

# Waterford and Wexford Education and Training Board

## SERVICE PLAN 2022



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



As Chairperson of WWETB, elected in September 2019 following the formation of the new Board, I am delighted to present the Service Plan for WWETB for 2022. As we enter the final year of the WWETB Strategic Plan, our 2022 Service Plan outlines important programmes of work for the year ahead, while taking into account that the new Strategic Plan for WWETB is about to be developed.

It remains an incredibly challenging time for society in general, and for teaching and learning in particular. We are, at last, optimistic about emerging from the pandemic and are reflecting on the lessons learned over the last two years. The ways we conduct our teaching and training have changed dramatically and will never revert to a model which seems so traditional now. Our staff have adapted to new technologies, new ways of teaching, training and assessing our students and learners. Staff, students and learners alike must be commended for their remarkable resilience and flexibility in coping with the changes.

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

A large, stylized handwritten signature in black ink, which appears to read 'Barbara-Anne Murphy'.

Cllr. Barbara-Anne Murphy  
Chairperson, WWETB

## 2. Foreword by the Chief Executive



As we look forward with enthusiasm to the re-opening of our society, this Service Plan for 2022 reflects the optimism of our staff, students, adult learners, Committee and Board members. While we know that we are not at the end of the pandemic, in this Service Plan we endeavour to portray our intent to continue to achieve much to develop the education and training potential for our communities in Waterford and Wexford.

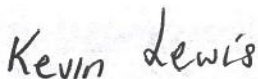
We are now in the final year of our 5-year 2018-2022 Strategic Statement. This is the first Strategic Statement by WWETB, and we believe that as a fledgling organisation we have achieved a significant number of the ambitious plans we set out at that time. Consultation was wide and enthusiasm among our staff and all our other stakeholders was high, and it is pleasing to note the implementation of a substantial amount of that plan along with much more that was not remotely envisaged would be required at that time. The Service Plan for 2022 will make more demands on all of us to get closer to implementation of all the strategic goals, priorities, and actions that we had set out to achieve.

Throughout the Service Plan for 2022 you will read about innovative and imaginative developments which will be implemented by staff of all categories across our schools, Further Education and Training (FET) centres, youthwork projects, Music Generation and offices. Never before and possibly never again will our staff be as challenged to ensure high quality education and training is maintained as has happened since March 2020 and the efforts put in by so many in support of our students and adult learners was inspirational. However now we plan to move on and imbed the gains of the efforts of the past two years into our most ambitious Service Plan yet.

The Service Plan can be explained as the annual implementation of the 5-year Strategic Statement. While goals, priorities and actions are the ‘bread and butter’ of the strategy, it is imperative that the framework of ensuring a top-class organisational culture is in place. The core values of WWETB underpin everything we set out to do. Values of RESPECT, ACCOUNTABILITY, LEARNER FOCUS and QUALITY were agreed through wide consultation, and I am proud to say that as an organisation we continue to try to live these values in how we provide the education and training service that our community needs and deserves. The people of Waterford and Wexford continue to support our schools and FET programmes in large numbers and enrolments continue to increase year on year across all our services. We have ambitious plans during 2022 to enhance facilities and accommodation in a wide range of schools and FET centres as we determine that the quality of where we learn has a major impact on education and training outcomes.

2022 is a particularly important year in the Strategic Statement cycle with it being the last year of the 5-year plan. We will aim to conclude on as much as we possibly can during 2022 but we will always be conscious of the wellbeing of our people working and learning within the organisation and that will always be the top priority. I commend our staff for everything they did in the past year and continue to do in pursuit of education and training excellence. I also thank our Board members, members of our various committees and Boards of Management for the incredible commitment they show to education and training and the important governance aspect of our work.

The Service Plan for 2022 sets out our ambitious plans. I hope and trust that by the end of this year and by working well together across WWETB we will have once again delivered upon our commitments in this plan.

A handwritten signature in black ink that reads "Kevin Lewis".

Kevin Lewis

Chief Executive

### 3.Profile/Background of WWETB

Waterford and Wexford Education and Training Board (WWETB) was established on 1 July 2013. It officially incorporated SOLAS Training Centres in Waterford and Wexford to its range of services on 1 July 2014. Since then, WWETB has been providing a comprehensive range of education and training services throughout Waterford and Wexford and it is the largest education and training provider across both counties through Primary-level education, Second-level Colleges, Further Education Colleges, Further Education and Training Centres, an Outdoor Education and Training Centre, and Youth Services delivering education and training programmes. With over 1,700 staff WWETB is also a significant employer in the South-East and prides itself on being an employer of choice for prospective employees.

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

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

The new Board of WWETB held its first meeting in September 2019, having elected 21 members, including representatives from Waterford City and County Council, Wexford County Council, staff representatives, parent representatives, and representatives from bodies specified by the Department of Education. Following this election and the subsequent formation of new committees under Sections 44 and 45 of the ETB Act, governance training has taken place for the Board and for the 'Finance' and 'Audit and Risk' Committees.

### 3.1 Geographical Map of WWETB



### 3.2 Location of WWETB Services

WWETB Locations 2022	
<b>Community National School</b>	
Kilnamanagh Community National School, Wexford	
<b>Post Primary and PLC Education</b>	
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) *PLC Only*	
<b>Further Education and Training Centres*</b>	
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
<b>Training Centres</b>
Kilcohan Training Centre
Waterford Training Centre
Wexford Training Centre
<b>Outdoor Education and Training</b>
Shielbaggan Outdoor Education and Training, Wexford
<b>Youthreach Centres</b>
Dungarvan Youthreach, Waterford
Enniscorthy Youthreach, Wexford
Gorey Youthreach, Wexford
New Ross Youthreach, Wexford
Subla Youthreach, Waterford City
Waterford Youthreach
Wexford Youthreach
<b>Administrative Offices</b>
Ardcavan, Wexford
Dungarvan, Waterford
Waterford Training Centre
<b>Community Schools (where WWETB are joint patrons)</b>
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

### 3.3 The Regional Perspective Update

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. Progress within some programmes of work continues to be impacted by the restrictions but on the whole 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. Certain challenges remain however, most notably the need for continued significant investment in technology.

As 2022 unfolds there is a new sense of optimism and much to look forward to. The announcement in November 2021 that the south east is to get its first university has been warmly welcomed in the region. IT Carlow and WIT will become a technological university in 2022. WWETB is delighted to nurture partnerships with both the Institute of Technology, Carlow and Waterford institute of Technology. These existing partnerships will enhance the opportunities to work together as the new Technological University of the Southeast begins to take shape.

**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 on a 16-acre site.
- 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.
- New Further Education and Training College of the Future 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 WIT College Street site when those facilities are vacated by the new Technological University of South-East Ireland.
- 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).
- Other smaller projects include an extension to Kilnahanagh Community National School, a new Youthreach Centre in Gorey, a new Further Education and Training Centre in Tramore, a new Gorey Institute of Further Education and a large extension to the present Further Education and Training Centre in Enniscorthy.

WWETB is well placed to respond to the needs and challenges identified across counties Waterford and Wexford in relation to educational attainment, lifelong learning, work readiness, access to employment, social inclusion and sustainable communities. WWETB is represented on and works closely with steering committees and sub-committees of Local Community Development Committees (LCDCs) in Waterford and Wexford, Ireland South-East Development, and South-East Regional Skills Forum. We also liaise closely with industry through membership of Chambers of Commerce and IBEC. Our Service to Business Unit supports hundreds of employers. WWETB is delighted to nurture partnerships with both the Institute of Technology, Carlow and Waterford institute of Technology. These existing partnerships will enhance the opportunities to work together as the new Technological University of South-East Ireland begins to take shape.



## 4. Strategy Statement

### 4.1 Vision, Mission, Strategic Goals

WWETB is in the final year of its five-year Strategy, 2018-2022. The process involved consultations with internal and external stakeholder groups, including staff, Boards of Management, parents and external bodies.

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

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



#### VISION

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



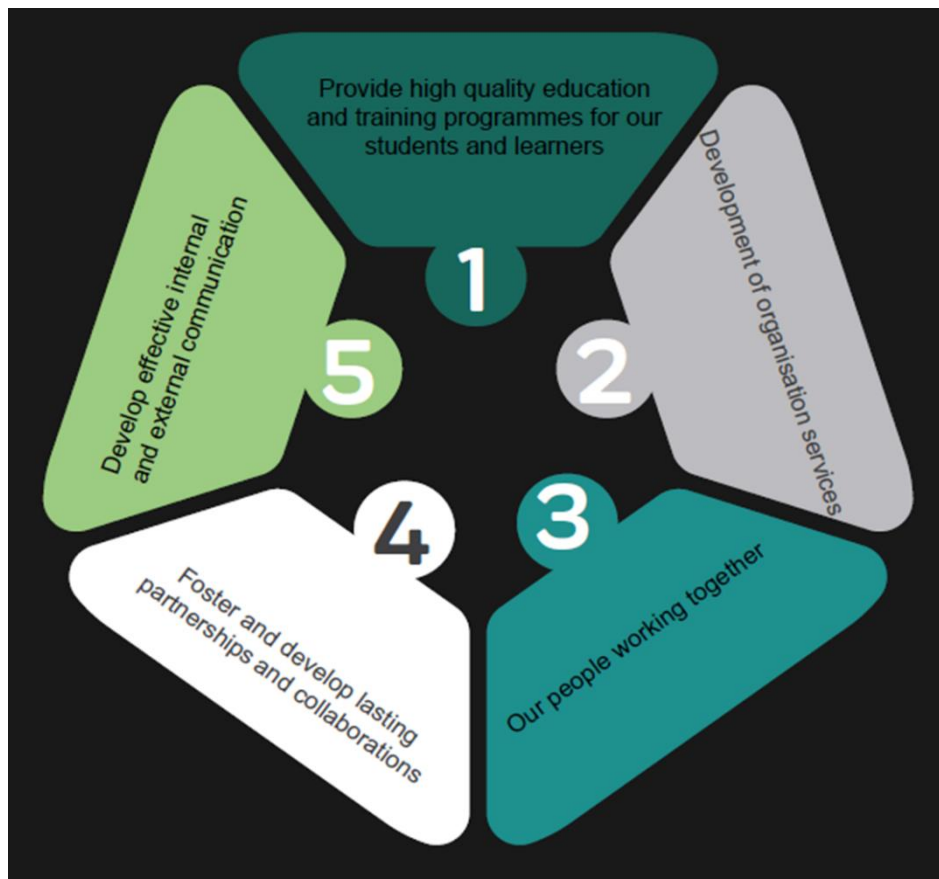
#### MISSION

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

### 4.2 WWETB Strategic Goals

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

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



**WWETB Strategic Goals**

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

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

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

### 4.3 Implementation and Monitoring Provisions

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

The Implementation Plan is broken down into 4 phases:

- 1) Planning Phase

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



### Phase 1: Planning Phase

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

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

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

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

The Planning phase takes place on an annual basis.

### Phase 2: Review Phase

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

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

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

### Phase 3: Evaluation Phase

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

### Phase 4: Reporting Phase

As per our obligations under the ETB Act of 2013 and the Code of Practice for the Governance of ETBs, WWETB 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 2022:

### 5.1 Primary, Post Primary, PLC Colleges and Community National Schools

WWETB is patron and managing authority of one Community National School (CNS), 12 post-primary schools and 1 College of Further Education. WWETB will continue to provide educational, financial, human resource, ICT and building advice and support to each of these schools in addition to support for their overall governance and management. WWETB is also co-patron with a religious order for three community schools in Waterford and Wexford and will continue to work with co-patrons and local boards of management in the development and implementation of policies.

During 2021 WWETB schools appointed an Ethos Coordinator and established Ethos Leadership teams in all schools to raise awareness of the core values of ETB schools across the network and the region. Kennedy College, New Ross is a pilot school for using the SSE framework for this work in association with Education and Training Boards Ireland (ETBI) and Dublin City University (DCU). Training will continue throughout 2022 culminating with the launch of the Patron's Framework in all of our post-primary schools.

There has been much evidence of our commitment to the core value of excellence in education in all our schools during a very challenging 2021 and this will continue into 2022. WWETB will support all schools to further develop their digital learning platforms and plans, with regular Professional Learning and Development (PLD) being provided to school staff. Additional funding to mitigate against educational disadvantage has been allocated to schools in addition to existing Information and Communications Technology (ICT) grant funding. WWETB will continue to promote Science, Technology, Engineering and Mathematics (STEM) subjects through projects and grant support, including a WWETB Science journal. A broad range of Communities of Practice are at various stages of development and growth.

Coláiste an Átha and St Paul's Community College are pilot schools for the ETBI provision mapping programme in association with Mary Immaculate College, Limerick. An Inclusion Coach has been appointed and will be trained to support schools to undertake this work, ensuring that the resources and supports being made available to students in schools are appropriate to their needs. This complements the previous work of the Special Educational Needs Coordinator (SENCO) Community of Practice and the WWETB Inclusion Policy developed by that group. This work bears testament to the commitment to our core value of equality in all WWETB schools.

Training for Boards of Management will be provided through a hybrid model - some general sessions on wider topics through the ETB and ETBI and school specific updates to be delivered at board of management meetings.

The Senior School Leadership programme which commenced in 2021 working with principals and deputy principals will continue into 2022 and it is planned to develop programmes and supports for Middle Leaders in all WWETB schools.

The challenges experienced by schools during the COVID-19 pandemic were very significant. It is hoped that during 2022 we can re-engage and revitalise the strategic planning work in schools and find ways of supporting the students most severely impacted by the interruptions to normal school life. It is also hoped that the capacity built in schools during this period will enhance all school development work.

**Enrolment for Post Primary and PLC Colleges:**

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 Community 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
<b>Total College Enrolments</b>	<b>5,335</b>	<b>1,067</b>

**Enrolment for Community National Schools:**

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

## 5.2 Further Education and Training

### Statement of Services – Further Education and Training 2022



Further Education and Training in Waterford and Wexford is provided through our 16 service programmes which are delivered in over 25 locations, as well as many community settings. In determining what provision is offered and to whom, cognisance is taken of the values that drive our beliefs about Further Education and Training and the transformative role that it can play in peoples' lives.

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

FET provision has and continues to be affected by the current pandemic crisis which necessitated delayed start and finish dates to many of our courses and, in some provision, move to online and blended delivery in all of our programmes. This has been achieved in cooperation with our dedicated FET staff. It is expected that a return to full in-centre delivery will happen in early 2022.

The FET division in WWETB will continue to improve the quality of its existing services, will provide additional provision in communities where need is greatest and will improve the buildings in which its services are provided.

**Further Education and Training 2022 Programmes**

<b>Programmes</b>	<b>Total Courses</b>	<b>Learners</b>
Adult Literacy Groups	636	2338
Apprenticeship Training	77	1255
Blended Training	16	47
Bridging and Foundation Training	17	85
Back to Education Initiative Groups (BTEI)	229	1049
Community Education	293	2089
Community Training Centres	22	2052
English for Speakers of Other Languages (ESOL)	326	1628
Evening Training	224	626
FET Cooperation Hours	4	140
Local Training Initiatives	39	366
Refugee Resettlement	8	79
Skills for Work	51	178
Skills to Advance	231	965
Specialist Training Providers	15	111
Specific Skills Training	35	236
Traineeship Training	39	240
Vocational Training Opportunities Scheme (VTOS)	153	548
Youthreach	49	478
<b>Total</b>	<b>2,464</b>	<b>14,510</b>



### 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 three full time Youth Officers and two 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, with an additional two projects due to start in 2022. 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. The new Strategy Statement 2023-2027 will be developed during 2022 and will involve an extensive consultation process across the organisation and with external stakeholders. This work will culminate in the development of a number of work programmes across agreed themes. The Strategy Statement will be presented to the WWETB Board for approval in January 2023.

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

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

### 1. Human Resources

During 2021, a HR Review was conducted and the transition to the new HR structure has begun. The review concentrated on the following areas:

- Examining and evaluating the current HR provision in terms of structure, processes, procedures, functions and efficiency in accordance with the needs of the organisation
- Identifying the factors that contribute to or hinder the provision of a high performing HR function
- Proposed amendments to systems/procedures/processes to support the advancement of the current HR function
- Recommendations on future training and development needs including and not limited to anticipated service needs in the future, anticipated changes to HR practice in the future, anticipated changes to legislation, and inclusion of other relevant professionals.

The new team structure is as follows:

1. Recruitment and Onboarding
2. Pay and (Statutory) Leave (including family friendly schemes)
3. Culture and Engagement

A number of staff have availed of the new Professional Learning and Development policy to support their ongoing professional development in the area of HR.

Continued preparation for the implementation of payroll shared services remains a critical component of work for the HR team in 2022 and a number of projects will be completed within the year to ensure readiness for the move to shared services in early 2023.

### 2. Finance

Much development work was undertaken by the Finance team in 2021 and will continue into 2022. In particular, planning is ongoing for the integration to one financial system. 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. The Finance team will also support the completion of Phase II of the Part-time teacher online claim form process. The transition to Learner Payment Shared Services (for Youthreach and Vocational Training Opportunities Scheme (VTOS) learners) will also be progressed.

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

### **3. Corporate Services**

A main priority for Corporate Services in 2022 remains the implementation of appropriate corporate governance across WWETB. The Corporate Services team will also prioritise the development of an ICT Strategy, encompassing the Technology Enhanced Learning strategy and the Digital Learning in Our Schools Strategy.

There are a number of priority building programmes underway, spanning our schools and FET provision. It is a priority for the buildings team to align its structure to meet the needs of these extensive building's programmes.

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

The development of an Intranet site in 2021 was a significant move forward in our ability to engage with internal staff members. Throughout 2022, it will be a priority to ensure that the content within the intranet is up-to-date and useful. We will work with a number of content owners from across the organisation in this regard. The WWETB website is in the final stages of development and will be delivered in 2022, with a focus on engaging with potential learners and our existing communities.

WWETB signage for all schools and centres remains a priority and the signage will be updated on our Schools and FET Centres throughout 2022. A new Communications and Marketing work programme will be developed and agreed with the Communications and Marketing Steering Group before end 2022.

WWETB has initiated an *Energy and the Environment* programme, following the partnership with SEAI, that WWETB entered into in 2020. In 2022, we will build awareness campaigns around energy and the environment, to include climate change and sustainability. A number of energy audits will also be carried out on our schools and centres in this regard, and we will seek out new partnerships to support our work programme.

### **4. Music Generation**

The Music Generation programmes in Wexford and Waterford have been significantly impacted by Covid-19 and continue to work hard to deliver programmes around the current limitations. Online programmes will continue to be used to augment face-to-face teaching.

A number of initiatives have been outlined in the work programmes for the year. In particular, we will continue to engage with our partners, Wexford County Council and Waterford City and County Council, to ensure that the programmes have the support required to build momentum across the two counties. Local Music Education Partnerships will become an important part of the governance structure for the programmes locally – in Wexford and Waterford – and these partnerships will represent the various stakeholders across the counties that work with us to ensure that there is access to the highest quality music performance education for all children and young people in the Southeast.

## 6. Statement of Services 2022

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

Goal	Priority	Action	Performance Indicator	Target
Optimise Student/Learner Experience	Provide a positive learning experience for all learners, including learners from marginalised groups	<ul style="list-style-type: none"> <li>- Magenta principles CPD to continue remotely. Focus on development of a core team of Magenta Lead practitioners. 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.</li> <li>- SNA training needs to be reviewed</li> <li>- 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, St. Pauls Waterford, Coláiste Abbáin, Kennedy College and Coláiste an Átha</li> </ul>	<ul style="list-style-type: none"> <li>- All eligible schools represented in the core Lead Magenta Practitioner Team and attend training sessions during the year.</li> <li>- SNAs to engage in CPD for AY21/22.</li> <li>- Wexford post-primary school – Stage 1 approval received from Dept. of Education. Bridgetown College – Stage 2b planning approved and construction contractor tendering in process. Bunclody VC Stage 2b planning approved and construction</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers engaging with the programme based on their needs as individual practitioners and the needs of their school.</li> <li>- Increase in the sharing and uploading of resources on the relevant platforms.</li> <li>- Sharing of activities/resource materials on the Staff Hub.</li> <li>- SNAs to engage in CPD tailored to their needs</li> </ul>

		<ul style="list-style-type: none"> <li>- Progress the partnership with Wexford County Council to relocate Shielbaggan OETC to Carrigfoyle Lake at Forth Mountain, Wexford.</li> <li>- Delivery of a new training kitchen in FETC Bunclody.</li> <li>- Additional devices to be made available to learners where requested</li> <li>- WWETB workplan to be developed by FET Access and Inclusion officer in consultation with internal and external stakeholders.</li> </ul>	<p>contractor tendering in process. St Declan's project approval for new school obtained from Dept. of Education.</p> <ul style="list-style-type: none"> <li>- St. Paul's project approval for new school obtained from Dept. of Education. Meánscoil San Nioclás – contractors appointed. Construction Started</li> <li>- Coláiste Ábbain Project approval for new extension obtained</li> <li>- Coláiste an Átha Project approval for new extension obtained</li> <li>- Kennedy College Dept approval for Extension SEN provision obtained.</li> <li>- MOU in place for interim phase of Carrigfoyle Lake project with Wexford County Council. Cost allocation model agreed. Boathouse in place and some activities taking place from new location.</li> <li>- New training kitchen in operation in FETC Bunclody.</li> <li>- Devices made available to learners</li> <li>- WWETB workplan issued. Regular reports prepared.</li> </ul>	<ul style="list-style-type: none"> <li>- Boathouse built and kayaking and mountain biking taking place at Carrigfoyle Lake.</li> <li>- New training kitchen in Bunclody in operation</li> <li>- Devices made available to learners</li> <li>- WWETB workplan issued. Regular</li> </ul>
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		<ul style="list-style-type: none"> <li>- Continue to support the Irish-language ethos of Meánscoil San Nioclás and its participation in the Gaeltacht School Recognition Scheme.</li> </ul>	<ul style="list-style-type: none"> <li>- All promotional items linked to the ethos of Meánscoil San Nioclás will be printed in Irish.</li> </ul>	<p>reports prepared.</p> <ul style="list-style-type: none"> <li>- Practice of printing all promotional items relating to our ethos printed in Irish</li> </ul>
	Provide a broad-based curriculum	<ul style="list-style-type: none"> <li>- Promotion of the National Biodiversity Centre modules as potential short courses</li> <li>- Survey of short courses that are currently on offer in our schools</li> </ul>	<ul style="list-style-type: none"> <li>- Provide opportunities for teachers from across schools to meet and share</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced variety on offer, if required.</li> </ul>
	Implement Quality Assurance systems	<ul style="list-style-type: none"> <li>- Nominate a teacher representative from a WWETB school to ETBI committee for Patron's Short Course.</li> <li>- Provide BOM training on Teaching and Learning.</li> <li>- Implementation of the actions arising from the QQI Institutional Review that took place during 2021. Recommendations reviewed and implementation plan prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Nominated teacher will attend meetings with ETBI and report back to Ethos Community of Practice and the Director of Schools.</li> <li>- Director of Schools will provide information to school principals on the ETBI resource on Teaching &amp; Learning for Boards of Management.</li> <li>- Final QQI Report issued. Identified recommendations actioned</li> </ul>	<ul style="list-style-type: none"> <li>- WWETB will influence the development of the Patron's short course.</li> <li>- Each Board of Management will consider the school curriculum using the ETBI BOM training resource, Looking at Our Schools 2016 and the Characteristic Spirit (Ethos) Statement.</li> <li>- Recommendations from QQI report actioned.</li> </ul>

	Support students/learners at risk of educational disadvantage in line with current national policy	<ul style="list-style-type: none"> <li>- DEIS schools plan and deliver supports in accordance with DEIS framework. All schools will provide supports insofar as resources allow.</li> <li>- Workplan to be developed by FET Access and Inclusion Officer in consultation with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>- Schools continue to work towards targets as outlined in their DEIS/SIP plans.</li> <li>- Plan issued. Regular reports prepared.</li> </ul>	<ul style="list-style-type: none"> <li>- DEIS plans monitored and reviewed as necessary.</li> </ul>
	Provide guidance and counselling services	<ul style="list-style-type: none"> <li>- Continued engagement with guidance counsellors Community of Practice</li> <li>- Additional Guidance provision to support work of TUSLA in the Southeast</li> </ul>	<ul style="list-style-type: none"> <li>- 3 meetings per year</li> <li>- Guidance counsellor appointed.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of a Whole School Guidance Policy</li> <li>- Guidance Counsellor in place.</li> </ul>
	Provide high quality learning/training facilities	<ul style="list-style-type: none"> <li>- 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, St. Pauls Waterford, Coláiste Abbáin, Kennedy College and Coláiste an Átha</li> </ul>	<ul style="list-style-type: none"> <li>- Wexford post-primary school – Stage 1 approval received from Dept. of Education. Bridgetown College – Stage 2b planning approved and construction contractor tendering in process. Bunclody VC Stage 2b planning approved and construction contractor tendering in process. St Declan's project approval for new school obtained from Dept. of Education.</li> <li>- St. Paul's project approval for new school obtained from Dept. of Education. Meánscoil San Nioclás – contractors appointed. Construction Started</li> </ul>	<ul style="list-style-type: none"> <li>- Priority projects progressed.</li> </ul>

		<ul style="list-style-type: none"> <li>- Progress the partnership with Wexford County Council to relocate Shielbaggan OETC to Carrigfoyle Lake at Forth Mountain, Wexford.</li> <li>- Delivery of a new training kitchen in the Further Education and Training Centre in Bunclody.</li> <li>- Gorey Youthreach facility to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>- Coláiste Ábbain Project approval for new extension obtained</li> <li>- Coláiste an Átha Project approval for new extension obtained</li> <li>- Kennedy College Dept approval for Extension SEN provision obtained.</li> <li>- MOU in place for interim phase of Carrigfoyle Lake project with Wexford County Council. Cost allocation model agreed. Boathouse in place and some activities taking place from new location.</li> <li>- New training kitchen in operation in Further Education and Training Centre in Bunclody.</li> <li>- Gorey Youthreach opened to learners.</li> </ul>	<ul style="list-style-type: none"> <li>- Boathouse built and kayaking and mountain biking taking place at Carrigfoyle Lake</li> <li>- New training kitchen in Bunclody in operation.</li> <li>- Gorey Youthreach centre in operation</li> </ul>
	Promote and develop outdoor education	<ul style="list-style-type: none"> <li>- Progress the partnership with Wexford County Council to relocate Shielbaggan Outdoor Education and Training Centre at Forth Mountain, Wexford.</li> </ul>	<ul style="list-style-type: none"> <li>- MOU in place for interim phase of Forth Mountain project with Wexford County Council. Cost allocation model agreed. Boathouse in place and some activities taking place from new location.</li> </ul>	<ul style="list-style-type: none"> <li>- Partial relocation of Outdoor Education and Training Centre and additional programmes underway.</li> </ul>
	Plan for changing demographics	<ul style="list-style-type: none"> <li>- Continue to engage with Dept. of Education on additional permanent accommodation requirements for schools as identified in demographic analysis and/or building deficits</li> </ul>	<ul style="list-style-type: none"> <li>- Wexford post-primary school – Stage 1 approval received from Dept. of Education.</li> </ul>	<ul style="list-style-type: none"> <li>- Post primary facilities on target for delivery within</li> </ul>



		<ul style="list-style-type: none"> <li>- New post-primary school in Wexford to cater for demand.</li> <li>- Proposal to extend St. Paul's Waterford to a 1000 student school.</li> <li>- Extension for Coláiste Ábbain to cater for increased enrolments.</li> <li>- Extension for St. Declan's, Kilmacthomas to cater for increasing enrolments.</li> </ul>	<ul style="list-style-type: none"> <li>- St. Paul's project approval for new school obtained from Dept. of Education</li> <li>- Approval for extension of existing facilities in Coláiste Ábbain</li> <li>- Approval for extension of existing facilities in St. Declan's, Kilmacthomas</li> </ul>	<p>agreed timeframes</p> <ul style="list-style-type: none"> <li>- Post primary facilities on target for delivery within agreed timeframes</li> </ul>
	Engage effectively with employers	<ul style="list-style-type: none"> <li>- Increase number of Phase 2 apprentices in WWETB centres with the addition of (3 additional courses, following consultation)</li> </ul>	<ul style="list-style-type: none"> <li>- Increased numbers in existing WWETB centres.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of apprentices in existing centres</li> </ul>
	Provide and develop traineeship and apprenticeship programmes	<ul style="list-style-type: none"> <li>- Hairdressing apprenticeship to commence in Enniscorthy Community College</li> </ul>	<ul style="list-style-type: none"> <li>- Apprenticeship commenced</li> </ul>	<ul style="list-style-type: none"> <li>- Hairdressing apprenticeship in place</li> </ul>
	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"> <li>- Annual review and audit of child safeguarding statement and associated risk assessments carried out.</li> <li>- Child safeguarding inspections – assisting in monitoring the process in schools.</li> <li>- Child Protection Oversight Report Training for Boards of Management completed by school principals</li> <li>- Review of Child protection practices in FET centres</li> </ul>	<ul style="list-style-type: none"> <li>- Annual review and audit carried out by Boards of Management.</li> <li>- Safeguarding inspections in schools.</li> <li>- Child Protection Oversight Report (CPOR) training for Boards of Management undertaken</li> <li>- Audit to be completed in 2022.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintaining standards that are in place.</li> <li>- Safeguarding inspections undertaken.</li> <li>- CPOR Training for Boards of Management completed.</li> <li>- Audit completed in FET Centres.</li> </ul>

		<ul style="list-style-type: none"> <li>- Adult Safeguarding procedures implemented across WWETB</li> </ul>	<ul style="list-style-type: none"> <li>- Staff resource identified to support implementation of Adult Safeguarding procedures across WWETB</li> </ul>	<ul style="list-style-type: none"> <li>- Resource in place</li> </ul>
	Priorities STEM/STEAM in schools	<ul style="list-style-type: none"> <li>- WWETB will continue to partner with Wexford County Council in the WEXSCI Science Week festival.</li> <li>- Post Primary science journal developed which will contain projects funded as part of the WEXSCI festival in 2020 and 2021.</li> <li>- Engagement with the FabLab in Enniscorthy and New Ross will continue with both primary and post primary schools.</li> <li>- WWETB 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.</li> <li>- WWETB Science Research Grant established</li> <li>- WWETB continue to partner with the National Biodiversity Data Centre in the roll out of the All-Ireland Pollinator plan.</li> <li>- WWETB will partner with CALMAST for Science Week 2022</li> <li>- WWETB is committed to supporting the work of CALMAST in the development of a hub and</li> </ul>	<ul style="list-style-type: none"> <li>- Roll out of the National Biodiversity Data Centre modules on 1) Citizen Science Explore shore and 2) Hedgerows for Leaving Cert Biology Ecology</li> <li>- Science Research Grant for Schools continues</li> <li>- Science research Journal published</li> <li>- Areas designated for growth of pollinator plants</li> <li>- A series of events taking place across WWETB for Science Week</li> <li>- Engagement in discussions organised by CALMAST</li> </ul>	<ul style="list-style-type: none"> <li>- Increased uptake from schools and centres</li> <li>- Increased number of applications for the grant</li> <li>- Submissions from a representative sample from schools, FET.</li> <li>- Roll out in a number of Youthreach centres and schools.</li> <li>- A series of events taking place across WWETB for Science Week</li> <li>- Engagement with CALMAST</li> </ul>

		cluster model for STEM engagement across the South East.		to encourage Increased engagement with STEM across WWETB schools and centres
	Provide high quality ICT learning supports in schools/centres	<ul style="list-style-type: none"> <li>- Development and implementation of ICT strategy for the organisation.</li> <li>- Review and update of TEL strategy as part of ICT Strategy for WWETB.</li> </ul>	<ul style="list-style-type: none"> <li>- ICT Strategy developed, along with plan for implementation.</li> <li>- TEL Strategy reviewed and updated as part of the ICT Strategy</li> </ul>	<ul style="list-style-type: none"> <li>- ICT Strategy agreed and implementation plan developed</li> </ul>
Staff Support	Recruitment and retention of staff	<ul style="list-style-type: none"> <li>- New HR structure in place in 2022, including Recruitment and Onboarding team, with two team leads and dedicated recruiters.</li> <li>- Support the design and roll-out of the new re-Recruitment system, for implementation in WWETB with the transition to Payroll shared services.</li> <li>- Induction programme for WWETB developed and implemented.</li> <li>- WWETB will continue to ensure that all of the recruitment processes for Meánscoil San Nioclás are completed through the medium of Irish; application forms, Interview documentation, interview panels and follow up letters of offer/refusal are all provided in Irish.</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment and Onboarding team in place, led by two team leads.</li> <li>- E-Recruitment system developed by ESBS and ready for implementation.</li> <li>- Induction programme in place.</li> <li>- Recruitment processes for Meánscoil San Nioclás all completed through the medium of Irish</li> </ul>	<ul style="list-style-type: none"> <li>- Streamlined recruitment and onboarding process in place and communicated to all stakeholders.</li> <li>- Recruitment processes for Meánscoil San Nioclás all completed through the medium of Irish</li> </ul>
	Support staff in ongoing professional development	<ul style="list-style-type: none"> <li>- PLD policy in place for all staff.</li> <li>- Learning contract for PLD implemented - signed agreement in place between the staff member and the organisation.</li> <li>- Applications processed for fee refunds.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of PLD programme in WWETB.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff completing PLD courses to support the work of WWETB.</li> </ul>

	Support and develop high quality leadership in the ETB	<ul style="list-style-type: none"> <li>- Continue the Supporting School Leadership Programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of programme by all School Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>- CL003/2018 is consistently implemented in WWETB schools with regard to the leadership of Middle Management teams.</li> </ul>
	Promote awareness of health and safety	<ul style="list-style-type: none"> <li>- Health and Safety programme in place for Schools and FET Centres audits, beginning in 2022, including process agreed between Buildings, H&amp;S teams and SMT with regard to follow up on audit recommendations and Health and Safety concerns.</li> <li>- FAR, Safety Warden, Lead Worker Representative and Safe Operating Procedures training in place</li> <li>- Risk Registers completed for practical rooms in Schools</li> <li>- Development of new Health and Safety templates for use by Managers, including Accident Report form, recording of Near Accidents and Misses</li> <li>- Site-specific H&amp;S Committees in place</li> </ul>	<ul style="list-style-type: none"> <li>- Audits completed and reports disseminated to schools, centres and offices.</li> <li>- FAR, Safety Warden, Lead Worker Representative and Safe Operating Procedures training completed, and database of names maintained by Safety Office.</li> <li>- Training completed for teachers of practical subjects and risk registers completed for practical classrooms.</li> <li>- New templates developed and disseminated to Managers and staff</li> <li>- H&amp;S Committees in place in all WWETB Centres, Schools and offices</li> </ul>	<ul style="list-style-type: none"> <li>- All school and centre Health and Safety audits completed.</li> <li>- FAR, Safety Warden, Lead Worker Representative and Safe Operating Procedures training completed and database up to date.</li> <li>- Risk Registers in place for all practical classrooms.</li> <li>- New templates in operation for Accidents, Incidents and Near Misses.</li> <li>- H&amp;S Committees in place in all WWETB</li> </ul>

				Centres, Schools and offices.
	Provide a positive and supportive work environment	- Development of Wellbeing programme for staff	- Wellbeing programme in place for staff	- Staff engaging in Wellbeing programme
	Support staff wellbeing	- Safety, Health and Welfare Committee in Head Office, Ardcavan, 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).	- All schools to pilot initiatives regarding wellbeing of staff with the school and feedback sought from staff as to the impact of the initiatives on school culture and staff morale.	- Pilot initiatives taking place across WWETB in 2022, co-ordinated by a cross-functional working group.
Governance	Attendance Rates at Board meetings	- 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	- Self-assessment questionnaire carried out, 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 made by the board in consultation with committee chairs. External members of committees selected in order to 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	- Board members 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 provided on time to Board
	Self-Assessment by Finance and Audit & Risk Committees	- Self-assessment exercise completed annually by the Audit and Risk Committee and the Finance Committee as required under the Code of Practice for the Governance of ETBs.	- Self-assessment exercise completed annually by Finance and Audit & Risk Committees	- Self-assessment exercises completed annually

	Staff Development	<ul style="list-style-type: none"> <li>- Appointment of Finance Manager as the training manager for Finance team</li> <li>- Training needs analysis in financial management carried out on an annual basis Training programme on financial management developed and implemented</li> <li>- Following the successful completion of Gaelchultúr courses, level 4-6, by 4 members of WWETB's senior management team this course will now be made available to additional staff members.</li> <li>- WWETB will continue to support teaching staff in Meánscoil San Nioclás by providing financial support for pursuit of courses pertinent to teaching subjects through Irish.</li> </ul>	<ul style="list-style-type: none"> <li>- Finance Manager fulfilling the role as training manager for Finance team and training programme scoped and implemented</li> <li>- Key members of WWETB Senior Management team are proficient in Irish and can offer support to Meánscoil San Nioclás' staff as needed</li> <li>- Financial supports made available for training courses through Irish</li> <li>- Roll out of courses through Gaelchultúr offered to additional staff members.</li> </ul>	<ul style="list-style-type: none"> <li>- Training manager in place and training programme implemented</li> <li>- Support provided to staff in Irish as needed</li> <li>- Financial supports in place for staff courses through Irish</li> <li>- Additional staff members available to offer support through Irish to Meánscoil San Nioclás' staff.</li> </ul>
	Departmental reporting deadlines	<ul style="list-style-type: none"> <li>- Reporting deadlines set by the Department adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>- Dept. of Education reporting deadlines met</li> </ul>	<ul style="list-style-type: none"> <li>- Dept. of Education reporting deadlines met</li> </ul>
	Risk Management Policy	<ul style="list-style-type: none"> <li>- Process designed to identify and address significant risks involved in achieving an entity's outcomes. The Board supported by the Audit and Risk Committee in this regard.</li> </ul>	<ul style="list-style-type: none"> <li>- Risk management and business plan implemented and process for identifying and addressing risk agreed</li> </ul>	<ul style="list-style-type: none"> <li>- Risk management and business plan implemented and process for identifying and addressing risk agreed</li> </ul>
	Internal Controls	<ul style="list-style-type: none"> <li>- Adequate assurance that specified controls are operating as intended received by the Board.</li> </ul>	<ul style="list-style-type: none"> <li>- Assurance received by the Board that specified controls are in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Internal controls in place and</li> </ul>

				Statement on Internal Controls approved by the Board.
	Develop organisational structures and systems to meet the changing needs of the organisation	<ul style="list-style-type: none"> <li>- Work with the Dept. of Education to identify appropriate organisation structures for WWETB to meet the changing needs of the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>- Organisation structures agreed with Dept. of Education and appropriate level of resources in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Organisation structures agreed with Dept. of Education and appropriate level of resources in place</li> </ul>
	Effectively manage finances and risk	<ul style="list-style-type: none"> <li>- Implement risk management systems and financial management systems as per Code of Practice for the Governance and ETBs and as per agreement with the Dept. of Education</li> </ul>	<ul style="list-style-type: none"> <li>- Risk management and financial management procedures in place and operating effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Risk management and financial management procedures in place and operating effectively</li> </ul>
	Efficiently use resources	<ul style="list-style-type: none"> <li>- Development of frameworks for ensuring efficiency with regard to procuring of goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of frameworks, where frameworks do not currently exist (e.g. HR recruitment agencies).</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to reduce the level of non-compliance with regard to procurement in WWETB, to a level below €500k.</li> </ul>
	Communicate effectively	<ul style="list-style-type: none"> <li>- Develop communications strategy and associated work programme for WWETB, in line with organisation's strategy 2023-2027.</li> <li>- Continue to promote the use of Irish in communications, in particular with Meánscoil San Nioclás</li> </ul>	<ul style="list-style-type: none"> <li>- Communications plan developed and implementation plan agreed</li> <li>- Communications between CE and Meánscoil San Nioclás conducted through Irish</li> <li>- Communications between WWETB Financial Head Office</li> </ul>	<ul style="list-style-type: none"> <li>- Communication s plan developed and implementation plan agreed</li> <li>- All pertinent communications</li> </ul>

			<p>and Meánscoil San Nioclás are conducted through Irish</p> <ul style="list-style-type: none"> <li>- All WWETB appointed members to the BOM of Meánscoil San Nioclás can work efficiently through the medium of Irish</li> </ul>	<p>, including financial reporting, with Meánscoil San Nioclás are sent in Irish</p>
	Develop Service Level agreements with external stakeholders	<ul style="list-style-type: none"> <li>- Develop MOU with Wexford County Council in respect of the interim phase of OETC's move to Forth Mountain and development of facilities at the new location.</li> </ul>	<ul style="list-style-type: none"> <li>- MOU developed between Wexford County Council and WWETB for the interim phase of relocation to Forth Mountain.</li> </ul>	<ul style="list-style-type: none"> <li>- MOU signed with Wexford County Council in respect of partnership at Forth Mountain.</li> </ul>
	Ensure effective data protection	<ul style="list-style-type: none"> <li>- Refresher training on GDPR for schools and centres.</li> </ul>	<ul style="list-style-type: none"> <li>- Training completed for schools and centres regarding GDPR.</li> </ul>	<ul style="list-style-type: none"> <li>- All schools and centres understand their obligations with regard to GDPR.</li> </ul>
	Engage effectively with stakeholders and develop partnerships	<ul style="list-style-type: none"> <li>- Continue to engage with Third Level institutions in relation to progression opportunities for WWETB learners</li> <li>- Engage with WIT to encourage possible offering of courses to facilitate the training of post-primary qualified teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Signing of MOUs with individual Colleges</li> <li>- WWETB discussions initiated with relevant WIT staff</li> </ul>	<ul style="list-style-type: none"> <li>- Signing of MOUs with individual Colleges</li> <li>- WWETB discussions initiated with relevant WIT staff</li> </ul>
	Follow best practice in procurement	<ul style="list-style-type: none"> <li>- Implementation of Corporate Procurement Plan.</li> <li>- Training/Information/Understanding/Engagement in line with new P2P system.</li> <li>- Reinforcing policy and responsibilities of managers with regard to proper procurement practices.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan developed and implemented for delivery of information sessions to all staff engaged with procurement in WWETB.</li> <li>- P2P system implemented.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of procurement requirements understood by all managers.</li> </ul>



				- Levels of non-compliance minimal.
	Ensure compliance with statutory and regulatory requirements	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.</li> <li>- Adherence to reporting deadlines set by the Dept. of Education.</li> </ul>	<ul style="list-style-type: none"> <li>- Governance training completed, codes of conduct signed, and ethics declarations completed and submitted.</li> <li>- Regular communication with Board members to indicate their obligations to attend Board meetings.</li> <li>- Reporting deadlines adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>- Governance training completed.</li> <li>- Good attendance by all Board members at Board meetings.</li> <li>- To meet all reporting deadlines for Dept. of Education.</li> </ul>
	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary schools 2017	- Ensure that schools are aware of revised template forms for Child Protection procedures to be used from end January 2022.	- All schools to use the updated DE Child Protection procedures templates as required from end January 2022.	- Correct template forms in use.
Protection Programmes	Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.	- Appropriate management structure in place in EROC centre.	- Post of responsibility appointed to EROC centre.	- Post of responsibility appointed to EROC centre.

In addition to the above nationally agreed goals and priorities, the following specific strategic priorities for WWETB will be either commenced or delivered during 2022 to ensure advancement of the overall Strategy Statement.

## Strategic Goal 1

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

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

Strategic Action	2022 Action	Key Performance Indicator
<p>1.1.1 Embed modern, progressive teaching, learning, and instruction methods including blended learning methodologies and technologies and formative instructive practices.</p>	<ul style="list-style-type: none"> <li>- Continuing Professional Development for teachers through the provision of the Magenta Principles programme, delivered remotely. Additional bespoke training for 'Magenta lead person' in each school.</li> <li>- Further development of a Digital Magenta Hub of resources.</li> <li>- Roll out of the National Biodiversity Data Centre modules on 1) Citizen Science Explore shore and 2) Hedgerows for Leaving Cert Biology Ecology</li> <li>- Ethos Coordinator to present to relevant Communities of Practice such as Guidance Counsellors and Special Educational Needs Coordinators</li> <li>- Coordinate a Celebrating Core Values Week in WWETB post-primary schools and Kilnarnagh Community National School.</li> <li>- Embed digital skills of teachers and students developed and enhanced during periods of remote teaching and learning into general classroom practice where they provide opportunities to enhance learning.</li> <li>- Integrate the Virtual Reality training with the NZEB retrofit training programme</li> <li>- Run a second NZEB Train the Trainer programme</li> <li>- Delivery of heat-pump installation training</li> <li>- Feasibility study regarding the opportunity for the development of a maintenance course for heat pumps</li> </ul>	<ul style="list-style-type: none"> <li>- Core group of c. 15 teachers attending bespoke training and leading the Magenta Programme in their own school</li> <li>- Increased numbers of teachers/students using the modules and WWETB data input identified by the National Biodiversity Data Centre</li> <li>- Use of Core Values hashtags on all Social Media pages. Core values being embedded across other school initiatives such as competitions and events</li> <li>- Embedding of Digital clusters and digital champions programme in schools.</li> <li>- Formal certification of staff through Microsoft Educators programme.</li> <li>- Virtual Reality training to become part of the NZEB course</li> <li>- Heat pump installation training delivered</li> <li>- Feasibility study completed with regard to maintenance course for heat pumps.</li> </ul>
<p>1.1.2 Support good practice in teaching and learning in all our colleges and centres</p>	<ul style="list-style-type: none"> <li>- Magenta Principles CPD to continue remotely or as a blended model if feasible. Participants invited to contribute lessons to the Magenta Digital Hub.</li> <li>- Continued collaboration with the Digital Learning Team.</li> </ul>	<ul style="list-style-type: none"> <li>- 3 - 4 remote/blended meetings per year.</li> <li>- Magenta Lead Practitioner role in each eligible school</li> </ul>

	through continuing professional development (CPD).	<ul style="list-style-type: none"> <li>- Remote Magenta Team meetings with Education Coordinator for each school</li> <li>- Continued development of FET PLD offerings to staff.</li> </ul>	<ul style="list-style-type: none"> <li>- New courses and programmes made available to staff.</li> </ul>
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"> <li>- The following Communities of Practice will continue to operate remotely</li> <li>- New Communities of Practice established for Leaving Cert Applied and Leaving Cert Vocational Programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Special Educational Needs Coordinators taking part in activities related to ETBI's Inclusion Coach/Provision Mapping Initiative</li> <li>- Development of Whole School Guidance Plan with Guidance Counsellors</li> <li>- Home Economics cross-college, collaborative project</li> <li>- Science Teachers to have access to the Biodiversity Modules and Training, the STEM Research Grant and contribution to the Science Journal</li> </ul>
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"> <li>- Roll out of the National Biodiversity Data Centre modules on 1) Citizen Science Explore shore and 2) Hedgerows for Leaving Cert Biology Ecology</li> <li>- Science Research Grant for Schools in 2022</li> <li>- Science Research Journal published</li> <li>- WWETB partnership with CALMAST for Science Week 2022</li> <li>- Support the work of CALMAST in the development of STEM hubs across the south east</li> <li>- Cooperation with the National Biodiversity Data Centre in the All-Ireland Pollinator Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Increased uptake from schools and centres</li> <li>- Increased number of applications for the grant</li> <li>- Submissions from a representative sample from schools, FET.</li> <li>- Series of events within WWETB organised during Science Week 2022</li> <li>- WWETB represented at the relevant meetings</li> <li>- Promotion of pollinator positive locations at schools and centres</li> </ul>
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"> <li>- 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, St. Pauls Waterford, Coláiste Abbáin, Kennedy College and Coláiste an Átha</li> </ul>	<ul style="list-style-type: none"> <li>- Wexford Post Primary school – Stage 1 approval received from Dept. of Education</li> <li>- Bridgetown College – Stage 2b planning approved and construction contractor tendering in process.</li> <li>- Bunclody VC Stage 2b planning approved and construction contractor tendering in process.</li> <li>- St Declan's project approval for new school obtained from Dept. of Education.</li> <li>- St. Paul's project approval for new school obtained from Dept. of Education.</li> <li>- Meánscoil San Nioclás – contractors appointed. Construction Started</li> <li>- Coláiste Ábbain Project approval for new extension obtained</li> </ul>

			<ul style="list-style-type: none"> <li>- Coláiste an Átha Project approval for new extension obtained</li> <li>- Kennedy College Dept approval for extension SEN provision obtained.</li> </ul>
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"> <li>- Development and implementation of ICT strategy for the organisation.</li> <li>- Implement recommendations from IAU Audit</li> </ul>	<ul style="list-style-type: none"> <li>- ICT Strategy and associated work programme developed.</li> <li>- Recommendations from IAU Audit implemented.</li> </ul>

Strategic Priority 1.2: To promote and support access for all learners.			
Strategic Action		2022 Action	Key Performance Indicator
1.2.1	Focus on access and develop strategies that reduce barriers to participation in education and training and ensure equality of opportunity for all learners.	<ul style="list-style-type: none"> <li>- Continued collaboration between Special Educational Needs Coordinators Community of Practice and Digital Learning Team to remain up to date on accessibility tools within the MS Office suite. Dissemination of information within schools.</li> <li>- Develop proposal for submission to SOLAS relating to students aged 12-14 years who have disengaged from school. Pilot programme to be based in Wexford Town September 2022.</li> <li>- Work with outside agencies to support students experience Emotionally Based School Avoidance (EBSA)</li> <li>- Work with WLD on a tracking programme for students in the Enniscorthy area called Elevate</li> <li>- Review of Special Needs Assistants and Special Educational Needs Coordinators Continuing Professional Development needs</li> <li>- Continued development of the Mitigating Against Educational Disadvantage Fund (MAEDF) to support communities.</li> <li>- Appropriate management structure in EROC centre.</li> <li>- Fund in place for the purchase of additional devices for disadvantaged learners</li> </ul>	<ul style="list-style-type: none"> <li>- Information and updates disseminated on accessibility tools available to schools, including through the Digital Learning Newsletter.</li> <li>- Proposal developed and funding sought from SOLAS relating to students aged 12-14 years who have disengaged from school. Pilot programme established in Wexford town from September 2022.</li> <li>- Education Team to engage with new multi-agency working group, chaired by Director of Schools</li> <li>- Sourcing and delivery of CPD specific to the needs of this group and to the benefit of the learners in their care.</li> <li>- New community groups offered opportunity to join scheme</li> <li>- Post of responsibility appointed to EROC centre.</li> <li>- Requests met from learners with regard to the provision of educational devices.</li> </ul>
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"> <li>- Feasibility study regarding the provision of a course in Model Production for the film industry</li> <li>- Increase in phase 2 apprentices in WWETB centres, as a result of 3 additional courses in place</li> </ul>	<ul style="list-style-type: none"> <li>- Establish a course in the Wexford area to align with the future needs of the county with regard to film production</li> <li>- Increased numbers in existing WWETB centres</li> </ul>
1.2.4	Work with college and adult guidance counsellors to expand awareness of opportunities in third level	<ul style="list-style-type: none"> <li>- Presentations on apprenticeships delivered to schools, in particular to Guidance Counsellors.</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery of presentations regarding apprenticeship opportunities to schools</li> </ul>

	education and in further education and training.	<ul style="list-style-type: none"> <li>- Liaison between Senior Training Advisor and Education Coordinators in PLC to support the creation of further collaborative opportunities in post-2016 apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>- Hairdressing apprenticeship offered in Enniscorthy Community College</li> </ul>
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"> <li>- WWETB to scope and develop an ICT Strategy for the organisation, that encompasses the TEL strategy and Digital Strategy for Schools, as well as technology enhanced working environments for administrative staff</li> <li>- Fund available for the provision of devices to FET staff as required.</li> </ul>	<ul style="list-style-type: none"> <li>- WWETB ICT Strategy developed, and implementation plan agreed</li> <li>- Provision of a device to all FET staff where required</li> </ul>
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"> <li>- Restorative Practice (RP) approach implemented in some WWETB schools. Further CPD options to be provided, including a new online course through the Wexford Restorative Practices Partnership.</li> <li>- Identification of Champions for Restorative Practice across WWETB and establishment of a Community of Practice for Restorative Practitioners.</li> <li>- Principles of Restorative Practice to be extended beyond schools and into centres and offices – cultural shift.</li> </ul>	<ul style="list-style-type: none"> <li>- CPD in individual schools.</li> <li>- Introduction to RP for administrative and management staff.</li> <li>- Community of Practice to investigate current training needs.</li> </ul>
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"> <li>- Ongoing support offered to SEN Coordinators through Community of Practice in the implementation of the Guidelines for Post-Primary Schools</li> <li>- Supporting students with Special Educational Needs in Mainstream Schools. Support for those having Special Educational Needs inspections and reviewing recommendations of same.</li> <li>- Work with SENOs and schools to support increased access to SEN facilities in Kennedy College, Creagh College and Coláiste Abbáin.</li> <li>- Training undertaken by the Education Coordinator undertaken training as an Inclusion Coach with ETBI. Represents WWETB on the Inclusion Strategic Priority Group (ETBI)</li> <li>- Workplan to be developed by FET Access and Inclusion officer in consultation with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- Support provided in the implementation of recommendations made in Special Educational Needs reports.</li> <li>- New Special Classes open in Bunclody VC, Creagh College and Kennedy College. Engage with Special Education Needs Officer and DoE re planning for Coláiste Abbáin provision.</li> <li>- 2 pilot schools to take part (Coláiste an Atha and St. Paul's CC)</li> <li>- Learnings to be disseminated to Special Educational Needs Coordinator Community of Practice, Guidance Counsellors Group</li> <li>- Access and Inclusion plan for FET issued</li> <li>- Regular reports regarding access and inclusion developed</li> </ul>
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"> <li>- Cross-college Whole School Inclusion Policy ratified by each individual school.</li> <li>- Participation of 2 pilot schools in the Inclusion and Provision Mapping Initiative to ensure a whole school approach to provision</li> <li>- Develop a public service duty in response to the section 42 requirements. This will involve input from across the organisation</li> </ul>	<ul style="list-style-type: none"> <li>- Cross-college Whole School Inclusion Policy ratified by each individual school.</li> <li>- Workshops to be offered to any schools or centres who would like an overview.</li> <li>- Plan to be published in 2022</li> </ul>

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

	Strategic Action	2022 Action	Key Performance Indicator
1.3.1	Continue to support colleges and centres in their efforts to develop highly effective practice, using Inspection Reports and school Self-Evaluation Reports, in conjunction with 'Looking at Our Schools 2016'.	<ul style="list-style-type: none"> <li>- Structure in place for School recording of inspection reports and recommendations captured.</li> <li>- Support for managing teaching and learning through Covid-19 pandemic</li> <li>- Covid-19 Managers and Principals/Deputy Principals groups supporting response to the crisis and keeping staff up to date on all Covid-19 related matters.</li> <li>- Regular briefings for School Senior Leadership teams</li> <li>- Youthreach action plan to respond to inspection reports developed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>- Formal mechanism established for schools to report to Board of Management and subsequently to WWETB on progress on implementation of inspection recommendations.</li> <li>- Include <i>School Self Evaluation</i> and <i>Looking at our Schools</i> as specific Board of Management training.</li> <li>- Pilot Schools in the Inclusion Coaching/Provision Mapping Initiative offered bespoke in-service to align their DEIS Plans with the School Self-Evaluation and Provision Mapping process</li> <li>- Regular meeting with Covid Managers, Principals and Deputy Principals.</li> <li>- All identified items on Youthreach action plan implemented.</li> </ul>
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"> <li>- Review provision for subject planning, SSE and school improvement planning in schools. Support principals to develop a strategic plan in schools.</li> <li>- While SSE paused somewhat during 2020-21, refocus attention on the existing SIPs.</li> </ul>	<ul style="list-style-type: none"> <li>- Review undertaken and draft strategic plan developed for each school.</li> <li>- Review of current SIPs in all schools.</li> <li>- Pilot Schools in the Inclusion Coaching/Provision Mapping Initiative to be offered bespoke in-service to align their DEIS Plan with the SSE and Provision Mapping Process</li> </ul>
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"> <li>- Review of PLC provision across WWETB</li> <li>- Hairdressing apprenticeship offered in Enniscorthy Community College</li> </ul>	<ul style="list-style-type: none"> <li>- Review undertaken of PLC provision across centres in WWETB</li> <li>- Apprenticeship in Hairdressing commenced in Enniscorthy Community College.</li> </ul>
1.3.4	Develop the WWETB Quality Assurance (QA) unit to support	<ul style="list-style-type: none"> <li>- Development of Quality Improvement Plan, based on Executive Self-Evaluation Report</li> </ul>	<ul style="list-style-type: none"> <li>- Quality Improvement Plan developed, based on Executive Self-Evaluation Report</li> </ul>

	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.		
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#### Strategic Priority 1.4: Promote and establish links between formal and non-formal education

Strategic Action		2022 Action	Key Performance Indicator
1.4.1	Develop and implement a Youth Work Plan by compiling a comprehensive youth needs profile and developing a structure for the delivery of integrated provision of youth work services.	- Development of new approach to supporting Youthwork to be developed to maximise resources.	- Structure for Youthwork amended to reflect the approach.
1.4.2	Support the provision of other services in the areas of highest need, where limited services currently exist.	- Completed Local Education and Training Plans for West Waterford and North Wexford.	- Local Education and Training Plans completed for West Waterford and North Wexford.
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"> <li>- Wellbeing and Guidance – Explore the possibility of providing support to students (and families) where guidance counselling in the school is insufficient to deal with the issues arising.</li> <li>- UBU Coordination Group to continue. Additional projects to be developed.</li> <li>- Annual work programme developed and implemented for programmes within Music Generation Wexford and Waterford, enabling access to performance music education to children and young people across Waterford and Wexford.</li> </ul>	<ul style="list-style-type: none"> <li>- Feasibility study for the development of a Wellbeing and guidance programme</li> <li>- Opening of Bunclody Area Youth Services in 2022 and development of additional project in Dungarvan/ West Waterford with opening in 2022</li> <li>- Implementation of annual work programme for Music Generation Waterford and Wexford.</li> </ul>



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"> <li>- MOU signed with Wexford County Council for the provision of outdoor education and training at Forth Mountain, Wexford.</li> <li>- Design and development of boathouse on the lake to support the water-based activities and mountain-biking.</li> <li>- Planning received for new adventure centre at Forth Mountain, to be managed by WWETB</li> </ul>	<ul style="list-style-type: none"> <li>- Signed MOU with Wexford County Council</li> <li>- Boathouse developed and available for education and training purposes.</li> <li>- Planning received for new adventure centre at Forth Mountain.</li> </ul>
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"> <li>- Annual work programme developed and implemented for programmes within Music Generation Wexford and Waterford, enabling access to performance music education to children and young people across Waterford and Wexford.</li> <li>- New partnerships explored to support the sustainability of the programmes</li> <li>- Concerts and performance events promoted promote the work of the Music Generation programmes in benefitting children and young people</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of annual work programme for Music Generation Waterford and Wexford.</li> <li>- New partnerships in place to support the sustainability of the Music Generation programmes</li> </ul>
1.4.6	Supported by the 'Creative Ireland' programme and guided by the DES Arts in Education Charter (2013), to develop programmes which support the individuality, wellbeing and creative potential of young people in the community.	<ul style="list-style-type: none"> <li>- Undertake a review of how many WWETB schools are engaging with this programme</li> <li>- Undertake a review of how many schools are participating in the BLAST (Arts in Education Programme) programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased engagement and participation</li> <li>- Sharing of experiences of both programmes via the Community of Practice (Art).</li> </ul>

## Strategic Goal 2

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

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

Strategic Action		2022 Action	Key Performance Indicator
2.1.1	Following the restructuring of the executive support services function across the four amalgamated organisations, work to consolidate the present structure with staff in permanent approved roles, pending the approved revised organisation design by DoE	<ul style="list-style-type: none"> <li>- New structure within HR team implemented following HR Review.</li> <li>- Work with the DoE to ensure that roles are filled in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>- New HR structure in place to provide greater levels of customer service to stakeholders.</li> <li>- Vacant posts filled in a timely manner.</li> </ul>
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"> <li>- IT strategy developed as part of the overall strategy statement for the organisation</li> <li>- Update to WWETB Technology Enhanced Learning Action Plan in response to SOLAS framework</li> </ul>	<ul style="list-style-type: none"> <li>- Strategy document produced and being actively implemented</li> <li>- Draft Technology Enhanced Learning Action Plan developed.</li> </ul>
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"> <li>- New structure within HR team implemented following HR Review.</li> <li>- Training plans for staff in HR in accordance with new team structure.</li> </ul>	<ul style="list-style-type: none"> <li>- New HR structure in place to provide greater levels of customer service to stakeholders.</li> <li>- Training undertaken by staff members to support the new HR structure.</li> </ul>
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"> <li>- Improvement implementation plan to be developed subject to SOLAS funding.</li> </ul>	<ul style="list-style-type: none"> <li>- National Organisational Design process commenced.</li> </ul>
2.1.6	Develop 'review and evaluation' systems to support innovation and continuous improvement in our customer services.	<ul style="list-style-type: none"> <li>- Survey carried out to evaluate impact of HR Review and new HR structure</li> </ul>	<ul style="list-style-type: none"> <li>- Survey completed to evaluate impact of HR Review and new HR structure.</li> </ul>

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

Strategic Action		2022 Action	Key Performance Indicator
2.2.1	Develop new accounting software systems and train managers and staff appropriately, to improve financial management reporting and budgeting for colleges. Prioritise the early implementation of online payment systems and automate processes such as part-time payroll and travel/subsistence payments.	<ul style="list-style-type: none"> <li>- P2P Phase II Roll-out including procurement and ordering modules scheduled for roll out in Q1/Q2 2021 following delay due to COVID in 2020 &amp; 2021.</li> <li>- Online Asset Registers as part of P2P Phase III Roll-out in Q3/Q4 2022.</li> <li>- Transition to Learner Payment Shared Services for Youthreach/VTOS workers in Q1/Q2 2022.</li> <li>- Support completion of Phase II of Part-Time Teacher Online Claim form process Q1/Q2 2022.</li> <li>- Embedding use of DEPM software across executive leadership team</li> </ul>	<ul style="list-style-type: none"> <li>- Transition of schools/centres to new system</li> </ul>
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"> <li>- Further refinement of budgeting process for FET programmes and centres.</li> <li>- Model Budgeting for SAP Provision on SUN &amp; DEPM for preparation of integration to one financial system.</li> <li>- Utilisation of DEPM software for comprehensive budgeting frame of reference that will be updated multiple times across the funding cycle to provide up-to-date and comprehensive financial information.</li> </ul>	<ul style="list-style-type: none"> <li>- Up-to-date budgeting model created and updated quarterly.</li> </ul>
2.2.3	Achieve integrated centralised budgeting across all financial programmes.	<ul style="list-style-type: none"> <li>- Online DEPM tool utilised for the development of the Service Plan projections 2022</li> <li>- Ensure that draft financial information is on Budget Ledger in January 2021 and then further refined.</li> </ul>	<ul style="list-style-type: none"> <li>- Schools/centre budgets available via the DEPM software.</li> </ul>

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

Strategic Action		2022 Action	Key Performance Indicator
2.3.1	Continue to prioritise the work of implementing robust governance across the organisation to achieve compliance with DoE CL 18/15 (Code of Practice for the Governance of ETBs) and to meet audit and reporting requirements (C&AG, internal audit etc.).	<ul style="list-style-type: none"> <li>- GDPR training schedule agreed and rolled out.</li> <li>- Audit Register updated and presented to Audit and Risk Committee bi-annually</li> <li>- Work with ETBI to develop policies for WWETB.</li> <li>- Annual review of compliance against the Code of Practice for the Governance of ETBs.</li> <li>- Plan in place for the implementation of audit recommendations (QQI, IAU, A&amp;AG, ESF) and regular reporting of progress against recommendations – engagement with WWETB managers in this regard.</li> </ul>	<ul style="list-style-type: none"> <li>- Schedule produced and GDPR training implemented</li> <li>- Reports delivered to Audit and Risk Committee twice per year.</li> <li>- Review of policies complete and updated policies developed and in place.</li> <li>- Annual review of compliance against Code of Practice completed and recorded</li> <li>- Plan in place for the implementation of audit recommendations.</li> </ul>
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"> <li>- Annual governance training for Board and sub-Committees</li> </ul>	<ul style="list-style-type: none"> <li>- Annual governance training completed.</li> </ul>
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"> <li>- Roll out of procurement training in line with delivery of P2P and the compliance/ process requirements arising from the implementation of this new system. Separate Procurement training updates available for all staff.</li> <li>- Corporate Procurement Plan (CPP) developed and Annual Multi Annual Procurement Planning (MAPP) process completed.</li> </ul>	<ul style="list-style-type: none"> <li>- P2P training incorporating Procurement. Refresher Procurement training delivered.</li> <li>- Corporate Procurement Plan developed, and annual MAPP completed</li> </ul>
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"> <li>- Development of database for policy management.</li> <li>- Work with ETBI to maximise expertise across the sector.</li> </ul>	<ul style="list-style-type: none"> <li>- Database compiled and for the review and management of policies.</li> <li>- Sectoral expertise to support development of local policy framework.</li> </ul>
2.3.5	Implement the principles of Scéim Teanga across the organisation.	<ul style="list-style-type: none"> <li>- WWETB has a Language plan in place which is being currently updated and which is evidence of the body's commitment to fulfilling its responsibility towards the Official Languages Act.</li> <li>- WWETB will work with the ETBI Education Officer to support the Irish Language in WWETB Schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Language plan fully updated</li> <li>- Full time education officer appointed</li> <li>- Networks and communities of practice established</li> <li>- WWETB actively working with the ETBI Education Officer to support the Irish Language in WWETB Schools.</li> </ul>

		<ul style="list-style-type: none"> <li>- WWETB will actively engage with the networks and communities of practice that have been established for Principals and Teachers to ensure collaboration and sharing of resources.</li> </ul>	<ul style="list-style-type: none"> <li>- WWETB actively engaging with the networks and communities of practice that have been established for Principals and Teachers to ensure collaboration and sharing of resources.</li> </ul>
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### Strategic Priority 2.4: Developing and implementing effective risk management structures.

Strategic Action		2022 Action	Key Performance Indicator
2.4.1	Embed a culture of risk management within the organisation and establish a Risk Management Team with responsibility for developing the Risk Management Business Plan, risk management training initiatives, and managing and reporting against the corporate, colleges and FET Risk Registers.	<ul style="list-style-type: none"> <li>- Risk Management team in place, with responsibility for Risk Registers, Risk Management policy and business plan.</li> <li>- Regular reporting on risks to Audit and Risk Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Risk management policy in place, along with Risk Management Business Plan.</li> </ul>
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"> <li>- Progression agreement agreed with Institute of Technology Carlow.</li> </ul>	<ul style="list-style-type: none"> <li>- Progression agreement in place with Institute of Technology Carlow</li> </ul>
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"> <li>- Implementation of recommendations arising from IAU Health and Safety Audit</li> <li>- Health and Safety work programme in place, including development of templates for reporting of accidents, incidents and near misses.</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of recommendations from IAU Health and Safety Audit</li> <li>- Health and Safety Work programme in place and actions implemented.</li> </ul>

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

	Strategic Action	2022 Action	Key Performance Indicator
2.5.1	Provide high quality new school buildings and/or large extensions for Selskar College, Waterford College of Further Education, Bridgetown College, Bunclody Vocational College, St. Paul's Community College, St. Declan's Community College, Meánscoil San Nioclás, Coláiste Abbáin and Coláiste Chathail Naofa to meet modern educational needs.	<ul style="list-style-type: none"> <li>- Development of structure for the support of Infrastructural projects for WWETB, including additional resourcing in place.</li> <li>- Delivery of projects as outlined in Goal 1.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced structure in place to support the WWETB Buildings programme.</li> </ul>
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"> <li>- Provide enhanced facilities in Bunclody, SUBLA Youthreach, Waterford and Youthreach Tramore</li> <li>- Progress the redevelopment of Training Centres in Waterford and Wexford (FET Colleges of the Future).</li> <li>- Completion of training kitchen in Bunclody Further Education and Training Centre.</li> <li>- Investigate the development of a FabLab in West Waterford in cooperation with Waterford LCDC</li> <li>- Completion of new Youthreach centre in Gorey.</li> </ul>	<ul style="list-style-type: none"> <li>- Bunclody Facility opened</li> <li>- Subla Youthreach lease renegotiated, or new premises sourced.</li> <li>- Youthreach Tramore additional accommodation opened.</li> <li>- Apprenticeship programmes commenced in Waterford with remaining site to be completed. Wexford project construction commenced.</li> <li>- Courses being delivered to learners in new Centres.</li> <li>- Agreement to proceed with the development of a FabLab in West Waterford</li> <li>- Youthreach centre in Gorey opened.</li> </ul>
2.5.3	Develop strategic maintenance programmes for all colleges and centres.	<ul style="list-style-type: none"> <li>- Roof Maintenance programme scoped and commenced in a number of schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Programme scoping exercise completed and roof maintenance programme underway in a number of schools.</li> </ul>
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"> <li>- Progress the project to relocate OETC operation to Forth Mountain.</li> <li>- Construction of Boathouse to be completed with Carrigfoyle being established as a firm base for delivery of mountain biking and kayaking. Part 8 planning approval obtained. Tendering process for the appointment of Principal contractor for the construction of main building en train.</li> <li>- MOU in place with Wexford County Council.</li> </ul>	<ul style="list-style-type: none"> <li>- Boathouse constructed at Forth Mountain and activities/programmes relocated to the new site.</li> <li>- Tendering commenced for new building at Forth Mountain.</li> <li>- Cost allocation model agreed with Wexford County Council</li> <li>- MOU for interim phase in place with Wexford County Council.</li> </ul>

2.5.5	<p>Work with Sustainable Energy Authority of Ireland (SEAI) to improve the energy performance of WWETB in support of the public sector energy efficiency strategy. Moving to paperless environment to be prioritised.</p>	<ul style="list-style-type: none"> <li>- Development of Energy and the Environment strategy and associated programme for WWETB, to encompass Energy management, climate action and sustainability</li> <li>- Energy audits completed across a number of schools and centres in line with WWETB obligations</li> <li>- Awareness campaign launched for the Energy and the Environment programme</li> <li>- Support the participation of schools in ETBI's Take 1 Sustainable Development Programme.</li> <li>- WWETB engagement with SEAI's Energy in Education programme</li> <li>- Develop a training course on heat pump installation</li> <li>- Establish a link with Limerick Clare ETB and Cork ETB in relation to the provision of f-gas training and relevant courses on offer in WWETB</li> </ul>	<ul style="list-style-type: none"> <li>- Energy and the Environment programme development and associated work programme agreed.</li> <li>- Energy audits completed in a representative number of WWETB buildings</li> <li>- Initiatives implemented across schools and offices with regard to raising awareness about energy management, climate action and sustainability.</li> <li>- Increase in number of schools engaging in this programme</li> <li>- WWETB participation in Energy in Education programme</li> <li>- Course on heat pump installation in place</li> <li>- The learners on the heat pump courses to be made aware of the availability of the f-gas courses.</li> </ul>
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### Strategic Goal 3

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

Strategic Priority 3.1: Continuing Professional Development			
Strategic Action		2022 Action	Key Performance Indicator
3.1.1	Develop a CPD policy for the organisation which supports the professional development of staff in general, prioritises areas of greatest need and includes a template for individual training plans.	<ul style="list-style-type: none"> <li>- PLD Policy reviewed in Q2 of 2022</li> <li>- Creation of community of users of WWETB PLD courses</li> <li>- Process in place for recording PLD undertaken by staff and follow-through on process following course completion.</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of implementation of policy pertaining to schools</li> <li>- Community created for knowledge sharing.</li> <li>- Process implemented for recording of PLD courses by staff.</li> </ul>
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.	<ul style="list-style-type: none"> <li>- Continued development of the WWETB Deputy Principals forum.</li> <li>- Explore the possibility of providing CPD for AP1 post-holders in schools.</li> <li>- Development of an appropriate model for champions of initiatives within schools.</li> <li>- Ongoing development of communities of practice.</li> <li>- Develop roles of senior management teams within schools.</li> <li>- Explore the development of a cohesive approach to middle management structures in all schools.</li> <li>- Implement new HR structure following HR Review undertaken, to support enhanced customer service, streamlined processes and transition to payroll shared services</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced use of Microsoft Team established for the Deputy Principals Forum</li> <li>- Survey AP1 posts of responsibility and CPD requirements to develop a CPD plan.</li> <li>- Identify initiatives that require WWETB support for identified leaders.</li> <li>- Further develop existing communities of practice and develop a strategic plan for the establishment of further communities.</li> <li>- New HR structure in place following transition to new team structure</li> </ul>
3.1.3	Work on the implementation of a Performance Management and Development System (PMDS) to enable opportunities for structured feedback.	<ul style="list-style-type: none"> <li>- Draft PMDS completed at HR/IR Forum level</li> </ul>	<ul style="list-style-type: none"> <li>- Draft PMDS completed at ETBI level</li> </ul>
3.1.4	Promote the use of DoE funded supports for teachers and school management, e.g. National Induction Programme for Teachers (NIPT), and services provided by the Teaching Council, Education Centres and the Centre for School Leadership.	<ul style="list-style-type: none"> <li>- Continued engagement with the Teaching Council as research progresses</li> <li>- Exploration of co-publishing a paper on the role of the SENCO, led by Johanna Fitzgerald, MIC.</li> <li>- Promotion of supports available through the Centre for School Leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Publication of funded research paper as a deliverable of the John Colohan Research Framework Bursary</li> <li>- Engagement in research working group led by Johanna Fitzgerald, MIC</li> </ul>



3.1.5	Develop an integrated and ETB-wide training and upskilling programme for all staff, which will include flexible on-line training that offers progression paths to participants to appropriate levels, including QQI certification and professional qualifications. Develop the use of networks/forums for sharing of knowledge, problem solving and sharing of resources.	<ul style="list-style-type: none"> <li>- Development of corporate induction programme for all staff</li> <li>- Development of Induction and onboarding programme for all staff, including resource material for managers</li> </ul>	<ul style="list-style-type: none"> <li>- Development of enhanced corporate induction programme for all staff</li> <li>- Induction programme developed, including resource material for use by Managers for local induction</li> </ul>
3.1.8	Promote the realisation of our core values in the day-to-day work of our staff and to cultivate a strong sense of pride in the organisation among our staff and wider learning communities.	<ul style="list-style-type: none"> <li>- Continue the work of the WWETB Ethos Coordinator in promoting the Core Values of WWETB schools</li> </ul>	<ul style="list-style-type: none"> <li>- Ethos Coordinator promoting the core values of WWETB schools</li> </ul>

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

<b>Strategic Action</b>		<b>2022 Action</b>	<b>Key Performance Indicator</b>
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"> <li>- HR Review outcomes implemented with regard to Recruitment and Onboarding to improve customer experience for staff and stakeholders.</li> <li>- Development of eRecruitment system for implementation with shared services.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- New HR structures and processes in place, including readiness for eRecruitment.</li> <li>-</li> </ul>
3.2.2	Develop and maintain a 'real-time' area-based substitute teacher panel	<ul style="list-style-type: none"> <li>- Online sub panels extended in first quarter 2022</li> <li>- Recruitment campaign commenced for a new panel of tutors.</li> </ul>	<ul style="list-style-type: none"> <li>- Panel created</li> <li>- Recruitment campaign in place for panel of tutors.</li> </ul>
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"> <li>- Protocols developed for initial teacher recruitment interviewing including a bank of questions that reflect the competencies required and the core values of WWETB schools.</li> <li>- Survey conducted of WWETB Principals and Deputy Principals regarding being a principal with WWETB</li> <li>- Engagement with WIT regarding their provision of post-primary teacher qualifications</li> </ul>	<ul style="list-style-type: none"> <li>- Guidelines and procedures in place for teacher recruitment</li> <li>- Review of survey results to inform future planning</li> <li>- Meetings taken place between the relevant senior WIT and WWETB staff.</li> </ul>
3.2.5	Explore opportunities for the awarding of teaching scholarships in critical subject areas	<ul style="list-style-type: none"> <li>- Assessment of need of key areas where there are subject shortages</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of staff shortages throughout the academic year 2021/22</li> </ul>

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

<b>Strategic Action</b>		<b>2022 Action</b>	<b>Key Performance Indicator</b>
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"> <li>- Development of a Health and Wellbeing strategy and associated work programme, as one of the major themes in the development of WWETB's new Strategic Plan 2023-2027</li> <li>- Promotion of Employee Assistance Programme to all staff in relation to staff wellness seminars</li> </ul>	<ul style="list-style-type: none"> <li>- Health and Wellbeing strategy developed for WWETB, including associated work programme.</li> <li>- Working with appropriate providers to provide ongoing support and relevant online training seminars for all staff to ensure a healthy, safe work life balance programme.</li> </ul>
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"> <li>- Promotion of Employee Assistance Programme to all staff in relation to availability of counselling services</li> </ul>	<ul style="list-style-type: none"> <li>- Regular communications to staff with regard to availability of counselling services.</li> </ul>
3.3.3	Implement the WWETB statement of intent to demonstrate commitment to the principle of embedding equality and human rights in its work.	<ul style="list-style-type: none"> <li>- Alignment of equality and human rights work with ethos and characteristic spirit initiatives</li> <li>- Establishment of a public sector duty plan in relation to human rights and equality</li> </ul>	<ul style="list-style-type: none"> <li>- Alignment of equality and human rights work with ethos and characteristic spirit initiatives</li> <li>- Production of an initial copy of the plan in Q1 with a final plan to be ready towards the end of Q2</li> </ul>
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"> <li>- Retirement planning sessions organised for staff.</li> <li>- Retirement ceremony for recently retired staff</li> </ul>	<ul style="list-style-type: none"> <li>- Retirement planning sessions scheduled and completed for staff.</li> <li>- Retirement ceremony for recently retired staff</li> </ul>
3.3.5	Introduce initiatives and activities to promote team building and cross-organisational awareness at all levels across the organisation (e.g. 'In Harmony' Student and Staff Concert, WWETB Athletics Competition).	<ul style="list-style-type: none"> <li>- Explore the feasibility of cross-colleges initiatives such as Back In Harmony and sports days for A/Y 2021/22</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of cross-college initiatives</li> </ul>

## Strategic Goal 4

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

Strategic Priority 4.1: Continued and enhanced strategic networking			
Strategic Action		2022 Action	Key Performance Indicator
4.1.1	Develop protocols to engage with government departments and agencies, local authorities, employer and employee representative bodies, trade unions and other stakeholders.	<ul style="list-style-type: none"> <li>- Review of list of WWETB representatives on external bodies.</li> <li>- Schools/Colleges represented on the Co. Wexford Education Committee; an education initiative led by Wexford Local Development. Director of Schools chair of the Elevate Project Committee.</li> <li>- WWETB represented on the Steering Committee of the Wexford Restorative Practices Partnership.</li> <li>- WWETB represented on the Steering Committee of the Child and Family Services Network (Enniscorthy and Bunclody)</li> <li>- WWETB represented on the Education Working Group of the Wexford and Waterford. Children and Young People's Services Committees (CYPSC).</li> <li>- Develop a mechanism for reporting back to WWETB from all of these groups and Committees</li> </ul>	<ul style="list-style-type: none"> <li>- Review undertaken and any gaps filled on external boards/committees.</li> <li>- New initiatives identified in response to CYPSC requests</li> <li>- Mechanism in place for reporting back on issues arising and discussions taking place through the work of external Committees.</li> </ul>
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"> <li>- Develop a reporting mechanism to allow WWETB representatives provide feedback to appropriate ETB management groups</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting protocol finalised</li> </ul>

Strategic Priority 4.2: Effective collaboration with statutory bodies and agencies			
	Strategic Action	2022 Action	Key Performance Indicator
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"> <li>- Annual Oversight Agreement and Performance Delivery Agreement signed with Dept. of Education</li> </ul>	<ul style="list-style-type: none"> <li>- Oversight Agreement and Performance Delivery Agreement signed with Dept. of Education</li> </ul>
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"> <li>- Collaboration with Wexford County Council on the High-Performance Building Alliance project</li> <li>- Engagement with Wexford County Council and Waterford City and County Council in relation to infrastructural projects (e.g., school in Clonard, Wexford town and Outdoor Education and Training Centre, Forth Mountain)</li> </ul>	<ul style="list-style-type: none"> <li>- Appoint a CEO for High Performance Building Alliance</li> <li>- Establish an office for the High-Performance Building Alliance</li> <li>- Regular meetings with Wexford County Council to progress common objectives and infrastructural projects.</li> </ul>
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"> <li>- Continue to participate on regional forums at steering committee and sub-committee level e.g., Local Community Development Committees in Waterford and Wexford, South East Regional Skills Forum, and Ireland South-East Development.</li> <li>- Liaise closely with industry through membership of Chambers of Commerce and IBEC.</li> <li>- Work closely with Waterford Institute of Technology and Institute of Technology Carlow.</li> </ul>	<ul style="list-style-type: none"> <li>- WWETB participation on regional forum</li> <li>- Renewed membership with IBEC and Chambers of Commerce</li> <li>- Progression agreements in place with WIT.</li> <li>- Progression agreement completed with Institute of Technology, Carlow</li> </ul>
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"> <li>- Investigation of potential for Technological University for the South East to provide Initial Teacher Education or Postgraduate courses in subject areas where there are teacher shortages in the area</li> <li>- Updated progression agreement with Institute of Technology Carlow</li> <li>- Establish an engineering course in co-operation with Institute of Technology Carlow</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced collaboration between WWETB and Technological University for the South East regarding teaching training</li> <li>- Progression agreements in place with Institute of Technology Carlow</li> <li>- Engineering course established</li> </ul>

## Strategic Priority 4.3: Effective collaboration with community and business interests

Strategic Action		2022 Action	Key Performance Indicator
4.3.1	Actively seek out opportunities for community engagement to promote WWETB as a patron of Community National Schools across the region.	- Continued promotion and awareness raising of the Community National School model	- Promotion of Kilnamanagh Community National School in local media/on social media platforms
4.3.3	Establish a WWETB Parents' Forum and a Parents' Council in each WWETB college. Encourage parents/guardians to participate in relevant college activities and to integrate into the college community.	- Review participation levels of Parents' Associations and parents' activities in each school.	- Survey schools on parental participation in school activities including parents' association. - Response plan developed based on survey findings and other relevant research or experience. - Parents' Association in each school invited to indicate their interest in WWETB parents' forum.
4.3.4	Explore opportunities for colleges to support their local communities through the utilisation of college buildings and facilities out of hours (e.g. for homework clubs, parent groups etc.).	- Co-operation with DoE CL regarding out of hours school use.	- Provision of access to local groups to utilise school buildings for after school use where possible.
4.3.5	Collaborate with business and industry interests including IBEC, Chambers of Commerce, IFA, Rotary Alliance, SICAP, LEADER, Youth Services and sporting organisations to ensure the relevance of our education and training programmes and to provide opportunities for students and learners.	- Develop new courses in collaboration with local industry groups	- Specific training courses offered in Hospitality and with Micro credentials
4.3.6	Enter into partnerships with business and industry interests to identify and provide relevant upskilling programmes for current members of the workforce.	- Roll out of training in heat pump technology - Continued co-operation with the construction industry to provide training in NZEB, ventilation and retrofit	- Training provided in heat pump technology - Continue to address the training needs of the construction industry

## Strategic Goal 5

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

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

Strategic Action		2022 Action	Key Performance Indicator
5.1.1	Implement a communications structure including a steering group and a communications coordinator that will support the communications strategy.	<ul style="list-style-type: none"> <li>- Expanded remit for Communications Steering Group to encompass Marketing</li> <li>- New Terms of Reference drafted and agreed</li> </ul>	<ul style="list-style-type: none"> <li>- New Terms of Reference in place for Communications and Marketing Committee</li> </ul>
5.1.2	Provide the necessary resources to support the communications strategy, including training and financial support.	<ul style="list-style-type: none"> <li>- Communications and marketing budget assigned, based on annual communications work programme</li> </ul>	<ul style="list-style-type: none"> <li>- Communications and marketing budget in place</li> </ul>
5.1.3	Develop an Annual Communications Plan linked to the strategic objectives.	<ul style="list-style-type: none"> <li>- Development of communications strategy 2023-2027, in line with new Strategic Plan for WWETB</li> </ul>	<ul style="list-style-type: none"> <li>- Communications strategy 2023-2027 developed</li> </ul>
5.1.4	Develop mechanisms for inviting and responding to feedback from learners, staff and external stakeholders.	<ul style="list-style-type: none"> <li>- Consultation process designed and implemented for development of new Strategic Plan for WWETB 2023-2027</li> </ul>	<ul style="list-style-type: none"> <li>- Consultation process for development of new Strategic Plan 2023-2027 completed</li> </ul>
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"> <li>- New WWETB website developed and implemented</li> <li>- New Schools websites in place</li> <li>- New websites in place for Music Generation Wexford and Waterford programmes</li> </ul>	<ul style="list-style-type: none"> <li>- New WWETB website in place, with improved structure for users and potential learners</li> <li>- New School websites developed</li> <li>- Websites in place for Music Generation Wexford and Waterford.</li> </ul>
5.1.6	Use appropriate and innovative technologies, including social media for effective and rapid communication.	<ul style="list-style-type: none"> <li>- Schedule of training for managers and content owners with regard to enhanced use of social media platforms for communications and marketing purposes.</li> </ul>	<ul style="list-style-type: none"> <li>- Training completed for managers and content owners with regard to enhanced use of social media platforms for communications and marketing purposes.</li> </ul>

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

<b>Strategic Action</b>		<b>2022 Action</b>	<b>Key Performance Indicator</b>
5.2.1	Develop an intranet site for staff information and knowledge sharing.	- Training implemented for managers of content within the Intranet site	- Training completed for owners of content within the Intranet site.
5.2.5	Foster a strong sense of community among staff who work within WWETB.	<ul style="list-style-type: none"> <li>- Continue to foster a culture of collaboration through the Communities of Practice</li> <li>- Annual retirement event scheduled for staff retired during 2021 and 2022.</li> <li>- Wellbeing events promoted to all staff</li> </ul>	<ul style="list-style-type: none"> <li>- Continued regular meetings for Communities of Practice and Principals and Deputy Principals briefings</li> <li>- Annual retirement event to be scheduled for retired staff during 2021 and 2022.</li> <li>- Wellbeing programmes implemented across WWETB.</li> </ul>
5.2.6	Foster the idea of community among learners, most especially our adult learners who are involved in small class groups.	- Continued promotion of the Schools Core Value of Community across all WWETB schools through the roll-out of the Patron's framework	- WWETB Celebration of Core Values Week 2022



Strategic Priority 5.3: To develop more effective external communications mechanisms.			
Strategic Actions		2022 Actions	Key Performance Indicator
5.3.2	Develop a complete list of all courses on offer and ensure it is updated as necessary and easily accessible online.	- Structure of new website to enhance course offerings and make information easily accessible	- New website in place with enhanced search functionality to support potential learners searching for course information.

Strategic Priority 5.4: To enhance our branding and marketing of WWETB			
Strategic Action		2022 Action	Key Performance Indicator
5.4.1	Develop and implement a branding and marketing strategy for the organisation, including the development of a suite of promotional material to promote the services of WWETB.	- Brand and marketing strategy developed in line with communications strategy and development of overall WWETB Strategic Plan 2023-2027	- Brand and marketing strategy developed.
5.4.2	Deliver a strong brand identity for the organisation, backed up by a set of brand guidelines.	- Communication of brand guidelines to all schools and centres	- Availability of brand guidelines communicated to all schools and centres
5.4.4	Organise post-primary and further education and training conferences in the region	- Exploration of the possibility of hosting a 'TeachMeet' for interested post-primary teachers	- 1 day event, if feasible

## 7. Projected Receipts and Expenditure 2022

	Note	Projected Year Ended 31/12/2022	Projected Year Ended 31/12/2021
<b>Receipts</b>			
Schools & Head Office Grants		48,687,633	46,775,120
Further Education and Training Grants		71,000,000	66,261,000
Youth Services Grant		3,693,505	3,617,143
Agencies & Self-Financing Projects		3,168,135	2,759,110
Capital		<u>4,080,400</u>	<u>4,772,702</u>
		<b>130,629,673</b>	<b>124,185,075</b>
<b>Payments</b>			
Schools & Head Office	1	48,687,633	46,775,120
Further Education and Training	2	71,000,000	66,261,000
Youth Services	3	3,693,505	3,617,143
Agencies & Self-Financing Projects	4	3,168,135	2,759,110
Capital	5	<u>4,080,400</u>	<u>4,772,702</u>
		<b>130,629,673</b>	<b>124,185,075</b>
<b>Cash Surplus/(Deficit) for Period</b>		<b>0</b>	<b>0</b>

**Note 1 – Schools & Head Office Payments**

	<b>Projected Year Ended 31/12/2022</b>	<b>Projected Year Ended 31/12/2021</b>
<b>Pay</b>		
Instruction	39,306,194	37,319,457
Administration	3,508,842	3,552,058
Maintenance	<u>742,605</u>	<u>822,055</u>
<i>Subtotal</i>	<b>43,557,641</b>	<b>41,693,570</b>
 <b>Non-Pay</b>	 <b>2,982,800</b>	 <b>2,970,010</b>
 <b>Associated Programmes</b>		
School Services Support Fund	519,404	464,800
Social Inclusion Payments	179,000	181,000
Book Grant	180,867	170,229
ICT Policy Unit Funding	630,691	354,505
Transition Year	54,245	47,310
Leaving Certificate Applied	42,431	34,277
Junior Certificate Schools Programme	24,900	28,380
Traveller Pupil Grant	22,418	22,418
Gaeltacht Education Funding	103,319	103,319
Physics & Chemistry	4,043	3,289
Teacher Education T&S	1,500	1,500
Home School Liaison Officer	8,000	8,000
Covid Support Grants	354,355	669,974
<i>Subtotal</i>	<b><u>2,125,172</u></b>	<b><u>2,089,000</u></b>
 Community National School	 22,020	 22,540
<b>Total</b>	<b>48,687,633</b>	<b>46,775,120</b>

**Note 2 – Further Education and Training Payments**

	<b>Projected Year Ended 31/12/2022</b>	<b>Projected Year Ended 31/12/2021</b>
VTOS	6,349,000	7,127,000
Youthreach	5,613,000	5,765,000
PLC	6,817,000	6,815,000
Adult Literacy	2,330,000	2,271,000
ESOL	865,000	783,000
Back to Education Initiative	1,612,000	1,751,000
Community Education	769,000	771,000
Refugee & International Protection Applicants Programmes	229,000	280,000
Blackspot Provision	464,000	783,000
Innovation and Other FE Projects	<u>529,000</u>	<u>553,000</u>
<b>Subtotal – Further Education</b>	<b>25,577,000</b>	<b>26,899,000</b>
Skills to advance	1,520,000	1,538,000
Bridging and Foundation Training	321,000	290,000
Community Training Centres	2,280,000	2,432,000
Skills Training	1,813,000	1,731,000
Traineeship	3,061,000	3,583,000
Local Training Initiatives	2,199,000	2,627,000
Specialist Training Providers	2,253,000	1,936,000
Apprenticeship	18,459,000	13,346,000
Online Blended Learning (FABLAB)	100,000	152,000
Evening Training Courses	<u>450,000</u>	<u>450,000</u>
<b>Subtotal - Training</b>	<b>32,456,000</b>	<b>28,085,000</b>
Adult Guidance	421,000	395,000
Provision Support Funding	891,000	632,000
TEL	401,000	349,000
FET Quality Assurance & Authentication Costs	543,000	576,000
Continuous Professional Development	343,000	200,000
FET Repairs, Health & Safety, Covid Supports	1,222,000	1,228,000
Operational Costs – Non Pay	2,319,000	2,306,000
Operational Costs – Pay	6,353,000	5,591,000
Outdoor Education	<u>474,000</u>	<u>0</u>
<b>Subtotal – Support Costs</b>	<b>12,967,000</b>	<b>11,277,000</b>
<b>Total</b>	<b>71,000,000</b>	<b>66,261,000</b>

**Note 3 – Youth Services Payments**

	<b>Projected Year Ended 31/12/2022</b>	<b>Projected Year Ended 31/12/2021</b>
<b>Youth Services Payments</b>		
UBU Your Place Your Space	2,787,086	3,063,512
Youth Work Functions Admin	332,251	322,574
Local Youth Club Grant Scheme	118,182	118,182
Youth Information Centres	116,261	112,875
Youth Capital	111,789	0
Local Youth Club Minor Works	130,645	0
Targeted Youth Employability Support initiative	91,291	0
Youth LGBTI + Initiative	<u>6,000</u>	<u>0</u>
<b>Total Youth Services</b>	<b>3,693,505</b>	<b>3,617,143</b>

**Note 4 – Agencies & Self-Financing Programme Payments**

	<b>Projected Year Ended 31/12/2022</b>	<b>Projected Year Ended 31/12/2021</b>
<b>Agency Programmes</b>		
School Meals Programme	581,236	501,132
Music Generation – Waterford	359,164	201,500
Music Generation – Wexford	289,536	187,614
Leargas Programmes	87,218	0
School Completion Programme	160,771	149,279
Libraries JCSP	54,888	63,875
JCSP Initiatives – DDLETB	19,526	12,007
Examination Bodies	94,758	59,296
Secondment Recoupment	236,299	85,102
Others	<u>0</u>	<u>20,000</u>
<i>Total Agency</i>	<i>1,883,395</i>	<i>1,279,804</i>
	<b>Projected Year Ended 31/12/2022</b>	<b>Projected Year Ended 31/12/2021</b>
<b>Self-Financing Programmes</b>		
Student Services Fund (incl. Book Rental)	660,233	591,673
Shielbaggan OETC	0	232,930
School Tours	32,608	32,608
PLC Students - Class Materials	108,152	103,338
PLC Government Levy/Non-Pay	0	82,000
Students Union/Sports & Cultural	17,021	5,509
Agri Course Kilmuckridge	109,754	97,940
Transition Year	93,147	56,136
Mock Exam Fees	51,627	64,719
Homework Club	31,531	24,963
PLC Students - Exam Fees	22,910	21,507
Cycle to Work Scheme	55,638	34,807
School Canteen	17,847	11,905
Parents Accounts	9,151	9,151
WCFE Hairdressing	15,471	15,471
WCFE Beauty Therapy	59,650	59,650
Others	<u>0</u>	<u>35,000</u>
<i>Total Self-Financing</i>	<i>1,284,739</i>	<i>1,479,305</i>
<b>Total Agency &amp; Self Financing</b>	<b>3,168,135</b>	<b>2,759,110</b>

**Note 5 –Capital Payments**

	<b>Projected Year Ended 31/12/2022</b>	<b>Projected Year Ended 31/12/2021</b>
<b><i>DoE Funded Projects</i></b>		
Bridgetown College Major Project	366,000	348,000
Bunclody Vocational College Major Project	339,000	344,000
Bunclody Vocational College Equipment	8,900	0
Clonard Shared Education Campus	223,000	400,000
Covid Minor works	240,000	0
Kennedy College SWS Life Safety Systems	22,900	186,273
Kilnamanagh CNS Additional Accommodation	200,000	0
Kilnamanagh CNS Boiler Upgrade	17,000	0
Meánscoil San Nioclás Additional Accommodation	55,000	154,000
Selskar College SWS Life Safety Systems	63,900	308,284
St. Declan's CC Additional Accommodation	1,000,000	158,000
Project Management costs	142,000	0
St. Canice's Convent, New Ross	90,000	100,000
St Catherine's Special School	180,000	200,000
2021 estimates for miscellaneous projects	<u>0</u>	<u>1,559,145</u>
<b>Total - DOE Funded Projects</b>	<b>2,947,700</b>	<b>3,757,702</b>
<b><i>SOLAS Funded Projects</i></b>		
Devolved Allocation	580,000	400,000
Special Projects	<u>552,700</u>	<u>615,000</u>
<b>Total - SOLAS Funded Projects</b>	<b>1,132,700</b>	<b>1,015,000</b>
<b>Total Capital</b>	<b>4,080,400</b>	<b>4,772,702</b>



## Appendix 1: Acronyms

**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  
**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:** Funding Allocation Request  
**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  
**VTOS:** Vocational Training Opportunities Scheme  
**WIT:** Waterford Institute of Technology



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