the relevant procurement policy and procedures, and the development and implementation of the Corporate Procurement Plan
- An assessment of WWETB's principal risks has been undertaken. Details of these risks, where appropriate, and associated mitigation measures or strategies have been included in the SIC as part of the audited financial statements which will be published within one month of receipt from the Office of the Comptroller and Auditor General.

WWETB Board Functions: The functions of the Board are either executive or reserved. Executive functions are carried out by the Chief Executive and reserved functions are carried out by the Board. Reserved functions are set out in Section 12 (2) of the ETB Act 2013 and are summarised as follows:

The general functions of an Education and Training Board shall be to:

- (a) establish and maintain recognised schools, centres for education and education or training facilities in its functional area,
- (b) when directed to do so by the Minister under section 20:
 - (i) establish and maintain recognised schools in its functional area,
 - (ii) establish and maintain centres for education in its functional area,
 - (iii) maintain centres for education or recognised schools in its functional area, and
 - (iv) establish, maintain or resource education or training facilities in its functional area.

- (c) plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in:
 - (i) recognised schools or centres for education maintained by it,
 - (ii) education or training facilities maintained or resourced by it,
 - (iii) children detention schools,
 - (iv) prisons, and
 - (v) facilities maintained by other public service bodies,
- (d) enter into arrangements with, and provide support services to, education or training providers, in accordance with Section 22,
- (e) establish scholarships in accordance with section 24,
- (f) adopt a strategy statement in accordance with section 27,
- (g) adopt an annual service plan in accordance with section 47,
- (h) cooperate with any body nominated to carry out the internal audit functions under section 52,
- (i) provide education and training at the request of, and on behalf of, any body which funds training out of money provided to that body by the Oireachtas,
- (j) support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support, and
- (k) assess whether the manner in which it performs its functions is economical, efficient and effective.

In addition, the ETB Act 2013 specifies other functions to be performed by the Board including holding the Chief Executive to account for the effective performance of his or her functions in the management of the ETB, in accordance with the legislation, Department and SOLAS guidelines, the Strategy and Implementation Plan of the DE and the Service Plan.

A Chief Executive of an Education and Training Board:

- (a) shall perform the executive functions of the Board,
- (b) shall provide such information to the Board, regarding the performance of his or her functions, as that Board may from time to time require,
- (c) shall provide such information to the Minister, regarding the performance of his or her functions, as the Minister may from time to time require,
- (d) shall be accountable to the Board for the due performance of his or her functions.

3.1: MEMBERS OF WATERFORD AND WEXFORD EDUCATION AND TRAINING BOARD

WWETB MEMBERS**Elected by Waterford City and County Council**

Cllr. Pat Nugent

Cllr. Frank Quinlan

Cllr. Eddie Mulligan *(to October 2021)*Cllr. Susan Gallagher *(to September 2021)*

Cllr. Lola O’Sullivan [Deputy-Chairperson]

Cllr. Tom Cronin *(from November 2021)*Cllr. Cristiona Kiely *(from November 2021)***Elected by Wexford County Council**

Cllr. Barbara-Anne Murphy [Chairperson]

Cllr. Kathleen Codd-Nolan

Cllr. Mary Farrell

Cllr. Fionntán Ó’Súilleabháin

Cllr. Aidan Browne

Cllr. Leonard Kelly

Cllr. Garry Laffan

Staff Members

Ms. Sandra Fogarty

Mr. Richard Byrnes

Parent MembersMs. Finola Walsh *(to September 2021)*

Vacant

Nominated from Bodies Specified

Ms. Mary Ryan

Mr. Larry O’Brien *(to January 2021)*

Mr. Pat Rath

Mr. Senan Lillis

Ms. Kate Miskella

Ms. Margaret Darrer *(from March 2021)*

ACCS/JMB AMCSS/NAPD

Irish Road Haulage Association

Disability Federation Ireland – AHEAD

ICTU

ICTU

Irish Hotels Federation

3.2: BOARD MEETING ATTENDANCE

Register of Attendance & Frequency of Meetings of the Board								Total Meetings Attended
Board Member	Meetings Held/Attended							
	12.01.21	23.02.21	30.03.21	11.05.21	29.06.21	14.09.21	16.11.21	
Cllr. Kathleen Codd-Nolan	✓	✓	✓	✓	✓	✓	✓	7/7
Cllr. Mary Farrell	✓	✓	✓	✓	x	x	X	4/7
Cllr. Barbara Anne Murphy	✓	✓	✓	✓	✓	✓	✓	7/7
Cllr. Pat Nugent	✓	✓	✓	✓	✓	x	✓	6/7
Cllr. Fionntán O'Súilleabháin	✓	x	✓	✓	✓	x	X	4/7
Cllr. Lola O'Sullivan	✓	✓	✓	✓	✓	x	✓	6/7
Ms. Mary Ryan	✓	✓	✓	✓	✓	✓	✓	7/7
Ms. Finola Walsh (to September 2021)	✓	✓	✓	✓	✓	--	--	5/5
Cllr. Aidan Browne	✓	✓	x	✓	✓	✓	✓	6/7
Mr. Richard Byrnes	x	✓	✓	✓	✓	✓	✓	6/7
Ms. Sandra Fogarty	✓	✓	✓	✓	✓	✓	X	6/7
Cllr. Leonard Kelly	✓	✓	✓	✓	✓	✓	X	6/7
Cllr. Gary Laffan	✓	✓	✓	✓	✓	✓	✓	7/7
Mr. Senan Lillis	✓	✓	✓	x	✓	x	X	4/7
Ms. Kate Miskella	✓	✓	x	✓	✓	✓	✓	6/7
Cllr. Eddie Mulligan (to October 2021)	✓	✓	✓	x	x	✓	--	4/7
Mr. Larry O'Brien (to January 2021)	--	--	--	--	--	--	--	0/7
Mr. Pat Rath	x	✓	✓	✓	x	✓	✓	5/7
Cllr. Susan Gallagher (to September 2021)	✓	✓	✓	✓	✓	✓	--	6/7
Cllr. Frank Quinlan	✓	x	✓	✓	✓	x	✓	5/7
Ms. Margaret Darrer (from March 2021)	--	--	✓	✓	✓	✓	✓	5/5
Cllr. Tom Cronin (from November 2021)	--	--	--	--	--	--	✓	1/1
Cllr. Cristiona Kiely (from November 2021)	--	--	--	--	--	--	✓	1/1

✓ to indicate attendance

--- Indicates periods when individuals were not board members

x indicates absence/apologies

3.3: WWETB COMMITTEES - 2021

Finance Committee Membership

Mr Michael Veale (Chairperson)	External Member
Mr Denis McCarthy	External Member
Mr David Doyle	External Member
Mr. John Murphy (from February 2021)	External Member
Ms Anita Power (from May 2021)	External Member
Ms Lynda Lacey (from May 2021)	External Member
Cllr Pat Nugent	ETB Member
Mr Larry O'Brien (to January 2021)	ETB Member

Finance Committee Register of Attendance & Frequency of Meetings						
Committee Member	Meetings Held/Attended					Total Meetings Attended
	17.02.21	24.03.21	26.05.21	13.10.21	08.12.21	
<i>External Committee Members:</i>						
Mr. Michael Veale (Chairperson)	✓	✓	✓	✓	✓	5/5
Mr. Denis McCarthy	✓	✓	✓	✓	✓	5/5
Mr. David Doyle	x	✓	✓	✓	✓	4/5
Mr. John Murphy	-	✓	✓	✓	✓	4/5
Ms. Anita Power	-	-	✓	✓	✓	3/3
Ms. Lynda Lacey	-	-	✓	✓	✓	3/3
<i>ETB Committee Members:</i>						
Cllr. Pat Nugent	✓	✓	✓	✓	✓	5/5
Mr. Larry O'Brien (*resigned as ETB Member on 12.01.21)	-	-	-	-	-	
✓ to indicate attendance - Indicates periods when individuals were not board members x to indicate absence/apologies						

Audit & Risk Committee Membership

Cllr. Jim Moore (Chairperson)	External Member
Ms. Elaine Sheridan	External Member
Mr. Michael J O'Ryan	External Member
Mr. John Cuddihy	External Member
Cllr. Kathleen Codd-Nolan	ETB Member
Cllr. Lola O'Sullivan	ETB Member

Audit & Risk Committee Register of Attendance & Frequency of Meetings						
Committee Member	Meetings Held/Attended					Total Meetings Attended
	20.01.21	15.03.21	23.06.21	29.09.21	01.12.21	
<i>External Committee Members:</i>						
Cllr. Jim Moore (Chairperson)	✓	✓	✓	✓	✓	5/5
Ms. Elaine Sheridan	✓	✓	✓	✓	x	4/5
Mr. Michael J O'Ryan	✓	✓	✓	x	✓	4/5
Mr. John Cuddihy	✓	✓	✓	✓	x	4/5
<i>ETB Committee Members:</i>						
Cllr. Kathleen Codd-Nolan	✓	x	✓	✓	✓	4/5
Cllr. Lola O'Sullivan	x	✓	✓	✓	✓	4/5
✓ to indicate attendance - Indicates periods when individuals were not board members x to indicate absence/apologies						

Membership of other WWETB Committees

Youthreach Committee

Cllr. Pat Nugent (Chairperson)
 Cllr. Aidan Browne
 Mr. Brian Mulvihill
 Ms. Andrea Watters

Cllr. Leonard Kelly
 Ms. Gráinne O'Donoghue
 Mr. Alan Walsh

Youth Work Committee

Cllr. Aidan Browne
 Cllr. Pat Nugent
 Ms. Alison Parle
 Mr. Ollie Breslin
 Ms. Majella Finnegan
 Ms. Sarah Dunleavy

Cllr. Garry Laffan
 Ms. Julie Somers
 Ms. Sheila Barrett
 Mr. Kieran Donohoe
 Mr. Conor Carberry
 Ms. Megan Keating

WWETB Area Committees

WWETB's 3 Area Committees are supported by members of the executive team:

Senior Management Team Representative
 Principals of Post Primary Schools
 Further Education & Training Representatives
 Youth Service Representative

Waterford City & County Area Committee

Cllr. Lola O'Sullivan
 Cllr. Frank Quinlan
 Cllr Eddie Mulligan *(to October 2021)*
 Ms. Sandra Fogarty
 Ms. Margaret Darrer *(from March 2021)*

Cllr. Pat Nugent
 Ms. Mary Ryan
 Cllr. Susan Gallagher *(to September 2021)*
 Cllr. Tom Cronin *(from November 2021)*
 Cllr. Cristiona Kiely *(from November 2021)*

North Wexford Area Committee

Cllr. Mary Farrell
 Cllr. Kathleen Codd-Nolan
 Cllr. Aidan Browne
 Mr. Pat Rath

Cllr. Barbara-Anne Murphy
 Cllr. Fionntán Ó'Súilleabháin
 Mr. Senan Lillis

South Wexford Area Committee

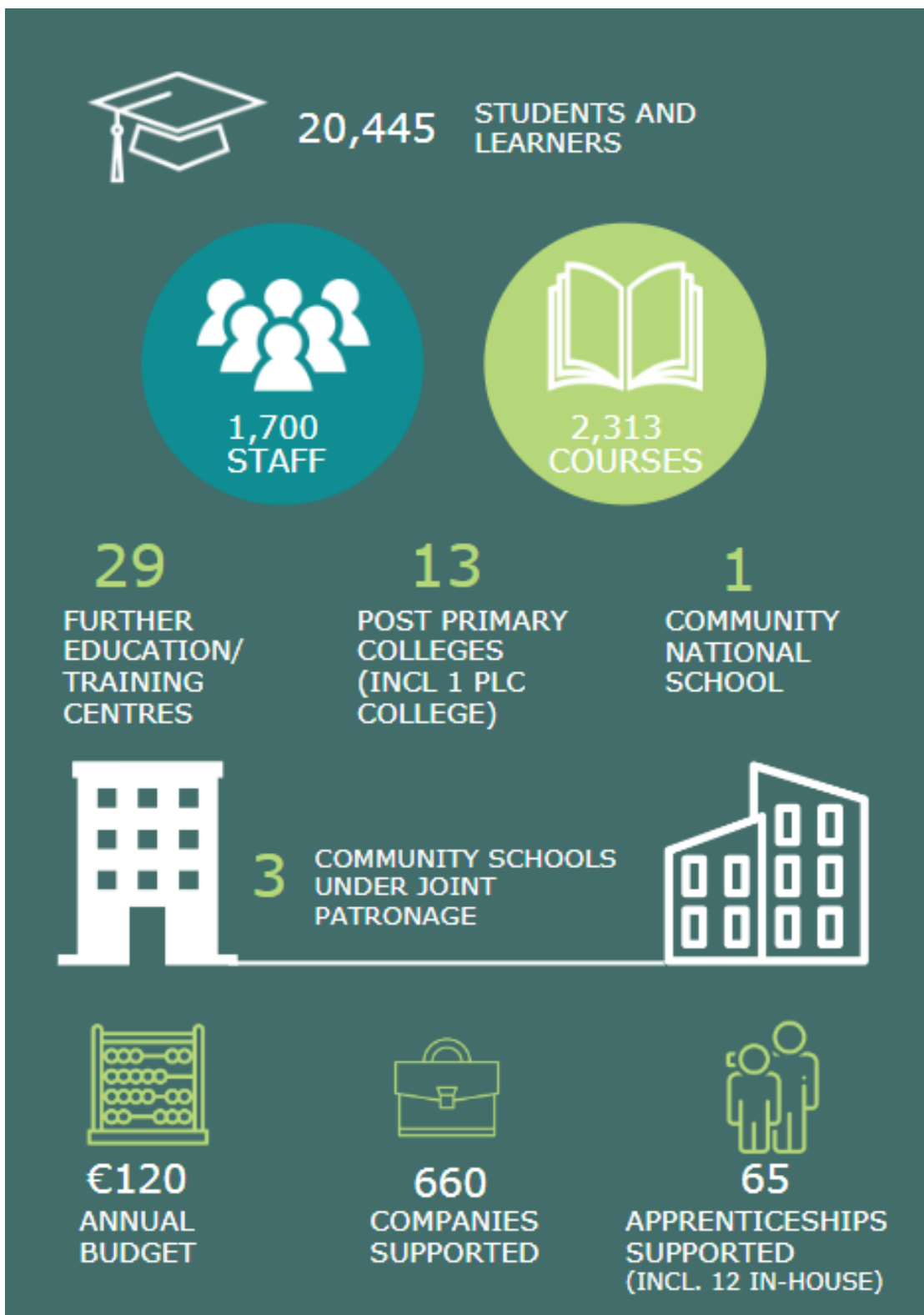
Cllr. Garry Laffan
 Mr. Richard Byrnes
 Ms. Finola Walsh *(to September 2021)*
 Ms. Kate Miskella

Cllr. Leonard Kelly
 Mr. Larry O'Brien *(to January 2021)*

3.4: WWETB SENIOR MANAGEMENT TEAM

Chief Executive	Mr. Kevin Lewis
Director of Organisation Support and Development	Dr. Karina Daly
Director of Schools	Ms. Eimear Ryan
Director of Further Education and Training	Mr. Ken Whyte
Innovation and Development Manager	Mr. Michael O'Brien
Human Resources Manager	Ms. Anne-Marie Jones
Corporate Services Manager	Mr. Fintan O'Reilly
Finance Manager	Mr. Owen O'Mahony

4: Overview of Services – 2021



Location of Centres within WWETB



WWETB Locations 2022
Community National School
Kilnamanagh Community National School, 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 Pauls Community College, Waterford
Waterford College of Further Education (WCFE)
Further Education and Training Centres*
Bunclody FETC, Wexford
Cappoquin FETC, Waterford
Dungarvan FETC, Waterford
Durands Court, Waterford
Enniscorthy FETC, Wexford
Gorey FETC, Wexford
FabLab Enniscorthy, Wexford

FabLab New Ross, Wexford
Kilmacthomas FETC, Waterford
New Ross FETC, Wexford
NZEB (Nearly Zero Energy Building) Enniscorthy, Wexford
Ozanam Street FETC, Waterford
Railway Square, Waterford
St. Michael's FETC New Ross, Wexford
Tramore FETC, Waterford
Wexford (FET, Adult Education)
Whitemills FETC, Wexford
Training Centres
Kilcohan Training Centre
Waterford Training Centre
Wexford Training Centre
Outdoor Education and Training
Shielbaggan Outdoor Education and Training, Wexford
Youthreach Centres
Dungarvan Youthreach, Waterford
Enniscorthy Youthreach, Wexford
Gorey Youthreach, Wexford
New Ross Youthreach, Wexford
Subla Youthreach, Waterford City
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 & Refugee/Asylum seekers programmes

5: Primary Level & Second Level Education

2021 Primary Level Enrolments

School Name	Enrolments as at 30/09/2021
Kilnamanagh Community National School	33

2021 College Enrolments

School Name	Enrolments as at 30/09/2021	
	Second Level	PLC
Bridgetown College	554	0

Bunclody Vocational College	256	0
Coláiste Abbáin	373	0
Coláiste an Átha, Kilmuckridge	357	38
Creagh College	985	0
Dungarvan College-Coláiste Dhún Garbhán*	237	156
Enniscorthy Vocational College	405	139
Kennedy College	163	7
Meánscoil San Nioclás	171	0
Selskar College	396	72
St. Declan's Community College	812	0
St. Paul's Community College	626	0
Waterford College of Further Education*	0	655
Total College Enrolments	5335	1,067*

*Total number of students and learners in the infographic on p.13 (20,783) includes PLC beneficiaries, as opposed to PLC enrolments as at 30/9/21 in above table.

2021 Night Classes

Total No. of Night Class Students (Delivered in WCFE – Autumn 2021)	Courses	Students
	8	118

6: Further Education & Training

Further Education & Training Programme Provision - 2021 Outturn		
Programme	Courses	Beneficiaries
Community Education		
Community Education	297	2134
Full-time Programmes		
Apprenticeship Training	77	1,255
Blended Training	16	47
Bridging and Foundation Training	17	85
Community Training Centres	22	205
Local Training Initiatives	39	372
PLC	212	2,320
Specialist Training Programmes	15	112
Specific Skills Training	35	236
Traineeships Training	39	240
VTOS	152	546
Youthreach	49	480
Skills to Advance (Route 1)	719	719
Total Full-time Programmes	875	6,617
Adult Literacy	630	2,372
BTEI Groups	229	1,068
ESOL	325	1,638
Evening Training	224	615
FET Cooperation Hours	4	140
Refugee Resettlement	8	79
Skills for Work	51	195
Skills to Advance (Routes 2&3)	29	252
Total Part-time Programmes	1,500	6,359
Other Funding		
Waterford College of Further Education	3	59
Shielbaggan OEC	2	8
TOTAL: ALL PROGRAMMES	2,313	15,110

7: Finance

Note re: Financial Statements:

The Annual Financial Statement for the year ended on 31st December 2021 is subject to audit by the Office of the Comptroller and Auditor General (C&AG) at the time of publication of the Annual Report 2021. WWETB will publish the audited financial statements within one month of receipt of the approval notification to publish from the Department of Education.

Financial data in relation to the following is included in the Annual Financial Statement:

- Non Salary-related fees paid in respect of Committee members;
- Salaries and short-term employee benefits;
- Post-employment benefits;
- Termination benefits;
- Key management compensation if any;
- The number of employees whose total employee benefits were between €0 to €59,999;
- The number of employees whose total employee benefits were between €60,000 to €69,999 and within each pay band of €10,000; and
- Overall figure for employer pension contributions.

8: Implementation of Strategic Goals – 2021



Implementation 2021

Under the terms of the Performance Delivery Agreement between the Department of Education and WWETB, priorities were identified across four goals:

1. Optimise Student/Learners Experience; 2. Staff Support; 3. Governance; 4. Protection Programmes.

Priorities and specific actions for the achievement of these priorities are outlined in the table below:

Goal 1: Optimise Student/Learners Experience		
Priority	Action	Outcome
Provide a positive learning experience for all learners, including learners from marginalised groups	<ul style="list-style-type: none"> - Magenta principles CPD to continue remotely. Participants will be invited to contribute lessons to the Magenta Digital Hub. Continued collaboration with the Digital Learning Team. Remote Magenta Team meetings with Education Coordinator for each school. SNA training on Assistive Technology. - Infrastructural projects progressed on a number of major school projects, including new post primary school in Wexford town, Bridgetown College, Bunclody Vocational College, St Declan's Kilmacthomas, Meánscoil San Nioclás and proposal to extend St. Pauls Waterford to a 1000 student school. - Progress the partnership with Wexford County Council to relocate Shielbaggan OETC to Carrigfoyle Lake at Forth Mountain, Wexford. - 700 devices will be made available to disadvantaged learners. - An Access and Disability Officer to be appointed to support FET learners in our centres and colleges. Further training will be delivered through the Professional Learning and Development unit. - Delivery of new facility for Youthreach in Gorey and training kitchen in FETC Bunclody 	<ul style="list-style-type: none"> - Magenta Principles Programme for academic year 2020/21 was completed remotely. Programme for A/Y 2021/22 was due to begin in September but was postponed due to ongoing restrictions/lack of substitution cover in schools. - Additional accommodation applications submitted for September 2022 for St. Declan's, St Paul's, Coláiste Abbáin, Coláiste an Átha. - Purchase of site to facilitate extension at Meánscoil has been completed. - Ongoing discussion with DE in relation to all school building projects and practical room equipment. - Bunclody and Bridgetown Colleges have passed Stage 1 review. - Partnership meetings with Wexford County Council throughout 2021. Cost benefit analysis completed on proposed Outdoor and Education and Training Centre, with support from PWC. - Devices purchased and made available to learners. - Access and Inclusion officer appointed. - Through the SEN Community of Practice a template Whole School Inclusion Policy was circulated to all schools for local adoption and implementation. - Gorey Youthreach facility opened.
Provide a broad based curriculum	<ul style="list-style-type: none"> - Ongoing support provided for the development of new Short Courses specific to the needs of individual schools. 	<ul style="list-style-type: none"> - Schools continue to offer varied curricula in response to the needs of learners.
Implement Quality Assurance systems	<ul style="list-style-type: none"> - Ongoing preparatory work for the delayed inaugural review of FET quality assurance systems in WWETB. Submission of documents in Autumn of 2021. 	<ul style="list-style-type: none"> - FET/QQI review successfully completed. - Digital Learning contributed to the review providing an overview of collaboration and recommended training path for FET practitioners.
Support students/learners at	<ul style="list-style-type: none"> - 700 devices will be made available to disadvantaged learners. 	<ul style="list-style-type: none"> - Devices made available to all learners.

risk of educational disadvantage in line with current national policy	<ul style="list-style-type: none"> - An Access and Disability Officer to be appointed to support FET learners in our centres and colleges. Further training will be delivered through the Professional Learning and Development unit. 	<ul style="list-style-type: none"> - Access and Inclusion Officer appointed. - Opportunities for training through the FET Professional Learning and Development Unit regularly promoted via email and Intranet.
Provide guidance and counselling services	<ul style="list-style-type: none"> - Establishment of new Communities of Practice for Guidance Counsellors - Additional guidance counsellor will be deployed to work with FET learners to expand awareness of opportunities in FE & 3rd level. - Guidance counsellors in the post primary schools continue to support learners as they progress to further or higher education. - Guidance is also provided to Youthreach, trainees, apprentices and second chance adult learners. 	<ul style="list-style-type: none"> - Communities of Practice established in March 2021. - Guidance counsellor appointed.
Provide high quality learning/ training facilities	<ul style="list-style-type: none"> - Infrastructural projects progressed on a number of major school projects, including new post primary school in Wexford, Bridgetown College, Bunclody Vocational College, St Declan's Kilmacthomas, Meánscoil San Nioclás and proposal to extend St. Paul's Waterford to a 1000 student school. - Delivery of new facility for Youthreach in Gorey and training kitchen in FETC Bunclody. 	<ul style="list-style-type: none"> - Additional accommodation applications submitted for September 2022 for St. Declan's, St Paul's, Coláiste Abbáin, Coláiste an Átha. - Purchase of site to facilitate extension at Meánscoil has been completed. - Ongoing discussion with DE in relation to all school building projects and practical room equipment. - Bunclody and Bridgetown Colleges have passed Stage 1 review. - Gorey Youthreach facility opened.
Promote and develop outdoor education	<ul style="list-style-type: none"> - Progress the partnership with Wexford County Council to relocate Shielbaggan OETC to Carrigfoyle Lake at Forth Mountain, Wexford. 	<ul style="list-style-type: none"> - Agreement in place to locate storage at Forth Mountain to facilitate delivery of courses in 2022.
Plan for changing demographics	<ul style="list-style-type: none"> - New post-primary school in Wexford to cater for demand. - Proposal to extend St. Paul's Waterford to a 1000 student school. 	<ul style="list-style-type: none"> - Ongoing discussion with DE in relation both projects and Additional School Accommodation applications for interim temporary accommodation. - Wexford Preliminary Design is progressing for new post-primary school at Clonard, Wexford. - Received letter of intent from Department of Education (DE) in respect of St Paul's Community College.
Engage effectively with employers	<ul style="list-style-type: none"> - Services to Business Unit will expand its services to additional employers through the Skills to Advance programme. 	<ul style="list-style-type: none"> - Ongoing growth in number of employers using the services of Services to Business.
Provide and develop traineeship and apprenticeship programmes.	<ul style="list-style-type: none"> - A pre-apprenticeship course will be offered in two PLCs in 2021. - PLC colleges will be enabled to offer skills to compete and apprenticeship programmes. 	<ul style="list-style-type: none"> - Pre-apprenticeship courses offered in 2021. - Apprenticeship courses being offered in two PLC Colleges, WCFE & Enniscorthy Community College.

		<ul style="list-style-type: none"> - Pre-apprenticeship course provided in WCFE. Level of demand not sufficient in Enniscorthy Community College.
Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary schools 2017.	<ul style="list-style-type: none"> - Annual review and audit of child safeguarding statement and associated risk assessments carried out. - Child safeguarding inspections – assisting in monitoring the process in schools. - Child Protection Training for Boards of Management to be included in BoM training in 2021. 	<ul style="list-style-type: none"> - All Boards of Management in WWETB post-primary schools undertook annual review and audit. - 2 schools underwent Child Safeguarding inspections. - Training for all Board of Management members took place which included a section on Child Protection procedures.
Priorities STEM/STEAM in schools	<ul style="list-style-type: none"> - WWETB will continue to partner with Wexford County Council in the WEXSCI science week festival. - A Post Primary science journal will be developed in 2021 which will contain projects which were funded as part of the WEXSCI festival in 2020. - Engagement with the FabLab in Enniscorthy and New Ross will continue with both primary and post primary schools. - WWETB is working with the National Biodiversity Data Centre to develop modules for Youthreach and post primary schools on data collection and identification in a seashore and hedgerow habitat. - WWETB Science Research Grant established in A/Y 2020/2021. Open to all schools to participate. WWETB Science Journal to be published. 	<ul style="list-style-type: none"> - WWETB partnered with Wexford County Council in the WEXSCI Science Week Festival. - Launch of a new WWETB Science Journal further deferred to A/Y 2022/23. - WWETB launched modules on Hedgerows and Marine Biodiversity which were developed in collaboration with the National Biodiversity Data Centre for use in schools and centres. Staff received training on the modules. - WWETB continued to offer a Science Research Grant for students. 4 schools were awarded bursaries.
Provide high quality ICT learning supports in schools/ centres	<ul style="list-style-type: none"> - Development and implementation of ICT strategy for the organisation. - Review and update of TEL strategy as part of ICT Strategy for WWETB 	<ul style="list-style-type: none"> - During 2021, further embedding the existing objectives from the Schools' Digital Strategy. Continued supports provided by the Digital Learning team. - ICT strategy to be development in line with the organisation statement of strategy for 2023-2027.

Goal 2: Staff Support		
Priority	Action	Outcome
Recruitment and retention of staff	<ul style="list-style-type: none"> - Work with Dept. of Education on the implementation of Core upgrade module for eRecruitment. 	<ul style="list-style-type: none"> - Preliminary work done to develop eRecruitment module. Transition to new online eRecruitment module will take place following the transition to Payroll shared services.
Support staff in ongoing professional development	<ul style="list-style-type: none"> - Development and implementation of new policy and procedures for Professional Learning and Development for all staff in WWETB. 	<ul style="list-style-type: none"> - Professional Learning and Development policy developed and implemented. - Management and leadership training for HR Managers and team leads in HR - Applications received from a number of school-based staff and funding granted as appropriate.
Support and develop high quality leadership in the ETB	<ul style="list-style-type: none"> - Continued development of the WWETB Deputy Principals Forum. - Explore the possibility of providing CPD for AP1 postholders in schools. - Team building and leadership programme for Senior Management Team. 	<ul style="list-style-type: none"> - Regular briefings with school senior management teams from March 2020 onwards due to COVID-19 have resulted in an agreement that deputy principals will be included on such briefings in the future. - Forum for deputy principals established on MS Teams. - School Senior Leadership Programme 'Sharing the Load' started in October 2021. Focus on CL0003/2018 and enabling Senior school leaders to support middle leaders in schools.
Promote awareness of health and safety	<ul style="list-style-type: none"> - Programme of Health & Safety audits in Schools and FET centres and WWETB offices. - First Aid Responder (FAR) training for all first aid responders identified in WWETB. - Fire Warden training for all Fire Wardens. - Risk registers in place for classrooms and room in FET centres and training in risk identification completed. - Safe Operating procedures training completed for teachers of practical subjects. 	<ul style="list-style-type: none"> - Programme of Health & Safety audits in Schools and FET centres and WWETB offices completed. - First Aid Responder (FAR) training completed for all first aid responders identified in WWETB. - Fire Warden training completed for all Fire Wardens. - Risk registers in place for classrooms and room in FET centres and training in risk identification completed. - Safe Operating procedures training completed for teachers of practical subjects.
Provide a positive and supportive work environment	<ul style="list-style-type: none"> - Communication to staff re. ongoing initiatives available through the Employee Assistance programme (Spectrum Life) - Continue to arrange wellbeing sessions for staff on a regular basis. 	<ul style="list-style-type: none"> - Regular communication to staff regarding offering available through Employee Assistance Programme. Information also available on Intranet. - Online wellbeing sessions scheduled and completed in 2021, with support from the Employee Assistance Programme.
Support staff wellbeing	<ul style="list-style-type: none"> - Safety, Health and Welfare Committee in Head Office, Ardcahan, to explore the feasibility of initiatives to embed the culture of health and wellbeing at work (e.g. Casual Friday, recreational night classes run through WWETB, lunchtime running, walking, yoga groups and identification of champions at various locations). 	<ul style="list-style-type: none"> - Not completed. Due to Covid-19, offices did not fully reopen in 2021.

	<ul style="list-style-type: none">- Development of plan for staff in schools with regard to wellbeing, to include opportunities to share ideas, support for colleagues, movement breaks during meetings	<ul style="list-style-type: none">- To become part of Strategy for 2023-2027 under the theme of Health and Wellbeing.
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Goal 3: Governance		
Priority	Action	Outcome
Develop organisational structures and systems to meet the changing needs of the organisation	<ul style="list-style-type: none"> - Consultation completed, including focus group sessions and 1:1 interviews to gather feedback on HR processes. - Completion of HR Review and recommendations implemented. 	<ul style="list-style-type: none"> - HR Review completed, following full consultation process. Steering Group appointed, with external expertise, to manage the work of the HR Review. - Implementation plan agreed. - Management and leadership training for HR Manager and team leads
Effectively manage finances and risk	<ul style="list-style-type: none"> - Management of Risk Registers and associated database 	<ul style="list-style-type: none"> - Risk Registers (Corporate, FET and Schools) updated and monitored on a regular basis and updates reported to the Audit and Risk Committee on a regular basis.
Efficiently use resources	<ul style="list-style-type: none"> - Development of an intranet site for WWETB, along with a WWETB website. 	<ul style="list-style-type: none"> - WWETB Intranet developed and implemented.
Communicate effectively	<ul style="list-style-type: none"> - Develop MOU with Educate Together for the new post primary school in Wexford. - Develop MOU with Wexford County Council in respect of the interim phase of OETC's move to Carrigfoyle Lake and development of facilities at the new location. 	<ul style="list-style-type: none"> - MOU was developed with Educate Together in 2020. - MOU drafted between WWETB and Wexford County Council in respect of partnership at Forth Mountain.
Develop Service Level agreements with external stakeholders	<ul style="list-style-type: none"> - Develop MOU with Educate Together for the new post primary school in Wexford. - Develop MOU with Wexford County Council in respect of the interim phase of OETC's move to Carrigfoyle Lake and development of facilities at the new location. 	<ul style="list-style-type: none"> - MOU developed with Educate Together for the new post primary school in Wexford.
Ensure effective data protection	<ul style="list-style-type: none"> - Refresher training on GDPR for schools and centres. 	<ul style="list-style-type: none"> - GDPR training provided to schools in June 2021.
Engage effectively with stakeholders and develop partnerships	<ul style="list-style-type: none"> - Set up Local Music Education Partnerships for Waterford and Wexford as part of Music Generation programme. - Signing of MOU between High Performance Building Alliance and United Nations Economic Commission for Europe (UNECE). 	<ul style="list-style-type: none"> - Members of Local Music Education Partnerships for Waterford and Wexford identified - MOU between HPBA and UNECE signed in Government Buildings as part of COP 26.
Follow best practice in procurement	<ul style="list-style-type: none"> - Implementation of Corporate Procurement Plan. - Training/Information/Understanding/Engagement in line with new P2P system. 	<ul style="list-style-type: none"> - Multi Annual Procurement Planning prepared in 2021 in line with the Corporate Procurement Plan.
Ensure compliance with statutory and regulatory requirements	<ul style="list-style-type: none"> - Provision of Governance seminars and training for the following groups: WWETB Board, Section 45 committees, Section 44 committees, Boards of Management, Senior Managers in WWETB. - Re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs. - Adherence to reporting deadlines set by the Dept. of Education 	<ul style="list-style-type: none"> - Governance training completed for Board, Section 45 Committees and Senior Managers in WWETB. - Board members reminded regularly of the requirement to attend board meetings. - Reporting deadlines set by the Department of Education adhered to. Annual meeting with the Dept. of Education to discuss reporting requirements and deadlines, as per Performance Delivery Agreement.

<p>Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary schools 2017</p>	<p>- Common suite of report forms, based on DE model, for Kilnamanagh CNS, including Child Protection Oversight Report to Board.</p>	<p>- Common suite of report forms made available to all schools including Kilnamanagh CNS.</p>
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Goal 4: Protection Programmes		
Priority	Action	Outcomes
Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.	<ul style="list-style-type: none"> - Primary school support for children in the Emergency Reception and Orientation Centre (EROC) will be improved by embedding a teacher from the centre in local primary schools to support teaching and learning of children from the EROC Centre. 	<ul style="list-style-type: none"> - Teacher placed in local primary schools to support the teaching and learning of children from the EROC centre.

Strategic Goal 1

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

Strategic Priority 1.1: The Provision of high quality education and training programmes		
Strategic Actions		2021 Outcomes
1.1.1	Embed modern, progressive teaching, learning, and instruction methods including blended learning methodologies and technologies and formative instructive practices.	<ul style="list-style-type: none"> - Digital Learning provided the following webinars to help embed digital tools – Microsoft Office365 tools for Classroom Based Assessments, Effective Feedback and Review and Digital Notebooks for learners. - Provided opportunities for teachers to avail of high quality Continuing Professional Development on a small group and individual level, as well as supporting cross-college sharing of expertise. This was done remotely, where feasible, in 2021.
1.1.2	Support good practice in teaching and learning in all our colleges and centres through continuing professional development (CPD).	<ul style="list-style-type: none"> - Continuing Professional Development on Teaching and Learning - Continued intensive teaching and learning workshops designed to enhance and build professional capacity from within our colleges. (Delivered by Mike Hughes, Educationalist). Cohort 2020/21 completed the course remotely. Some participants presented on Magenta Principles to staff within own colleges. - The Education Coordinator presented to the Teaching Council Research Event 'Comhra Taighde' on their research to date. - Continued collaboration with the Digital Learning Team to best utilise tools within Teams and OneNote to enhance sharing of methodologies and resources in a cross-college capacity. - Teachers in schools and centres are continuing to avail of onsite and remote Office 365 training.
1.1.3	Develop a structure for subject-specific networks within WWETB where teachers can collaborate in the development of learning and teaching resources, interpretations of course/subject descriptors and share ideas, solutions and resources.	<ul style="list-style-type: none"> - Virtual networks initiated – 3 currently operational – MFL, ICT and T4. Further subjects to commence in September. - Music Teachers (Pobal Ceoil) group continued to meet regularly to collaborate remotely, share resources, participate in further training in digital tools and programmes and consult on Junior Cycle for Teachers (JCT) Classroom Based Assessments. - Continued to provide training and support to teachers in Community of Practice networks using the Teams platform. - Community of Practice for Special Educational Needs Coordinators (SENCOs) continued to meet remotely. - A Community of Practice of Guidance Counsellors was established.

		<ul style="list-style-type: none"> - The Education Coordinator presented at the Teaching Council’s FEILTE event about the activities of two of our Communities of Practice. - New Communities of Practice were established across a range of subject areas and are at various stages of development.
1.1.5	Engage with the ongoing review of Senior Cycle programmes initiated by National Council for Curriculum and Assessment (NCCA) with a view to recommending areas for development in colleges and Youthreach centres.	<ul style="list-style-type: none"> - Individual teachers from some of our colleges are actively engaged in this process.
1.1.6	Strive to increase uptake of STEM subjects in colleges in line with the priority contained within the Department of Education Action Plan for Education.	<ul style="list-style-type: none"> - WWETB continued a Science Research Grant for students. 4 schools were awarded bursaries. - WWETB launched its collaboration with the National Biodiversity Data Centre to develop modules for use in schools and centres.
1.1.7	Provide high quality, modern and fit for purpose facilities for students, learners and staff, thereby maximising resources and supporting progression opportunities.	<ul style="list-style-type: none"> - Progress made on the major school building projects in Bridgetown, Bunclody, Selskar, St Paul’s, St Declan’s, Meánscoil. - Updates pertaining to each college are given by Corporate Services at every Board meeting. Schools are supported to make applications for funding.
1.1.8	Ensure the highest quality ICT infrastructure is in place, including high speed broadband, wireless networks, cloud-based storage, internet usage protocols and policies.	<ul style="list-style-type: none"> - Significant efforts made to bolster security and safety in 2021, as well as supporting the flexible working requirements arising from the Pandemic.

Strategic Priority 1.2: To promote and support access for all learners		
	Strategic Actions	2021 Outcomes
1.2.1	Focus on access and develop strategies that reduce barriers to participation in education and training and ensure equality of opportunity for all learners.	<ul style="list-style-type: none"> - FET Access & Inclusion officer appointed. - Continued to embed Learning Tools across curriculum as a support for blended learning. Recommend as a focus for the School Digital plan. - Recommended as learning objective for all student induction programmes.
1.2.2	Increase the number of relevant traineeships and the number of apprentices in training with WWETB, through enhanced engagement with local business, industry and statutory bodies.	<ul style="list-style-type: none"> - Increase in Apprenticeship numbers in our training centres.
1.2.3	Enhance the provision of education and training services for refugees.	<ul style="list-style-type: none"> - Additional provision in Wexford for refugees and asylum seekers.
1.2.4	Work with college and adult guidance counsellors to expand awareness of opportunities in third level education and in further education and training.	<ul style="list-style-type: none"> - Services to Business working with school guidance counsellors. - Additional guidance counsellor appointed to FET. - Information sent to the Education Team is shared with the CoP of Guidance Counsellors. - FET invited to present to schools Community of Practice.
1.2.5	Support the aims of the Department of Education 'Policy on Gaeltacht Education 2017-2022'.	<ul style="list-style-type: none"> - 4 members of the Senior Management Team completed the Gaelchultúr Professional Certificate in Irish. (Levels 4-6) level - Promotion of the use of Irish in communications, in particular with Meánscoil San Nioclás. - Recruitment processes for Meánscoil San Nioclás completed through the medium of Irish - application forms, interview documentation, interview panels and follow up letters of offer/refusal provided in Irish.
1.2.6	In line with the Digital Strategy for Schools 2015-2020, and the TEL Strategy 2016-2019, develop and implement technology-enhanced teaching and learning across the organisation, and seek to identify areas where technology-enabled teaching and learning can decrease barriers to participation.	<ul style="list-style-type: none"> - Digital Learning providing resources, webinars, onsite training and 1:1 booking support for all schools and FET. - Promote use of Accessibility tools for SEN learners and supporting embedding across the curriculum. - Significant work has been delivered under DSS and TEL through our Digital learning support personnel developing communities of practice across the organisation.
1.2.7	Introduce a restorative practice approach to managing conflict and contentious issues arising in colleges and centres.	<ul style="list-style-type: none"> - WWETB represented on the Steering Committee of Wexford Restorative Practices Partnership
1.2.8	Ensure equality of opportunity, experience and outcome for learners with additional learning needs, special educational needs or disabilities, so that they can avail of the full range of education and training opportunities that WWETB offers.	<ul style="list-style-type: none"> - Digital Learning Team promoting Universal Design for Learning and Accessibility supports across schools and FET. - Ongoing support offered to Special Educational Needs Coordinators during school closures regarding remote implementation of the Guidelines for Post-Primary Schools – Supporting Students with Special Educational Needs in Mainstream Schools.

		<ul style="list-style-type: none"> - Enhanced links between Special Educational Needs teachers in our post-primary colleges, teachers supporting those with additional learning needs in PLC colleges, and the newly appointed Access and Disability Officer.
1.2.9	Encourage staff to take a pro-active approach to ensuring that learners' human rights and equality needs are met.	<ul style="list-style-type: none"> - Work on the development of a report under public sector duty began in 2021 with a completion date of Q3 2022

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

Strategic Actions		2021 Outcomes
1.3.1	Continue to support colleges and centres in their efforts to develop highly effective practice, using Inspection Reports and School Self-Evaluation Reports, in conjunction with 'Looking at Our Schools 2016'.	<ul style="list-style-type: none"> - Schools provided updates to the Board on any inspection reports. Director of Schools and Education Coordinator review all such reports and offer targeted support where needed. However, no teaching related inspections took place during the COVID-19 restrictions.
1.3.2	Embed subject planning, School Self-Evaluation (SSE), and school improvement planning in colleges and centres. Ensure compliance with the Professional Code of Conduct for Teachers in planning and implementing best practice in our colleges and centres.	<ul style="list-style-type: none"> - Director of Schools offered the (remote) support of the Education Coordinator to schools who needed additional guidance on planning. - During 2020-21 and 2021-22, the requirement for schools to engage in additional SSE work was postponed due to COVID 19. - Kennedy College became a pilot school for WWETB in using the SSE process for embedding the core values. Supported by DCE through ETBI.
1.3.3	Plan for the development of PLC courses by implementing the SOLAS response to the ESRI report (Study of PLC Programme Provision and Outcomes for Participants in PLC and Leaving Cert Programmes) and explore the most effective way for PLC students to get the best possible education and training outcomes including progression to third level education or employment.	<ul style="list-style-type: none"> - Introduction of Apprenticeship programmes in Hairdressing and Accounting technician into two PLC colleges. - Education Coordinator represents schools on the Fund for Students with Disabilities in FET Working Group. - Enhanced links between Special Educational Needs teachers in our post-primary colleges, teachers supporting those with additional learning needs in PLC colleges, and the newly appointed Access and Disability Officer.
1.3.4	Develop the WWETB Quality Assurance (QA) unit to support course development, innovation, data analytics and quality assurance across WWETB. In conjunction with QQI: prepare an Executive Self-Evaluation Report (ESER) and Quality Improvement Plan (QIP) which will support the development of a WWETB Quality Assurance Governance Board. Work with other accreditation bodies such as City & Guilds, Cidesco, Red Seal, etc. to develop innovative learning opportunities.	<ul style="list-style-type: none"> - Self-Evaluation report prepared. - Annual QIP presented. - QQI inaugural review of QA in FET completed and draft report issued.

Strategic Priority 1.4: Promote and establish links between formal and non-formal education		
Strategic Actions		2021 Outcomes
1.4.1	Develop and implement a Youth Work Plan by compiling a comprehensive youth needs profile and developing a structure for the delivery of integrated provision of youth work services.	<ul style="list-style-type: none"> - Profile completed and two additional projects identified and awarded. - Education Coordinator represents post-primary colleges/Education Department on the Youth Affairs Coordination Committee.
1.4.3	Develop a model of best practice that links formal education and non-formal education (including School Completion Projects) to ensure a holistic approach when providing for young people, including those at risk of early school leaving.	<ul style="list-style-type: none"> - Music Generation partnerships with Gorey Youth Needs and FDYS Wexford, Enniscorthy, Bunclody and New Ross
1.4.4	Continue to develop links between our colleges and centres with Shielbaggan Outdoor Education and Training Centre, and the proposed new centre at Forth Mountain, Carrigfoyle, Wexford.	<ul style="list-style-type: none"> - Level 5 course in place in Bunclody by OETC.
1.4.5	Actively work to ensure that Music Generation Wexford and Music Generation Waterford have a transformative impact on the lives of children within the community and embed music performance programmes in WWETB colleges and centres.	<ul style="list-style-type: none"> - Full programming resumed for both Music Generation Wexford and Waterford during 2021. This included primary school programmes; High Street Opera Zoom, Wexford Wind Jammers online, Barrow Song Lab, Uke Rocks, Harp Ensemble, Traditional Ensembles, Song writing workshops - Music Educators participated in the national communities of practice workshops in the fields of: classical strings, wind and brass, ukulele, vocal and early childhood.

Strategic Goal 2

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

Strategic Priority 2.1: Continued reform and development of organisational structure and design		
Strategic Actions		2021 Outcomes
2.1.1	Following the restructuring of the executive support services function across the four amalgamated organisations, work to consolidate the present structure with staff in permanent approved roles, pending the approved revised organisation design by DE.	<ul style="list-style-type: none"> - HR Review completed and new structure in place: Recruitment and Onboarding, Payroll and Leave/Absences, Culture and Engagement. - Management and leadership training undertaken for managers and team leads in HR
2.1.2	Work with DE and ETBI to develop a fit for purpose, properly staffed, corporate organisational design structure to meet current and future needs of our students/learners and organisation services. Fill necessary professional positions to ensure compliance with new and statutory functions.	<ul style="list-style-type: none"> - HR Review completed and new structure in place: Recruitment and Onboarding, Payroll and Leave/Absences, Culture and Engagement. - Sanction sought and positions filled as soon as available. - Management and leadership training undertaken for managers and team leads in HR
2.1.3	Ensure the inclusion of an approved ICT function to utilise cutting edge technologies to maximise learner attainment and promote ongoing modernisation across the organisation.	<ul style="list-style-type: none"> - Awaiting the approved ICT structure through the Organisation Design process. In the absence of this, the ICT team has assisted with a number of pilot workflow enhancements.
2.1.4	Carry out a 'Skills Needs Analysis' for functions within a modern, fit-for-purpose education and training organisation and develop a plan for continuous professional development (CPD) and capacity building.	<ul style="list-style-type: none"> - HR Review completed and new structure in place: Recruitment and Onboarding, Payroll and Leave/Absences, Culture and Engagement. - Professional Learning and Development policy in place and staff encouraged to engage in development. Development of associated learning contracts in place. - A number of administrative staff availed of opportunities through the new Professional Learning and Development policy and associated procedures, including a number of staff from the HR team.
2.1.5	Develop a coordinated structure for Further Education and Training (FET), and an associated Operational Plan, which will support the integration of WWETB FET functions, based around the concept of a 'team' approach to programme delivery and continuous improvement.	<ul style="list-style-type: none"> - Draft structural plan prepared to align tuition with the necessary educational supports. Recruitment to commence in 2022.

Strategic Priority 2.2: Efficiently managing and utilising all funding and payment models		
Strategic Actions		2021 Outcomes
2.2.1	Develop new accounting software systems and train managers and staff appropriately, to improve financial management reporting and budgeting for colleges. Prioritise the early implementation of online payment systems and automate processes such as part-time payroll and travel/subsistence payments.	<ul style="list-style-type: none"> - P2P Phase II Roll-out including procurement and ordering modules rolled out from Q2 2021 following delay due to COVID in 2020. - Asset registers updated and processing towards online upload into the P2P system. - Preparation completed for Transition to Learner Payment Shared Services for Youthreach/VTOS workers in Q1/Q2 2022. - Supported rollout of Phase II of Part-Time Teacher Online Claim form process Q2 2022. - 1st Wave of roll out of automated reporting system for ESBS Shared Services.
2.2.2	Develop a funding model for FET which is aligned to the SOLAS funding requirements and which adequately resources programmes, thereby meeting the needs of learners and providing improved budgeting and management reporting for FET.	<ul style="list-style-type: none"> - Further improvements to the budgeting process for FET programmes and centres. Introduced new ordering and automatic budgeting modules as part of P2P in FET centres. - Reviewed SOLAS funding for centralised costs in shared centres to reflect the changing models of FET provision. - Developed comprehensive budgeting reports using DEPM that can be updated multiple times across the funding cycle to provide up to date and comprehensive financial information.
2.2.3	Achieve integrated centralised budgeting across all financial programmes.	<ul style="list-style-type: none"> - SUN V6 Budget ledger went live in Q1 2021 which builds upon the work of prior years to enable schools and centres to monitor budgets on an accruals basis and obtain instant online reports. Schools/centres are now able to utilise these reports as they go live with P2P Phase II.

Strategic Priority 2.3: Ongoing policy development and high standards of governance and compliance		
	Strategic Actions	2021 Outcomes
2.3.1	Continue to prioritise the work of implementing robust governance across the organisation to achieve compliance with DE CL 18/15 (Code of Practice for the Governance of ETBs) and to meet audit and reporting requirements (C&AG, internal audit etc.).	<ul style="list-style-type: none"> - Audit and reporting requirements met. - Governance has been a standing agenda item at all senior management meetings and at each Board meeting and Section 45 Committee meeting.
2.3.2	The executive will work with the Chairperson of WWETB to ensure that the members of the Board of WWETB and all its committees have sufficient training, information and documentation to make informed reserved function decisions.	<ul style="list-style-type: none"> - Emphasis on ensuring that the Board has the necessary training and information to fulfil its function.
2.3.3	Establish and implement a procurement plan, an associated contracts database for the organisation and a structured contract management system to ensure value for money and compliance with national procurement guidelines	<ul style="list-style-type: none"> - The Multi Annual Procurement Planning process was prepared in 2021 as is required by the WWETB Corporate Procurement Plan. This has been submitted to ETBI for inclusion in sectoral and national compilations. - WWETB has again reduced procurement non-compliance in 2021 by 30% year on year.
2.3.4	Establish a database of policies and a process for reviewing, updating and approving policies on a systematic and rotational basis, with emphasis on the consultation and implementation phases.	<ul style="list-style-type: none"> - A number of policies were reviewed and updated during 2021, including the Health and Safety policy.
2.3.5	Implement the principles of Scéim Teanga across the organisation.	<ul style="list-style-type: none"> - 5 members of the organisation (including 4 members of the Senior Management Team) undertook a Professional Certificate course (Gaelcultúr) in Irish language in Q4 2021.

Strategic Priority 2.4: Developing and implementing effective risk management structures

Strategic Actions		2021 Outcomes
2.4.1	Embed a culture of risk management within the organisation and establish a Risk Management Team with responsibility for developing the Risk Management Business Plan, risk management training initiatives, and managing and reporting against the corporate, colleges and FET Risk Registers.	<ul style="list-style-type: none"> - Risk Registers in place – Corporate, FET and Schools – and regularly reviewed and updated. - Risk reports issued regularly to the Audit and Risk Committee. - Risk Management policy in place. - Risk Management Business Plan in place for 2021.
2.4.2	Develop Service Level Agreements and/or Memoranda of Understanding based on national and local needs with external agencies with whom we financially and strategically engage.	<ul style="list-style-type: none"> - MoU signed with the UNECE as part of COP 26.
2.4.3	Implement an effective Health and Safety plan for the organisation, and engage with our colleges and centres, and our insurers, to minimise risk for users, contractors and customers of our organisation. Prioritise training for managers in the areas of health and safety awareness and expertise.	<ul style="list-style-type: none"> - Health and Safety programme in place for 2021, including completion of Health and Safety audits for all schools and centres. - Training organised and completed for First Aid Responders, Fire Safety and Manual Handling.

Strategic Priority 2.5: Infrastructure and buildings: Planning for current and future needs

Strategic Actions		2021 Outcomes
2.5.1	Provide high quality new school buildings and/or large extensions for Selskar College, Waterford College of Further Education, Bridgetown College, Bunclody Vocational College, St. Paul's Community College, St. Declan's Community College, Meánscoil San Nioclás and Coláiste Chathail Naofa to meet modern educational needs.	<ul style="list-style-type: none"> - Additional School Accommodation applications submitted for September 2022 for St Declan's, St Paul's, Coláiste Abbáin, Coláiste an Átha. - Ongoing discussion with DE in relation to all school building projects and practical room equipment. - Bunclody and Bridgetown Colleges have passed stage 1 review. - Purchase of the Site to facilitate Extension at Meánscoil has been completed.
2.5.2	Specific plans to be developed to detail current and proposed provision for a range of Further Education and Training programmes, including the development of a Youthreach centre for Gorey and new multiplex facilities in Wexford Town, Waterford City and Enniscorthy.	<ul style="list-style-type: none"> - Planning for Wexford facility submitted by developer. - Draft plans for Waterford centre finalised and legal agreement signed. - Gorey Youthreach Centre opened in November 2021. - Agreement for lease for Waterford Multiplex signed in Nov 2021. - Heads of terms for Wexford Multiplex signed in August 2021.
2.5.4	Develop a new Outdoor Education and Training Centre at Forth Mountain, Carrigfoyle, Wexford in collaboration with Wexford County Council.	<ul style="list-style-type: none"> - Partnership progressed during 2021 with a view to agreeing the scope of activities delivered from new Activity Centre
2.5.5	Work with Sustainable Energy Authority of Ireland (SEAI) to improve the energy performance of WWETB in support of the public sector energy efficiency strategy. Moving to paperless environment to be prioritised.	<ul style="list-style-type: none"> - Energy Audits completed in Waterford Training Centre and in Kennedy College.

Strategic Goal 3

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

Strategic Priority 3.1: Continuing Professional Development		
Strategic Actions		2021 Outcomes
3.1.1	Develop a CPD policy for the organisation which supports the professional development of staff in general, prioritises areas of greatest need and include a template for individual training plans.	- Professional Learning and Development policy developed and implemented and staff availing of opportunities for development and training.
3.1.2	Prioritise opportunities for staff professional development for those with leadership roles and/or posts of responsibility within the organisation. Support and develop the potential for staff working with national ETBI networks for professional development.	- A Deputy Principals forum established on Microsoft Teams. - Deputy Principals invited to attend regular briefing meetings with the Director of Schools throughout the year.
3.1.3	Work on the implementation of a Performance Management and Development System to enable opportunities for structured feedback.	- Assistant Principal Officer in HR part of the ETBI working group looking at the development of Performance Management and Development System.
3.1.4	Promote the use of DE funded supports for teachers and school management, e.g., National Induction Programme for Teachers (NIPT), and services provided by the Teaching Council, Education Centres and the Centre for School Leadership.	- Director of Schools supported the involvement of all post-primary colleges in the Droichead Programme.
3.1.5	Develop an integrated and ETB-wide training and upskilling programme for all staff, which will include flexible on-line training that offers progression paths to participants to appropriate levels, including QQI certification and professional qualifications. Develop the use of networks/forums for sharing of knowledge, problem solving and sharing of resources.	- Professional Learning and Development policy developed and implemented and staff availing of opportunities for development and training.
3.1.7	Develop capacity among our staff to include important 21st century skills in their programmes, including entrepreneurship, lifelong learning, digital skills and collaboration.	- Cross-college collaboration facilitated through the activities of Communities of Practice. - The Digital Learning Team continued to support the activities of each Community of Practice. - The Digital Learning Team continued to lead and facilitate the activities of both Digital Clusters (O365 and Pobal Ceoil) - The Digital Learning Team continued to support schools with a broad range of responsive training options.
3.1.8	Promote the realisation of our core values in the day-to-day work of our staff and to cultivate a strong sense of pride in the	- From September 2021 each school established an Ethos Leadership Team. A WWETB Ethos Coordinator led a team of school ethos team leads in a Community of Practice who main objective was

organisation among our staff and wider learning communities.	to raise the awareness of the 5 core values of ETB schools.
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Strategic Priority 3.2: Providing for the recruitment and retention of high-quality staff

Strategic Actions		2021 Outcomes
3.2.1	Review all recruitment processes and develop appropriate systems and processes to ensure that they are serving the needs of the WWETB (e.g., online recruitment, timely advertising of posts).	<ul style="list-style-type: none"> - HR Review conducted and recruitment timelines reviewed as part of this work. New timelines agreed with Principals for school-based recruitment. - New Onboarding team established. - Two online induction sessions took place during 2021 – one for teaching staff and one for administrative staff.
3.2.2	Develop and maintain a ‘real time’ area-based substitute teacher panel.	<ul style="list-style-type: none"> - Substitute teacher-panel in place.
3.2.3	Work with DE and internal stakeholders to develop a succession planning strategy to ensure continuity of service across the organisation.	<ul style="list-style-type: none"> - Ongoing work with DE throughout 2021 to get sanction for roles that were vacated to ensure continuity of service. Succession planning took place at local level to inform staffing decisions.
3.2.4	Agree strategies for sourcing and recruiting teachers in an increasingly competitive job market including collaboration with Teacher Training Colleges. Ensure that recruited staff have the capacity and flexibility to carry out tasks in a modern workplace (e.g., IT skills, transversal skills) and that recruited staff respect the WWETB values highlighted in this Strategy Statement.	<ul style="list-style-type: none"> - HR Review conducted and plan developed for streamlining processes and improving the level of service offered to stakeholders.

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

Strategic Actions		2021 Outcomes
3.3.1	Develop initiatives to embed the culture of health and wellbeing at work. Actively encourage and support all staff in this regard. Work to ensure that the physical environment contributes to wellbeing at work.	<ul style="list-style-type: none"> - Communications to promote Employee Assistance Programme Spectrum Life sent to staff on a regular basis. Health and Wellbeing sessions which are run by Spectrum Life promoted within the organisation.
3.3.2	Promote opportunities for all staff to avail of counselling services where appropriate to assist them in dealing and coping with difficult issues in the workplace.	<ul style="list-style-type: none"> - Staff encouraged to avail of the free and confidential counselling sessions with Spectrum Life.
3.3.4	Ensure that annual retirement planning programmes are available to staff and recognition is given to staff on their retirement for service to the organisation.	<ul style="list-style-type: none"> - Financial Planning Event held annually for retirees and intending retirees.

Strategic Goal 4

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

Strategic Priority 4.1: Continued and enhanced strategic networking		
	Strategic Actions	2021 Outcomes
4.1.2	Nominate staff and/or members as appropriate to represent WWETB on external bodies and ensure an appropriate reporting procedure is in place.	<ul style="list-style-type: none"> - Schools/Colleges represented on the Learning and Development Group (formerly Co. Wexford Education Committee), led by Wexford Local Development. (See also 4.2.1) - WWETB represented on the Steering Committee of Wexford Restorative Practices Partnership. (See also 1.2.7) - WWETB represented by the Education Coordinator on the ETBI Provision Mapping for SEN working group. - WWETB represented on the Education Working Group of CYPSC. (See also 4.2.1) - WWETB represented on the Elevate multi-agency committee, led by WLD, a progress tracking programme for 6th class to 6th year students
4.1.3	Ensure that all agreements entered into by staff on behalf of WWETB with external agencies are agreed in advance with Senior Management.	<ul style="list-style-type: none"> - All agreements entered into by staff agreed in advance with Senior Management.

Strategic Priority 4.2: Effective collaboration with statutory bodies and agencies		
	Strategic Actions	2021 Outcomes
4.2.1	Collaborate with Department of Education, SOLAS, Department of Children and Youth Affairs, Department of Social Protection, TUSLA, Department of Justice and Equality, NEPS, NCSE, to ensure we work in accordance with national policy and to maximise resources for WWETB's mission.	<ul style="list-style-type: none"> - Schools/Colleges represented on the Learning and Development Committee, led by Wexford Local Development. - WWETB represented on the Education Working Group of CYPSC. - WWETB represented by on the Child and Family Services Network (Enniscorthy and Bunclody). - WWETB represented on a working group of the National Educational Psychological Service in Wexford examining the area of early intervention for early school leavers. - WWETB represented by the Education Coordinator on the ETBI Provision Mapping working group.
4.2.2	Collaborate closely with both Waterford City and County Council and Wexford County Council, to ensure local and regional alignment and co-operation about local priorities under the remit of WWETB.	<ul style="list-style-type: none"> - WWETB represented on the LCDC of both Wexford County Council and Waterford City and County Council.
4.2.3	Collaborate with relevant regional forums to contribute to the ongoing development of the education and training sector (e.g., Local Community Development Committees, South East Regional Skills Forum, South-East Action Plan for Jobs).	<ul style="list-style-type: none"> - WWETB represented on the regional forums across Waterford and Wexford.
4.2.4	Foster and enhance closer collaboration with third level institutions particularly Waterford Institute of Technology and Institute of Technology Carlow in matters of mutual interest, including progression opportunities for students, the sharing of resources and exploration of solutions to teacher shortages in certain subject areas.	<ul style="list-style-type: none"> - Progression agreements in place for FET progression to WIT and IT Carlow. - Discussions began in 2021 with WIT with a view to addressing teacher shortage.

Strategic Priority 4.3: Effective collaboration with community and business interests		
Strategic Actions		2021 Outcomes
4.3.2	Develop and enhance relationships with local primary schools.	<ul style="list-style-type: none"> - A number of local primary schools visited WWETB FabLab and NZEB facilities as part of Science Week. - Each post primary school linked with its local feeder schools.
4.3.5	Collaborate with business and industry interests including IBEC, Chambers of Commerce, IFA, Rotary Alliance, SICAP, LEADER, Youth Services and sporting organisations to ensure the relevance of our education and training programmes and to provide opportunities for students and learners.	<ul style="list-style-type: none"> - Training course established in Wexford on the installation of heat pumps. This had been identified as a need both at local and national level.

Strategic Goal 5

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

Strategic Priority 5.1: To provide targeted, accurate, clear and consistent information in a timely manner		
Strategic Actions		2021 Outcomes
5.1.1	Implement a communications structure including a steering group and a communications coordinator that will support the communications strategy.	<ul style="list-style-type: none"> - Communications structure in place, including Steering Group that met regularly throughout 2021. - Communications Coordinator in place for WWETB.
5.1.2	Provide the necessary resources to support the communications strategy, including training and financial support.	<ul style="list-style-type: none"> - Resources identified to support the communications agenda, including resourcing the external signage for all schools, to bring it in line with WWETB brand guidelines.
5.1.3	Develop an Annual Communications Plan linked to the strategic objectives.	<ul style="list-style-type: none"> - Annual Communications Plan for 2021 in place.
5.1.4	Develop mechanisms for inviting and responding to feedback from learners, staff and external stakeholders.	<ul style="list-style-type: none"> - Feedback from internal and external stakeholders sought routinely, including for the development of intranet and website projects.
5.1.5	Standardise the WWETB website and college/centre websites and manage the website and social media content to ensure that it is up-to-date and of high quality.	<ul style="list-style-type: none"> - Social media content managed and up to date. - A number of school websites developed.
5.1.6	Use appropriate and innovative technologies, including social media for effective and rapid communication.	<ul style="list-style-type: none"> - Appropriate technologies, including social media were utilised for effective and rapid communication of WWETB stories and news items.

Strategic Priority 5.2: To develop more effective internal communications mechanisms

Strategic Actions		2021 Outcomes
5.2.1	Develop an intranet site for staff information and knowledge sharing.	- Intranet site developed and content owners identified. Phase 1 of Intranet project completed.
5.2.3	Develop guidelines for staff to ensure clear and consistent internal communications, including best practice with regard to the use of a range of channels (newsletters, digital media, intranet, face-to-face communication, email, etc.) to deliver messages and information.	- WWETB Brand guidelines in place, including bank of photographic images for use by staff for promotional and reporting purposes.
5.2.5	Foster a strong sense of community among staff who work within WWETB.	- FET Forum for managers and Coordinators continued to be held, remotely, throughout pandemic. - From September 2021 each school established an Ethos Leadership Team. A WWETB Ethos Coordinator led a team of school ethos team leads in a Community of Practice who main objective was to raise the awareness of the 5 core values of ETB schools, one of which is community. This fosters a sense of community among staff in schools.
5.2.6	Foster the idea of community among learners, most especially our adult learners who are involved in small class groups.	- From September 2021 each school established an Ethos Leadership Team. A WWETB Ethos Coordinator led a team of school ethos team leads in a Community of Practice who main objective was to raise the awareness of the 5 core values of ETB schools, one of which is community. This fosters a sense of community among students in schools, as well as among staff.
5.2.7	Develop mechanisms for keeping students, learners and parents/guardians up to date with achievements and developments within WWETB.	- Heightened use of social media for keeping communities up to date on achievements and developments within WWETB.

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

Strategic Actions		2021 Outcomes
5.3.2	Develop a complete list of all courses on offer and ensure it is updated as necessary and easily accessible online.	- This is in place with fetchcourses.ie . - There is a link to the range of courses on the WWETB website.

Strategic Priority 5.4: To enhance our branding and marketing of WWETB	
Strategic Actions	2021 Outcomes
5.4.1 Develop and implement a branding and marketing strategy for the organisation, including the development of a suite of promotional material to promote the services of WWETB.	<ul style="list-style-type: none"> - Branding guidelines for WWETB approved and implemented. - Suite of promotional material made available for staff use through the Intranet.
5.4.2 Deliver a strong brand identity for the organisation, backed up by a set of brand guidelines.	<ul style="list-style-type: none"> - Brand guidelines for WWETB approved and implemented.
5.4.3 Establish an organisation-wide team with responsibility for media activity, supported by appropriate training and implementation of guidelines.	<ul style="list-style-type: none"> - Social media team in place for WWETB, supported by appropriate training and implementation of guidelines.

Appendix 1: Acronyms

A/Y: Academic Year
BOM: Board of Management
BTEI: Back to Education Initiative
CNS: Community National School
CPD: Continual Professional Development
CPOR: Child Protection Oversight Report
CPP: Corporate Procurement Plan
CTC's: Community Training Centres
CYPSC: Children and Young People's Services Committees
DCEDIY: Department of Children, Equality, Disability, Integration and Youth
DCU: Dublin City University
DE: Department of Education
DEIS: Delivering equality of opportunity in schools
EROC: Emergency Reception and Orientation Centre
ESF: European Social Fund
ESOL: English for Speakers of Another Language
FAR: First Aid Responder
FET: Further Education and Training
FETC: Further Education and Training Centre
H&S: Health & Safety
HPBA: High Performance Buildings Alliance
IAU: Internal Audit Unit
IBEC: Irish Business & Employers Confederation
ICT: Information and Communications Technology
LCDC: Local Community Development Committees
LTI's: Local Training Initiatives
LYCGS: Local Youth Club Grant Scheme
MAEDF: Mitigating Against Educational Disadvantage Fund
MAPP: Multi Annual Procurement Planning
MOU: Memorandum of Understanding
NIPT: National Induction Programme for Teachers
NZEB: Nearly Zero Energy Buildings
OETC: Outdoor Education and Training Centre
PLC: Post Leaving Certificate
PLD: Professional Learning and Development
PMDS: Performance Management and Development System
QQI: Quality & Qualifications Ireland
RP: Restorative Practice
SEAI: Sustainable Energy Authority of Ireland
SEN: Special Educational Needs
SENCO: Special Educational Needs Coordinator
SICAP: Social Inclusion and Community Activation Programme
SMT: Senior Management Team
SNA: Special Needs Assistant
STEM:
STEAM: Science, Technology, Engineering and Mathematics
STP's: Specialist Training Providers
TEL: Technology Enhances Learning
VTOS: Vocational Training Opportunities Scheme
WIT: Waterford Institute of Technology



wwetb

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

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