

Strategy Statement 2023 – 2027



wwetb

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



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

Contents

Introduction	4
Welcome	6
Executive Summary	8
Summary of Strategic Vision, Mission and Goals	13
National and European Context	14
Developing the Strategy/Methodology	18
Profile of WWETB	20
Strategic Goals	26
Implementation and Monitoring	56
Appendices	57
Acknowledgements	65

Introduction

**Message from the Chairperson of Waterford
and Wexford Education and Training Board**

This document is Waterford and Wexford Education and Training Board's second Strategy Statement. The Strategy covers the years 2023 to 2027. It reiterates and expands on our core values, mission, and strategic goals as set out in our first Strategy Statement. This strategy provides a road map for how we will achieve our goals over the coming 5 years.

Providing quality education and training in our community is paramount and we will continue to respond to the needs of our communities and learners. We will strive to deliver facilities, resources, and teaching to the highest possible standards as we respond to the changing needs in our society.

We have come together to meet the demands of our modern world, not only in our day-to-day engagements but we also absorb and respond to the various crises and obstacles we encounter, such as the Covid-19 pandemic and the impact it has had on education and training as well as society as a whole.

I extend my sincere thanks to my fellow members of Waterford and Wexford Education and Training Board, to all our staff and the multitude of stakeholders who took the time to reflect on our organisation and contribute to the development of this Strategy.

WWETB Board members and staff will continue to meet any and all challenges that come our way in the next five years with the same dedicated and enthusiastic response as we continue to deliver accountable, learner focused, inclusive, quality education and training with respect for all.

'Ní neart go cur le chéile'.



Cllr. Barbara-Anne Murphy
Chairperson, WWETB



Welcome

**Message from the Chief Executive of Waterford
and Wexford Education and Training Board**

I am delighted and proud to be presenting the 2nd Strategy Statement of Waterford and Wexford Education and Training Board (WWETB) for the 5-year period 2023-2027.

WWETB was established in 2013 under the Education and Training Board Act 2013 and will celebrate its 10th anniversary on July 1st 2023. During that time, the staff, management, and Board of WWETB have worked hard to establish WWETB as a primary leader of education, training, and youth services throughout the two counties and I believe that we have been successful in that regard. The regular reviews of the previous strategy statement 2018-2022 have demonstrated that the strategic actions that we committed to have been substantially implemented. In addition, many other actions, not envisaged at the time, have also been implemented and we have proven during the Covid-19 pandemic that WWETB can be responsive, agile, and committed to our vision of leading learning through the delivery of high quality, inclusive, responsive, and innovative education and training services in our community.

A huge amount of work has gone into the development of this strategy which is fundamentally our plan of work for the next five years. Very many people from right across the entire organisation have contributed to the many consultative forums held to discuss the strategy including teachers, tutors, instructors, special needs assistants, administrators, maintenance staff and school and further education and training management. Students from our schools and adult learners contributed greatly and the Board of WWETB took time at many meetings to forensically examine the work being undertaken. We were very fortunate that experts in their fields from outside WWETB attended many of our focus group meetings giving of their time and their external and specialist perspective, so important to such a process. We have been very grateful to receive excellent support from our statutory, education, business, voluntary and community partners in bringing their perspectives of how WWETB can meet the needs of our community. While the Senior Management Team of WWETB oversaw the management of the process, very special thanks to Dr. Karina Daly, Director of Organisation Support and Development, who oversaw the entire process, wrote most of the document and gave great leadership throughout.

The process of planning for the next five years is daunting in an ever-changing world. We have taken a thematic approach to our strategy, setting out six strategic goals around which our business of teaching and learning will be delivered - with the learner at the core of everything we strive to do. These six strategic goals: Quality, Schools and FET Colleges of the Future, Communications and Marketing, Health and Wellbeing, Climate Action and Sustainability and Technology Enhanced Learning/Digital Learning provide a framework for all we do and they enable us to set out our priorities and actions for implementation of the strategic plan.

I hope you take the time to read this document and for those of you involved in its planning to see the fruits of your work. Most of all, I hope that we can all work together in true collaboration and partnership to deliver on the aspirations of the 2023-2027 Strategic Statement in the interests of quality education and training for the communities of Co. Waterford and Co. Wexford.

Kevin Lewis

Mr. Kevin Lewis
Chief Executive, WWETB



Executive Summary

The WWETB Strategy Statement is a high level document, intended to inform and guide the main areas for future planning within WWETB for the period 2023-2027. The Strategy Statement has been developed following a comprehensive consultation process involving the Board of WWETB, staff, students and adult learners, business and economic interests, employers, local authorities, third level institutions and other interested parties.

The process has played an important role in bringing together and giving voice to the considerable and varied expertise, experience and aspirations within our large and complex organisation. Our mission and core values have remained constant over the last five years and will take us into the next strategic cycle. Our strategic priorities have been developed following comprehensive and reflective analysis of our mission as an organisation and our aspirations for the future.

WWETB continues to place excellence in teaching and learning and the learner at the core of its education and training provision. In addition to meeting the needs of our students, adult learners and the evolving needs of employers, the needs of local, national and international communities and economies are also of critical importance to us.

Fundamentally, we believe that there is a path to learning for all and that the educational and training experience should be transformative for students and adult learners.

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

Quality

Strategic Goal 1:

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

Why?

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

Schools and FET Colleges of the Future

Strategic Goal 2:

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

Why?

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

Communications and Marketing

Strategic Goal 3:

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

Why?

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

Health and Wellbeing

Strategic Goal 4

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

Why?

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

Climate Action and Sustainability

Strategic Goal 5

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

Why?

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

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

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



Technology Enhanced Learning/Digital Learning

Strategic Goal 6:

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

Why?

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



Summary of Strategic Vision and Mission



Vision

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



Mission

Provide a wide range of high-quality education and training programmes, services and supports to children, young people and adults across the Waterford and Wexford region.

National and European Context

The economic, social and environmental changes that we are experiencing, locally and globally, highlight the importance of our education and training structure in both responding to challenges and seizing new opportunities. With regard to acute challenges, the impact of Covid-19 on society and on the economy and the long-term consequences of lost learning continue to hit the most vulnerable and marginalised. This has been a factor across primary and post-primary education, and also across further education and training provision. Retraining and upskilling is a necessity for many people. Changes in the world of work mean that education and training structures must be agile as jobs change at pace. As a consequence, lifelong learning must become a reality for all, putting significant pressures on tertiary education institutions. At the same time, Covid-19 has significantly impacted the world of work in other ways, as companies have embraced more flexible working and remote working, with greater emphasis on digital skills and wellbeing. Reflecting and responding to how, where and when provision is offered will be a key consideration for education and training institutions.

At a national level, Ireland is reportedly a relatively advanced economy that benefits from an established 'tech' industry. It performs strongly under a number of metrics in the Digital Economy and Society Index (DESI), ranked 6th overall in 2020 in Europe across a range of criteria including connectivity, human capital, use of internet services, integration of digital technology and digital public services. However, in sharp contrast, nearly half of the adult population report not having at least basic digital skills. This emerging digital divide presents a significant challenge given that basic digital capability is increasingly critical for participation in society and the labour market. The 'Digital Ireland Framework' was launched in February 2022, with a list of ambitious targets for 2030, including a strategy for schools. This presents a significant challenge, and in equal measure, opportunity, for WWETB over the next 5 years. WWETB is keen to take a leadership role in ensuring that people are generally supported and prepared for the digital revolution that is underway.

Climate action and sustainability present key national and international challenges and will continue to do so over the coming years. The climate crisis requires a sustained and coordinated effort to support people and employers to transition to a net zero economy. Alongside this transition, reskilling and innovation support will be needed to facilitate longer term planning for sustainability.

Another key challenge lies in the ageing population and longstanding inequalities, resulting in a growing demand for health and social care. This is a collective challenge for tertiary education providers, to support the population health agenda and support marginalised groups to engage in education and training.

The local authorities in both Waterford and Wexford have recently published their county development plans and WWETB is mindful of the priorities outlined in these plans as it develops its own Strategy Statement. The Waterford City and County Development Plan 2022-2028, for example, is centred on the core principle of sustainability and compact growth with a focus on regeneration and economic development, supported by vibrant, liveable, climate resilient communities. The Wexford County Development Plan 2022-2028 addresses a wide range of interrelated economic, social and environmental issues set within an overall framework of achieving sustainable development, social inclusion, adapting to climate change and a healthy county where everyone can enjoy physical and mental health and wellbeing to their full potential.

WWETB works closely with the Department of Education with regard to the implementation of the Department's Statement of Strategy 2021-23. A number of key national education strategies underpin these goals. They include DEIS Plan 2017 (Social Inclusion in Education policy), Wellbeing policy statement, Teacher Supply Action Plan, Languages Connect – Ireland's Strategy for Foreign Languages in Education 2017-2026, Digital Education Strategy and STEM Education Policy Statement 2017-2026 (promoting STEM education amongst young people).

There are a number of significant external factors to be taken into account in the delivery of the Department of Education's strategy. Significantly, the political and

economic environments are still recovering from the impact of Covid-19 and the Programme for Government – Our Shared Future – outlines the commitments to supporting the education sector in particular. Specifically, those that are facing social, economic and educational disadvantage are highlighted as target groups for support. The pressures of demographic increases continue to impact primary and post-primary schools, and, although projected enrolments are forecast to fall over the coming years, they are continuing to rise in the short term, emphasising the need for the availability of school places and flexible school expansion options to meet these growing needs. The Department of Education has also emphasised the importance and acute need to support teachers, school leadership teams and all education staff in their professional practice. Education staff are encountering new levels of diversity within the classrooms. There is a renewed emphasis on teacher education programmes to ensure that the learning and development needs of staff are met in this context.

WWETB also works closely to support the delivery of the SOLAS 'Future FET: Transforming Learning' strategy and the associated Strategic Performance Agreement, that assist in the alignment of the goals of SOLAS and those of WWETB with regard to FET. Specifically, over the term of this strategy, WWETB's vision for the consolidation of FET programmes within an agreed model is aligned with SOLAS's strategic vision for the development of FET Colleges of the Future. Over the last five years the skills landscape has been transformed under the National Skills Strategy, delivering a robust model for identifying existing and emergent skills needs together with an enhanced ability for the education and training sector to deliver appropriate and targeted programmes to meet those needs. This period has seen investment of over €620m in apprenticeship programmes to address identified skill needs, support growth and productivity, build career paths and support policy objectives as set out in the National Skills Strategy, Project Ireland 2040, the National Development Plan 2018-2027, and the Climate Action Plan. This investment has delivered radical expansion of the apprenticeship system, promoting apprenticeship development in new and emerging sectors of the economy and delivering a base for rapid growth of the sector over the next five years.

An ambitious target has been set – 10,000 new apprentice registrations per annum by 2025 – which underpins the government's commitment to enhancing the position of apprenticeship programmes within the education and training sector. The statistics already show that the emphasis on apprenticeship programmes as an important education and training route is having a positive impact.

Between 2016-2020, the number of apprenticeship programmes available increased from 27 to 60. The apprentice population has more than doubled, to 19,630, by the end of 2020. 35 new apprenticeships have been developed in sectors such as auctioneering, ICT, hospitality, logistics and biopharma. Female

participation in apprenticeship has grown from 26 in 2015 to 1,017 by the end of 2020, and the National Training Fund (NTF) increased from €74.7m in 2016 to €200m for 2021. Progress has certainly been made and WWETB is committed to ensuring that these programmes continue to grow in line with the changing needs of industry.

The development of the Adult Literacy for Life (ALL) Strategy is another important milestone on the road towards inclusive education and training, as is the strategy published by the Department of Children, Equality, Disability, Integration and Youth (DCEDIY). In particular, the targeted Youth funding scheme – UBU: Your Place, Your Space – has been a significant development by DCEDIY since the last Strategic Statement was published. The scheme provides services to support young people – mainly those marginalised, disadvantaged or vulnerable – in developing personal and social skills needed to improve their life chances.

WWETB is well placed to respond to the needs and challenges identified in its region 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. It also liaises closely with industry through membership of Chambers of Commerce and IBEC. Its Service to Business Unit supports hundreds of employers across the region. WWETB is delighted to nurture a strong partnership with the recently established South East Technological University.



Developing the Strategy/Methodology



This Statement of Strategy is the result of an extensive and inclusive consultation process which has taken place throughout 2021 and 2022. The research included both quantitative and qualitative data and analysis. The consultation phase consisted of meetings, focus group sessions and questionnaires. The following stakeholder groups were consulted as part of the development of the Statement of Strategy:

	Stakeholder Group	Method
1	Students in WWETB Schools and Adult Learners (FET programmes)	Focus Group sessions/ One-to-one meetings
2	All WWETB Staff	Questionnaire
3	Board of WWETB	Presentation, Focus Group sessions, Questionnaire
4	External Stakeholders (Representative Group)	Focus Group sessions, Questionnaire

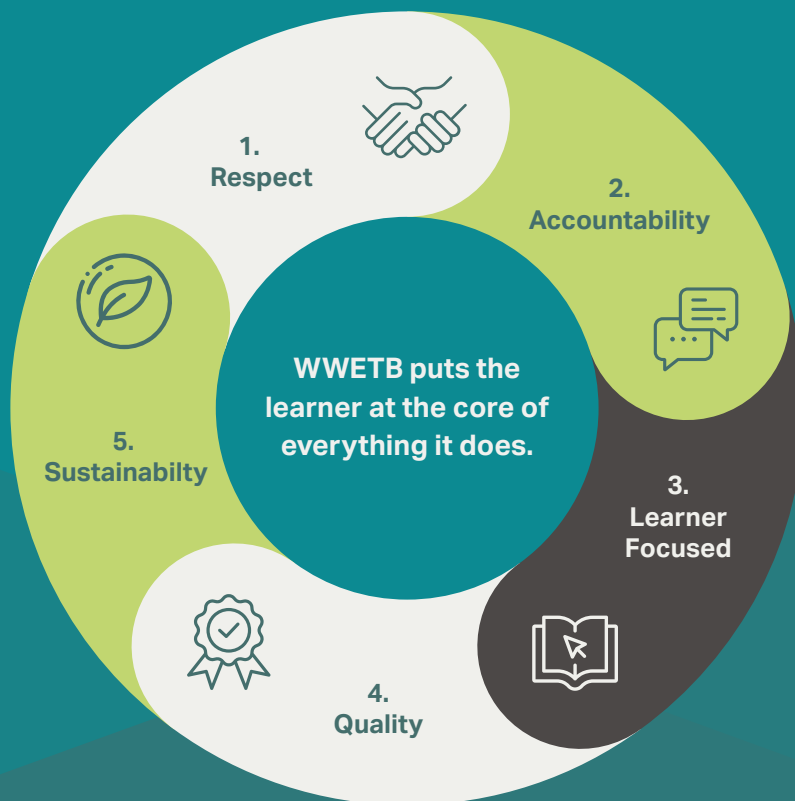
WWETB's strategy has been developed within the context of the Education and Training Boards Ireland (ETBI) Strategy 2022-2024. ETBI is the national representative body for member ETBs and comprises of the staff of ETBI, the ETB Chief Executives, Directors of Further Education and Training, Directors of Schools, Directors of Organisation, Support and Development Forums and the respective networks and groups associated with these forums. ETBI's mission is to lead and advance the continued development of education, training, and youth work in Ireland. The ETBI Statement of Strategy 2022-2024 expresses a clear ambition for the ETB sector to lead in transforming the lives of people, communities and enterprise through education, training and youth work and sets six high level goals under the three strategic pillars of People, Partnership and Potential. Its core values are Excellence, Care, Equality, Community and Respect. All ETBs are tasked with developing their own core values at an organisation level, informed by these nationally agreed values.



Profile of WWETB

WWETB's educational and training provision includes a Community National School, twelve second-level schools, a stand-alone Post-Leaving Certificate College, a range of further education and training centres and services, Outdoor Education and Training, Youthwork Services and Music Generation. WWETB is also a significant employer in the Southeast, with over 1800 staff and in excess of 28,000 students/adult learners.

Our Core Values



Our Values

1. Respect

What it means:

We treat all others as we would expect to be treated ourselves, we assume positive intent, treat everyone equitably and with courtesy.

How it works:

Valuing diversity, demonstrating empathy, fairness and rewarding effort and treating all equitably.

2. Accountability

What it means:

We take full ownership for the delivery of the delegated responsibilities of our role and we hold ourselves and those that we work with to the highest professional standards.

How it works:

Being professional, driving for results in an open, honest and transparent way.

3. Learner Focused

What it means:

We place the learner at the core of everything we do.

How it works:

Being inclusive, supportive, respectful, responsive, innovative and caring.

4. Quality

What it means:

We strive for continuous quality enhancement in the delivery of our services. We review and monitor the delivery of our services against the highest standards for ourselves and others in the pursuit of maximising the learner's potential.

How it works:

Striving to be leaders, demanding higher expectations of ourselves, being dedicated and professional with a focus on outcomes.

5. Sustainability

What it means:

We strive to inspire behavioural change and embed sustainability in the way we teach and in the way we work.

How it works:

Staff and learners working together to embed sustainability in everything we do – towards a better future for all.

Governance and Legislative Framework

As set out in the Education and Training Boards Act 2013, WWETB is a local statutory, education and training authority. It is governed by a board comprising of twenty-one members. This includes twelve representatives from the local City and County Councils of Waterford and Wexford; two members elected from staff; two parent/guardian representatives; five members with a specific knowledge of education and training, including a learner representative and a business representative. The work of the organisation is further supported by boards of management in each of WWETB's colleges. In accordance with the reserved functions set out under Section 12(i) of the Act, WWETB has established a number of committees to support its work. These are:

Finance Committee

Audit and Risk Committee

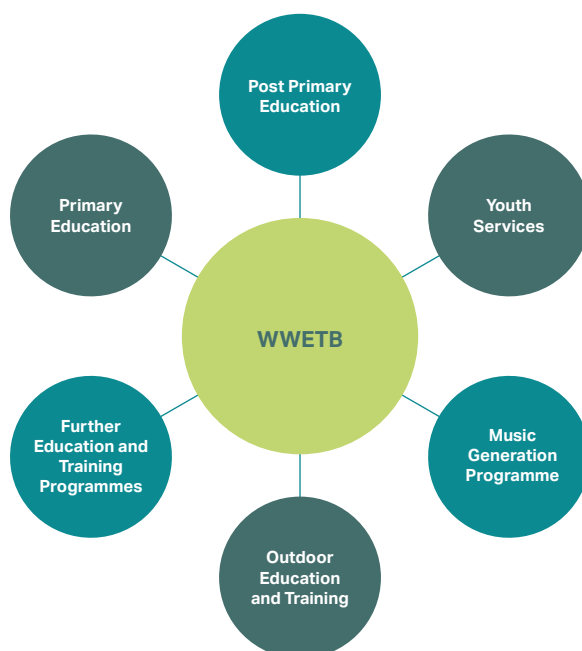
Youthreach Committee

Youth Work Committee

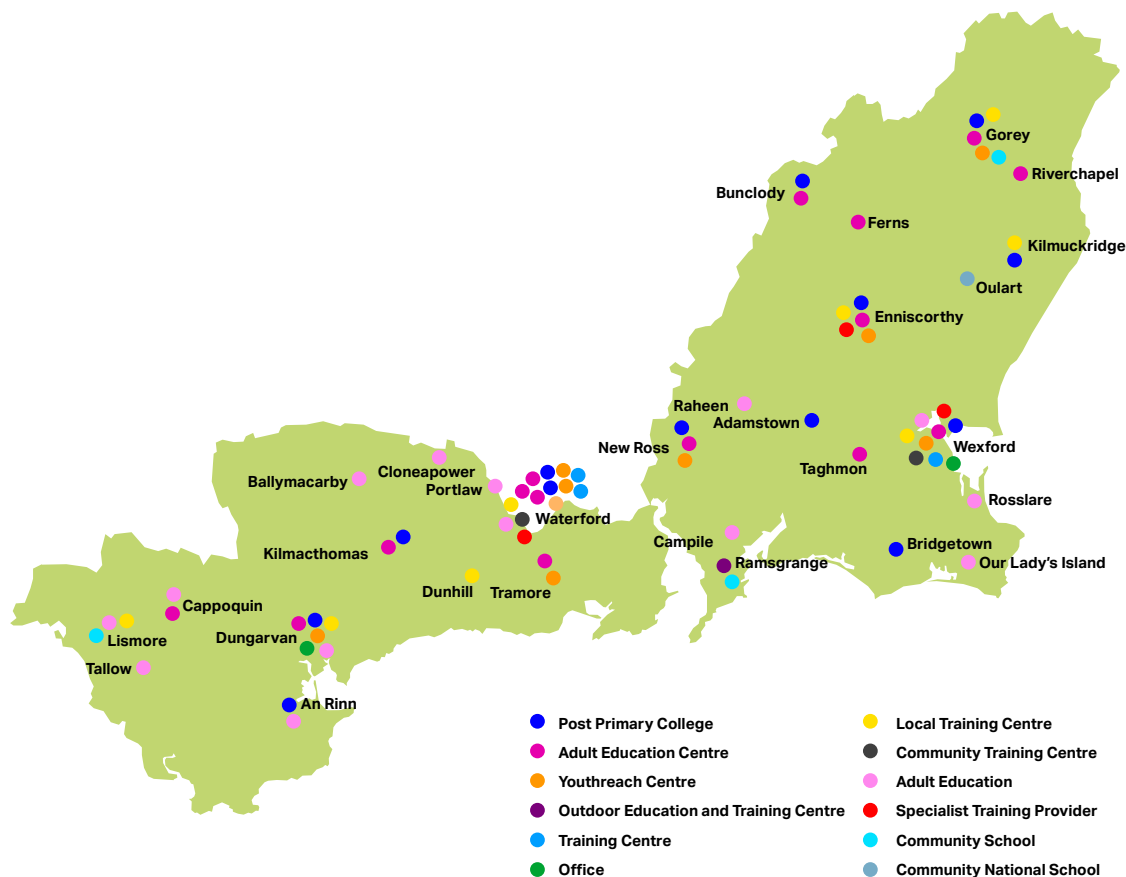
Area Committees: Waterford City & County Area, South Wexford and North Wexford.

Overview of WWETB services

WWETB's head office is located in Ardcahan, Wexford, with administrative offices also located Waterford city and in Dungarvan. WWETB provides education and training services to over 28,000 students and adult learners across the counties of Waterford and Wexford. Recent years have seen a significant increase in the range of education and services delivered by WWETB. The full range of services of WWETB is displayed below:



Location of Centres within WWETB



Community National School

Kilnamanagh Community National School,
Wexford

Post Primary and PLC Education

- Bridgetown College, Co. Wexford
- Bunclody Vocational College, Co. Wexford
- Coláiste Abbáin, Adamstown, Co. Wexford
- Coláiste an Átha, Kilmuckridge, Co. Wexford (incl. PLC)
- Creagh College, Gorey, Co. Wexford

Dungarvan College - Coláiste Dhún Garbhán
(incl. PLC)

Enniscorthy Community College, Co.
Wexford (incl. PLC)

Kennedy College, New Ross, Co. Wexford

Meánscoil San Nioclás

Selskar College, Wexford Town (incl. PLC)

St Declan's Community College,
Kilmacthomas, Co. Waterford

St Pauls Community College, Waterford

Waterford College of Further Education
(WCFE) *PLC Only*

Further Education and Training Centres*

Bunclody FETC, Wexford

Cappoquin FETC, Waterford

Dungarvan FETC, Waterford

Durands Court, Waterford

Enniscorthy FETC, Wexford

Gorey FETC, Wexford

FabLab Enniscorthy, Wexford

FabLab New Ross, Wexford

Kilmacthomas FETC, Waterford

New Ross FETC, Wexford

NZEB (Nearly Zero Energy Building)

Enniscorthy, Wexford

Ozanam Street FETC, Waterford

Railway Square FETC, Waterford

Michael Street FETC New Ross, Wexford

Tramore FETC, Waterford

Wexford (FET, Adult Education)

Whitemills FETC, Wexford

Training Centres

Kilcohan Training Centre

Waterford Training Centre

Wexford Training Centre

Outdoor Education and Training

Shielbaggan Outdoor Education and Training, Wexford

Youthreach Centres

Dungarvan Youthreach, Waterford

Enniscorthy Youthreach, Wexford

Gorey Youthreach, Wexford

New Ross Youthreach, Wexford

Subla Youthreach, Waterford City

Waterford Youthreach

Wexford Youthreach

Administrative Offices

Ardcavan, Wexford

Dungarvan, Waterford

Waterford Training Centre

Community Schools (where WWETB are joint patrons)

Blackwater Community School, Lismore,
Waterford

Gorey Community School, Wexford

Ramsgrange Community School, Wexford

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



28,400 Students and Learners



1,850 Staff
3,086 Courses

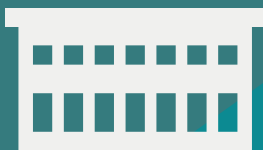


29
Further
Education/
Training Centres

13
Post Primary
Colleges (including
1 PLC College)

1
Community
National
School

3 Community Schools under WWETB Patronage



€147m
Annual
Budget



700
Companies
Supported



65
Apprenticeships
Supported
(incl. 13 in-house)

Strategic Goal 1: Quality



Our aim:

To enhance our reputation by putting measures in place to demonstrate that **Quality** is embedded in everything that we do – our teaching, training, the recruitment of our staff, our support systems and our levels of customer service.



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

Actions

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- 1.1.1 Expand the remit of the WWETB Quality Office to manage quality and provide support across the entire organisation – including monitoring and review - Institutional, School/Unit, Programme.
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- 1.1.2 Develop and publish a Statement of WWETB's commitment to Quality – visible in every School and Centre.
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- 1.1.3 Develop a WWETB Quality Framework, incorporating the *Looking At Our Schools* (LAOS) 2022 model for schools, QQI Institutional Review framework for FET and quality frameworks for organisation services. Develop a maturity model to migrate from quality assurance to quality enhancement.
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- 1.1.4 Establish a FET Programme Development Office, aligning with SOLAS strategy of supporting jobs, learning pathways, facilitating inclusion, upskilling through life and careers and targeting key skills needs. To include programme validation and review, including review of learning outcomes, aligned with SOLAS and WWETB overall strategy.
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- 1.1.5 Enhance critical relationships and links with relevant government departments, local authorities and other agencies and evaluate the effectiveness of these relationships, particularly with industry bodies.
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- 1.1.6 Whole of system approach to Risk Management and management of Internal Controls – across all areas and levels of the organisation. This includes assessing potential partnerships (e.g. contractors, third party providers) for risk and putting agreements in place with all stakeholders.
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- 1.1.7 Review all WWETB Boards and Committees, including membership and Terms and Reference of all internal Boards, Committees and networks. Board/Committee self-assessments to be carried out on an annual basis. Templates developed for standardised agendas and minutes.
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- 1.1.8 Review the work of the WWETB Board and Section 45 Committees (Audit and Risk, Finance), and determine how they will continue to play a strategic role into the future.
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Actions

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- 1.1.9 Increase student/learner voice participation across WWETB governance structures.
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- 1.1.10 Implement an Agile approach to quality - promoting excellence, continuous improvement and business transformation.
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- 1.1.11 Develop an Innovation framework and establish an Innovation team. Develop review and evaluation systems to support innovation across the organisation.
-
- 1.1.12 Full implementation of the WWETB Customer Charter across all areas.
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- 1.1.13 Establish a Continuous Improvement team - Organisation oversight on continuous improvement and quality, including in the delivery of customer service.
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- 1.1.14 Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.
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- 1.1.15 Implementation of enhanced programme in the area Safety, Health and Welfare – audits and review, training schedule implemented and templates forms developed.
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- 1.1.16 Appointment of Data Officer – with responsibility for data, data analytics and data protection.
-
- 1.1.17 Structure in place to support contract management within procurement function.
-
- 1.1.18 Implementation of structured approach to policy development, implementation and review.
-
- 1.1.19 Implementation of Irish Language Standards across WWETB through development of programmes and implementation of training for staff.
-
- 1.1.20 Achieve the consolidation of financial systems and automation of processes to improve financial management, budgeting and reporting.
-
- 1.1.21 Deliver and maintain the shared service delivery model for staff and learner payroll in co-operation with Department of Education Business Shared Services teams.
-
- 1.1.22 Collaborate with Education Business Shared Services to assist and plan for the future delivery of a shared service model solution for finance operations.
-

Actions

-
- 1.1.23 Expand the capability and use of the finance dashboard reporting to give senior management the up-to-date financial information to aid decision-making.
-
- 1.1.24 Implement centralised budgeting for FET which is aligned to the new SOLAS funding model funding requirements to adequately resource programmes, meet the needs of learners and provide improved budgeting and management reporting for FET.
-
- 1.1.25 Develop a capital funding approach with finance and HR departments to review compliance requirements (including equality and diversity reporting) and future workforce planning.
-
- 1.1.26 Implement statutory pensions reporting requirements in conjunction with Education Business Shared Services, National Shared Services Office and ETBI Pension Task Group.
-
- 1.1.27 Support schools in the implementation of the Looking at our Schools 2022 strategy through the school self-evaluation process.
-
- 1.1.28 Promotion of WWETB Schools ethos across all schools.
-
- 1.1.29 Promote STEAM/STEM across our schools – strive to increase participation.
-
- 1.1.30 Develop and publish a statement on Access, Transfer and Progression from and within FET courses to reduce barriers to learning and implement actions.
-
- 1.1.31 Continually develop, implement and evaluate an organisation-wide Youth work plan.
-
- 1.1.32 Develop WWETB's Outdoor Education and Training programme, commensurate with the vision for the new state-of-the-art facility at Forth Mountain, Wexford.
-
- 1.1.33 Protection programmes – assist the Department of Education in meeting the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.
-
- 1.1.34 Develop and implement a five-year strategy for Music Generation Wexford, in line with the objectives of the national Music Generation strategy and put in place a Local Music Education Partnership to support the programme.
-

Actions

1.1.35 Develop and implement a five-year strategy for Music Generation Waterford, in line with the objectives of the national Music Generation strategy and put in place a Local Music Education Partnership to support the programme.

1.1.36 Develop opportunities for WWETB students/adult learners, through competition and exhibition, to build on the idea of a coherent WWETB community.

1.2 Strategic Priority: Quality in Teaching and Learning

Actions

1.2.1 Embed an inclusive approach to education and training and develop strategies to reduce barriers to participation.

1.2.2 Embed links between formal education and non-formal education (including School Completion Projects) to ensure a holistic approach when providing services for young people, including those at risk of leaving school early.

1.2.3 Develop structure to support the analysis of academic achievement across WWETB schools.

1.2.4 Develop an institutional policy with regard to Blended Learning across WWETB FET programmes.

1.2.5 Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.

1.2.6 Increase female participation across WWETB traineeship and apprenticeship programmes.

1.2.7 Develop and implement appropriate policies and procedures to support academic integrity across all programmes.

1.2.8 Develop robust structure for engaging with employers with regard to work experience and work placements, including consistent work placement/work experience reviews. Ensure that the work experience policy is implemented consistently across all Colleges and Centres.

Actions

-
- 1.2.9 Review the implementation of the FET fund for learners with disabilities, to ensure that it is achieving its objectives.
-
- 1.2.10 Develop and implement a pilot programme for alternative provision for 12-14 year olds that have left mainstream education. Review pilot and seek to make provision available to meet the needs across Waterford and Wexford.
-

1.3 Strategic Priority: Recruitment and Onboarding

Actions

-
- 1.3.1 Standardise all recruitment processes and documentation in line with best practice in the public sector.
-
- 1.3.2 Manage transition to E-Recruitment for all recruitment competitions.
-
- 1.3.3 Collaboration with Teacher Training Colleges to support the recruitment of teachers in an increasingly competitive job market.
-
- 1.3.4 Through the recruitment process, ensure that 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 the Strategy Statement.
-
- 1.3.5 Broaden pool of interview panel members, to ensure a wide area of expertise. Interview training in place for staff involved in Interview Panels – areas to include competency-based training, Equality, Diversity and Inclusion training, Unconscious Bias and Access training.
-
- 1.3.6 Development of WWETB-wide Induction programme for new staff.
-
- 1.3.7 Development of WWETB-wide Onboarding programme, including tailored support for new employees and development of a 'buddy' system.
-
- 1.3.8 Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.
-

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

Actions

-
- 1.4.1 Undertake a skills needs analysis for each functional area, leading to a planned approach for staff PLD.
-
- 1.4.2 Further develop Communities of Practice model across the organisation to enhance collaborative practice, including for the purposes of forming supportive networks across teaching and administrative services.
-
- 1.4.3 Governance training for Committees, WWETB Board, Managers and staff representing WWETB on governance and oversight Boards/Committees.
-
- 1.4.4 Continue to engage fully with ETBI working groups and communities of practice for knowledge sharing and professional development.
-
- 1.4.5 Build on relationship developed with South East Technological University to support professional development and building towards unified tertiary education.
-
- 1.4.6 Develop organisation-wide feedback mechanisms and structured consultation, including opportunities to engage with the student/ adult learner voice.
-
- 1.4.7 Implement Schools Leadership programme across all Schools and Colleges.
-

Strategic Goal 2: Colleges and Schools of the Future

Our aim:

**To develop facilities and
learning environments that
our staff and students are
proud of.**



2.1 Strategic Priority: Facilities

Actions

-
- 2.1.1 Deliver on planned schools and centres, through proactive engagement with DoE and SOLAS, DFHERIS regarding approved infrastructural projects. Priority projects in FET include: Wexford town FET College of the Future (Whitemills), Waterford Training Centre (Techniform project), Waterford City FET College of the Future/SETU College Street facility, High Performance Building Alliance/NZEB Centre in Enniscorthy, Further Education and Training Centre in Tramore and FabLab Centre in Lismore, Waterford.
-
- 2.1.2 Priority projects for Schools include: New 1,000 student school for St. Declan's Community College, Kilmacthomas, Co. Waterford; Large extension and reconfiguration of St. Paul's Community College, Waterford City to cater for 1,000 students; Extensions to Dungarvan College-Coláiste Dhún Garbhán and Meánscoil San Nioclás, An Rinn, Waterford; Wexford town Education campus including 1,000 student replacement school for Selskar College; Large extensions to post-primary schools to cater for increased enrolment in Bridgetown College, Bunclody Vocational College and Coláiste an Átha, Kilmuckridge, Wexford; Extension to Kilnamanagh Community National School to cater for increased enrolments.
-
- 2.1.3 Implement the SOLAS strategy of developing Colleges of the Future for FET programmes, in Wexford and Waterford.
-
- 2.1.4 Enhance the buildings team within WWETB, to include professional roles such as qualified Quantity Surveyor and architect, to support management with the portfolio of buildings programmes across colleges and centres.
-
- 2.1.5 Develop a blueprint for future development - long term strategic planning, including review of purchase, build or rent/lease opportunities. To review the location of all colleges and centres and modes of transport used to access these facilities.
-
- 2.1.6 Support the development of a network of caretakers and General Assistants to facilitate greater collaboration across sites.
-
- 2.1.7 Develop plan for upgrade/space/facilities requirements, including possibility of pop-up provision in convenient locations.
-
- 2.1.8 Seek funding opportunities to invest in best industrial standard equipment across colleges and centres.
-

Actions

-
- 2.1.9 Audit colleges and centres for disability access and develop a plan for remedial works, including seeking funding for any upgrades required.
-
- 2.1.10 Development of pods in shared facilities to support flexible working across centres and offices (universal design) – including community education, informal and unaccredited learning.
-
- 2.1.11 Analysis of changes in part-time V full-time provision to support development of facilities, taking into consideration multi-functional or change of use over a period of time. Also consider Advanced Learning Environments for group teaching in colleges and centres.
-
- 2.1.12 Provision for break out spaces (with power) in all colleges and centres and general access computer rooms.
-
- 2.1.13 State-of-the-art audio-visual equipment in classrooms for optimal learning.
-
- 2.1.14 Explore options for short term accommodation for apprentices.
-
- 2.1.15 Invest in outdoor spaces - walks and green spaces for staff, students/adult learners and the community across our colleges and centres.
-
- 2.1.16 Make provision for electric charging points at all colleges, centres and offices.
-
- 2.1.17 Improve ventilation systems across all colleges, centres and offices.
-
- 2.1.18 Invest in shared facilities for teachers, including enhanced staffroom facilities.
-
- 2.1.19 Work closely with Wexford County Council on the development of the state-of-the-art Outdoor Education and Training Centre at Forth Mountain and associated programme of activities at the new location.
-
- 2.1.20 Invest in facilities and shared social spaces for apprentices within our Training Centres, promoting healthy lifestyle and opportunities for building connections with other apprentices.
-
- 2.1.21 Explore opportunities for colleges and centres to support their local communities through the utilisation of college buildings and facilities out of hours.
-
- 2.1.22 Actively seek out opportunities for community engagement to promote WWETB as a patron of Community National Schools across the region.
-



2.2 Strategic Priority: Green Agenda

Actions

-
- 2.2.1 Establish an organisation-wide Green Campus Committee, including students/adult learners and members of the community, linking in with existing structures in colleges and centres.
-
- 2.2.2 Engage with Sustainable Energy Authority of Ireland (SEAI) pathfinder projects to deliver sustainable solutions and improve energy performance, including installation of solar panels on roofs of WWETB-owned buildings and buildings with long leases and installation of heat pumps.
-
- 2.2.3 Carry out feasibility study on the opportunity to invest in small turbines on multi-storey buildings.
-

2.3 Strategic Priority: Maintenance Programme

Actions

-
- 2.4.1 Develop a centralised facilities management system and strategic maintenance programme structure to service all colleges and centres, managed through the Buildings and Facilities team and working closely with caretakers, General Assistants and other support staff responsible for the maintenance of WWETB owned and leased buildings. To include standard plan preventative maintenance.
-

Strategic Goal 3: Communications and Marketing

Our aim:

To be renowned for offering pathways to learning, growth, connection, skills and innovation, for all. At the core, WWETB will be about quality, options, community and opportunity for those starting out and those starting over.



3.1 Strategic Priority: Foundations

Actions

-
- 3.1.1 Develop and implement an internal communications and engagement strategy and invest in a dedicated internal communications resource.

 - 3.1.2 Develop a repository of content, photography and stories for use across the organisation.

 - 3.1.3 Develop a toolkit of enhanced marketing assets, including advertisements and social media templates.

 - 3.1.4 Further develop the WWETB brand guidelines and develop plan for disseminating to WWETB community for use.

 - 3.1.5 Launch of new WWETB website and ensure clear ownership of content and effective search engine optimisation (SEO).

 - 3.1.6 Develop and implement a social media strategy, including clear content development strategy.

 - 3.1.7 Establish key super users (communications and content developers) in the organisation and organise training and development and incentives for engagement with this.

 - 3.1.8 Agree and resource a campaigns budget – agree budget requirements based on key elements included in strategy and establish phased budget growth for campaigns.

 - 3.1.9 Invest in new brand/digital marketing resource.

 - 3.1.10 Develop a FET course/programme promotion plan, in line with WWETB targets and SOLAS strategy.

 - 3.1.11 Develop a revised marketing brief to agency to develop suite of key messages and clear definition on individual FET course/programme branding, co-branding and WWETB institutional branding.
-

Actions

-
- 3.1.12 Development of digital marketing strategy, including partner sites and media.

 - 3.1.13 Development of a media plan created for key campaigns and events.

 - 3.1.14 Develop and implement a digital accessibility plan to include all relevant digital channels, the monitoring and feedback by regulatory bodies, and the training of those responsible for content in order to support our obligations under the Web Accessibility Directive.
-

3.2 Strategic Priority: Engaging the Audience

Actions

-
- 3.2.1 Development of an innovation campaign focus with hashtag, and development of innovation story bank and case studies that highlight this.

 - 3.2.2 Identify speaking opportunities, and panel of internal experts, linked to relevant brand messages.

 - 3.2.3 Apply for pioneer awards and other relevant awards.

 - 3.2.4 Develop a clear statement of intent to promote WWETB's role in the community, in the arts, youthwork, music, sport and its commitment to wellbeing.

 - 3.2.5 Development of a communications plan for parents and wider community to engage in a series of events, develop calendar of open days and virtual meet past students/adult learners.

 - 3.2.6 Develop specific communications stream for guidance counsellors and extend invitation to guidance counsellors in other schools.

 - 3.2.7 Develop communications stream for current teachers and tutors.
-

Strategic Goal 4: Health and Wellbeing



Our aim:

To enhance our reputation as a great place to work and to learn. WWETB will show staff and students/adult learners that we value them and their opinions. We will promote a community that supports individuality, celebrates successes and is supportive through difficult times. Diversity is a fact – we will choose inclusion.



4.1 Strategic Priority: Foundation – Culture, Systems and Procedures

Actions

-
- 4.1.1 Establishment of a Health and Wellbeing Committee in WWETB, with representation from students/adult learners and staff.
-
- 4.1.2 Regular promotion of the Employee Assistance Programme to all staff members and make clear that the service is also available to their families.
-
- 4.1.3 Promote a culture of wellbeing at work through existing governance structures.
-
- 4.1.4 Implement the 'Keep Well' mark in WWETB, with support from IBEC
-
- 4.1.5 Update and disseminate all WWETB policies relating to Health and Wellbeing
-
- 4.1.6 Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.
-
- 4.1.7 Develop mechanism for staff recognition across all staff groups as part of the culture (e.g. customer service excellence award), including annual awards and achievement ceremony and long service recognition.
-
- 4.1.8 Continue to promote the WWETB Customer Charter and ensure that the Charter is disseminated to, and understood by, all staff.
-
- 4.1.9 Support the induction, onboarding and work journey through WWETB of tutors as part-time members of staff and actively empower and encourage tutors to act as ambassadors for WWETB.
-
- 4.1.10 Implementation of Blended/Remote working policy across WWETB.
-
- 4.1.11 Professional learning and development undertaken by all managers in supervision and leadership.
-

Actions

-
- 4.1.12 Environmental audit of each facility from a health and wellbeing perspective – smoke free zones, canteen refresh, sensory spaces, social interaction spaces, walking areas, colours, natural light and ventilation.
-
- 4.1.13 Develop a process of routinely conducting exit interviews for staff to support WWETB in improving its support to staff.
-
- 4.1.14 Update intranet contact details and 'Meet the team' information for all staff to build awareness of the teams and team structure in WWETB.
-
- 4.1.15 Development of WWETB-wide Onboarding programme, including tailored support for new employees and development of a 'buddy' system.
-
- 4.1.16 Actively seek to encourage staff to engage in Professional Learning and Development to support them in areas where growth is required.
-
- 4.1.17 Implement Public Sector Equality and Human Rights policy across WWETB and facilitate training for staff.
-
- 4.1.18 Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.
-
- 4.1.19 Development of a pro-active programme to support staff in busy work environments.
-



Actions

-
- 4.1.20 Support staff who are nearing retirement by organising routine retirement planning seminars and recognise their important contribution to the organisation by hosting an annual retirement ceremony for staff that are retiring.
-
- 4.1.21 Development of a calendar of wellbeing initiatives and events for staff and students/adult learners.
-
- 4.1.22 Development of a Welcome and Induction handbook/app for each student/adult learner and new staff member.
-
- 4.1.23 Develop a strategy for the delivery of guidance services to students/adult learners across WWETB.
-
- 4.1.24 Review the requirements of students/adult learners with regard to career guidance support and develop plan to tailor the support to meet the needs of students/adult learners.
-
- 4.1.25 Work with Music Generation Wexford and Music Generation Waterford to enable colleges, centres and programmes to engage with the Music Generation programme for the benefit of their students/adult learners.
-
- 4.1.26 Work with Wexford GAA to enable colleges to engage with the GAA 'Going WeLL' programme for the benefit of students/adult learners.
-
- 4.1.27 All Colleges to engage with the Amber Flag initiative to build awareness, at a local level, of the importance of supporting mental wellbeing among students/adult learners.
-
- 4.1.28 Focus on our students/adult learners as partners – develop organisation-wide feedback mechanisms and structured consultation.
-
- 4.1.29 Organisation-wide approach to annual awards ceremonies and recognising achievement of students/adult learners.
-
- 4.1.30 Development of a Resilience, Motivation and Empathy programme for students/adult learners across all colleges and centres.
-
- 4.1.31 Development of a wellbeing programme that incorporates socialising, mindfulness, wellness, team building, extracurricular, onsite health and wellness, society for students/adult learners across all colleges and centres. Support colleges and centres to implement programme locally.
-

4.1.32 Taster/Starter courses offered to help adult learners re-engage in education.

4.1.33 Seek out partnerships to support the Health and Wellbeing strategy of WWETB, including partnering with the Healthy County initiatives of Wexford County Council and Waterford City and County Council.

4.1.34 Invest in facilities and shared social spaces for apprentices within our Training Centres, promoting healthy lifestyle and opportunities for building connections with other apprentices.



4.2 Strategic Priority: Response - Additional Supports and Pathways

Actions

4.2.1 Develop a strategy for the delivery of guidance services and supports for students/adult learners across WWETB.

4.2.2 Develop a structure for clear and defined pathways to emotional, psychological and psychotherapy supports for students/adult learners where required.

Strategic Goal 5: Climate Action and Sustainability

Our aim:

WWETB will be renowned for its climate culture and we will inspire behavioural change among staff and students.



5.1 Strategic Priority: Foundations/Structure

Actions

-
- 5.1.1 Develop appropriate structure for the implementation of Climate Action and Sustainability strategy – Climate Action and Sustainability Steering Group, with representation from students/adult learners group, staff and external expertise. Develop local Green Committees in every college, centre and office. Develop local partnerships with community groups to support the strategic agenda.
-
- 5.1.2 Appoint an Energy Officer for WWETB.
-
- 5.1.3 Training for Steering Group, Green Committees, Managers, caretakers and maintenance staff – project and programme management structure to achieving objectives across all strategic priorities.
-
- 5.1.4 Research opportunities for strategic partnerships and seek to engage with bodies that can support the strategic agenda of WWETB.
-
- 5.1.5 Identify resource to support the applications process for funding and grant awards to support the strategic agenda of WWETB.
-
- 5.1.6 Communication of details of any projects undertaken and benefits to all staff and students/adult learners. Survey staff and students/adult learners for any change in understanding and attitudes on Climate Action and Sustainability. Highlight and share success stories – branding the campaign.
-



5.2 Strategic Priority: Renewable Energy

Actions

-
- 5.2.1 Undertake a desk research exercise into appropriate solutions across the WWETB sites. Identify possible locations and undertake site survey - with support from teachers and external experts. Implement any recommendations.

 - 5.2.2 Business case created with costs and revenue including displacement.

 - 5.2.3 Identify potential funding streams (i.e. payback or investment) and apply for relevant grants.

 - 5.2.4 Install solar panels on roofs of WWETB-owned buildings and buildings with long leases.

 - 5.2.5 Develop and implement an awareness campaign around energy efficient behaviours, using intranet, website and social media to engage with staff and students/adult learners.
-

5.3 Strategic Priority: Energy Efficiency

Actions

-
- 5.3.1 Carry out regular energy audits – Weekly audits/quarterly audits/visual surveys/walk arounds/one-off pre-energy audit

 - 5.3.2 Establish an energy use baseline for each building within WWETB.

 - 5.3.3 Exceed building regulations - Leadership in Energy and Environmental Design (LEED)/Building Research Establishment Environmental Assessment Method (BREAAM).

 - 5.3.4 Retro fit suitable buildings to bring them up to appropriate efficiency including heating controls.
-

Actions

-
- 5.3.5 Invest in energy efficiency visual apps/information screens for buildings.
-
- 5.3.6 Put in place a league table for WWETB buildings Display Energy Certificates (DECs)
-
- 5.3.7 Plan for the elimination of all incandescent and halogen lights.
-
- 5.3.8 Develop an energy awareness campaign around PC shutdown in all colleges, centres and offices - behavioural change by individuals.
-
- 5.3.9 Embed the Take 1 programme and the Sustainable Development Goals into the sustainability strategy for WWETB and encourage school participation in same.
-
- 5.3.10 Development of specific Climate Action plans for FET and for Schools, in line with DoE/DFHERIS/SOLAS and broader government strategies.
-

5.4 Strategic Priority: Travel

Actions

-
- 5.4.1 Develop an awareness campaign around encouraging walking and cycling to Colleges, Centres and Offices, car-pooling and increased usage of school and public transport. Campaign to engage with parents also. To include campaign for park and cycle facilities in a close radius of schools with dedicated cycle lanes. Include cycling workshops, road safety tips, trips to the Greenway to encourage participation. Installation of bike racks in every WWETB site.
-
- 5.4.2 Develop a clear policy on staff travel –online (MS Teams) V face-to-face meetings.
-
- 5.4.3 Make provision for electric charging points at all Colleges, Centres and Offices.
-

5.5 Strategic Priority: Biodiversity

Actions

-
- 5.5.1 Develop an awareness campaign around biodiversity, including the development and implementation of an e-Learning module and introductory training for staff and students/adult learners.
-
- 5.5.2 Create an organisation-wide system of biodiversity ambassadors and a champion within the Senior Management Team, including assigning allocated hours for a biodiversity role (i.e. coordinator).
-
- 5.5.3 Put in place a Community of Practice forum to focus on the area of Biodiversity.
-
- 5.5.4 Develop materials relating to the strategic focus on Biodiversity for all schools - handbooks and induction programmes for new staff and students/adult learners.
-
- 5.5.5 Assess college, centre and office sites for suitability to establish wildlife zones/areas and establish zones in all possible areas.
-
- 5.5.6 Carry out annual Biodiversity audits and develop associated pollinator plans at each site.
-
- 5.5.7 Work with partner organisations with expertise in biodiversity programmes and carry out site visits to other locations to gather best practice ideas for implementation.
-



5.6 Strategic Priority: Waste Reduction

Actions

-
- 5.6.1 Reduce, then eliminate single use plastics (e.g. plastic bottles in canteens) in all colleges, centres and offices.
-
- 5.6.2 Reduce the use of photocopying to essential purposes only (e.g. tests) – utilise online resources such as teams for sharing documents.
-
- 5.6.3 Food pre-ordering system in colleges to reduce excess food being prepared and subsequently wasted.
-
- 5.6.4 Develop a protocol for the donation of unused food to food banks/ charities.
-
- 5.6.5 Introduce compost bins for food waste/renewable energy.
-
- 5.6.6 Ensure college canteens are using reusable containers where possible (recyclable and compostable less favourable).
-
- 5.6.7 Review of current waste position to determine baseline and compare to best practice. Develop system for management and minimising of waste.
-
- 5.6.8 Develop incentive schemes for colleges, centres and offices to support them in achieving targets with regard to waste reduction.
-
- 5.6.9 Develop campaigns and provide training for staff and students/ adult learners on how to dispose of waste correctly for maximising recycling rates.
-
- 5.6.10 Rainwater harvesting incorporated into all new buildings and review of feasibility to harvest rainwater at existing buildings. Implement rainwater harvesting where possible.
-

5.7 Strategic Priority: Circular Economy

Actions

-
- 5.7.1 Build a circular economy movement across the WWETB community using various engagement and communication methods.
-
- 5.7.2 Ringfence resources for a post-primary initiative. Create a sustainability section/team to audit, log and enforce the initiative until circular economy model becomes the norm.
-
- 5.7.3 Procurement to move away from cost to sustainability as a measure of value.
-
- 5.7.4 Highlight connections and partnerships with organisations outside WWETB – (e.g. sustainability sourcing)
-
- 5.7.5 Trial use of non-chemical cleaning products at colleges, centres and offices.
-
- 5.7.6 Use reusable/non harmful alternative products (non-chemical) within programmes (e.g. beauty, hairdressing, construction)
-
- 5.7.7 Develop a WWETB protocol to encourage second life for uniforms and books in WWETB Colleges.
-
- 5.7.8 Create awareness of value of 'waste'.
-
- 5.7.9 Develop plan to provide training in NZEB fundamentals across a wide variety of programmes and courses. Embed in training programmes and in post-primary modules where feasible.
-



5.8 Strategic Priority: Curriculum Integrated with sustainability for classroom based assessments

Actions

-
- 5.8.1 Publish a set of guidelines to embed Sustainability as an integral element of curriculum delivery. Assign a co-ordinator to this task and include all stakeholders, including students/adult learners. Set up a Community of Practice as a matter of course.
-
- 5.8.2 Explore the classroom based assessment model and advocacy with National Council for Curriculum Assessment (NCCA), particularly in subjects such as Maths, Geography and Sciences. Map current activity in schools as baseline.
-
- 5.8.3 Access resources that already exist and build stronger partnerships for specific purposes (e.g. Environmental Protection Agency, National Biodiversity Centre, green schools, leave no trace campaign, local authorities).
-
- 5.8.4 Sustainable courses integrated across multiple FET programmes, including the Green Skills module.
-



Strategic Goal 6: Technology Enhanced Learning/ Digital Learning

Our aim:

To develop an organisation-wide IT strategy, incorporating technology enhanced learning within our FET programmes and digital learning across our colleges, along with an operating model review, to chart the journey for a full transformation of IT within WWETB.



6.1 Strategic Priority: Governance

Actions

-
- 6.1.1 Successful management and governance of the IT function in WWETB, including establishment of an IT Steering Committee, comprising business and IT leadership.

 - 6.1.2 Ensure consistency in IT support by implementing appropriate policies and procedures.

 - 6.1.3 Enable the organisation to use data for accurate reporting, by developing a formal data governance procedure to standardise how data is collected and processed within internal systems.
-

6.2 Strategic Priority: Organisation Structure

Actions

-
- 6.2.1 Develop a defined business change team with responsibility for the specific targets, tasks and projects within the WWETB IT function.

 - 6.2.2 Prioritise the hiring of new IT Manager, to manage the day to day running of the IT team, risks and critical issues, while also focusing on quality and strategic direction of the function.

 - 6.2.3 Focus on succession planning and talent management within the IT team and engage the IT team in the strategic focus for 2023 and beyond.
-

6.3 Strategic Priority: Delivery Model

Actions

-
- 6.3.1 Procure services to deliver transformational projects.
-
- 6.3.2 Source IT security services as required to ensure independent review and alignment to evolving IT security best practices.
-

6.4 Strategic Priority: Capabilities

Actions

-
- 6.4.1 Build the IT management capabilities within WWETB to ensure that IT activities are planned and managed in line with the business strategy, and to provide challenge to mandated solutions to ensure that WWETB requirements are considered and alternative solutions assessed.
-
- 6.4.2 Deliver strategic, transformational change projects within the IT function.
-
- 6.4.3 Ensure basic level of IT skills for all staff through training and development.
-
- 6.4.4 Enable the organisation to use data for accurate reporting. Build data analytics capabilities within the organisation to consistently extract reliable data for reporting and generating business insights.
-
- 6.4.5 Plan for the design and development of blended learning in line with QQI and curriculum requirements.
-
- 6.4.6 Remove inefficiencies associated with the business use of CoreHR, by assigning the role of managing the CoreHR system to a business/data analyst.
-
- 6.4.7 Improve IT service efficiencies and ensure accurate tracking of the service provided.
-

Implementation and Monitoring

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 (Service Plan) and budget and formally undertakes an evaluation of actual performance by reference to the plan on an annual basis. The strategy implementation plan must also allow for flexibility due to changing circumstances during its lifetime.

The implementation plan is broken down into 4 phases:



Appendices

Appendix 1:
WWETB Board Members and Committee Members

Appendix 2:
**Waterford and Wexford Colleges, FET Centres and
Administrative Offices**

Appendix 3:
Abbreviations

Board Members



Front row (left to right):

Mr. Pat Rath, Cllr. Mary Farrell, Mr. Kevin Lewis (Chief Executive), Cllr. Barbara-Anne Murphy (Chairperson), Ms. Kate Miskella, Cllr. Lola O'Sullivan (Deputy Chairperson), Ms. Sandra Fogarty.

Back row (left to right):

Cllr. Pat Nugent, Cllr. Kathleen Codd-Nolan, Cllr. Frank Quinlan, Cllr. Cristfona Kiely, Mr. Senan Lillis, Ms. Mary Ryan, Cllr. Garry Laffan.

Missing from photo:

Cllr. Tom Cronin, Cllr. Fionntán Ó Súilleabháin, Cllr. Aidan Browne, Cllr. Leonard Kelly, Mr. Richard Byrnes , Ms. Margaret Darrer.

Appendix 1:

WWETB: Board Members and Committee Members

Board Members

Elected by Waterford City and County Council

Cllr Pat Nugent

Cllr Frank Quinlan

Cllr Lola O'Sullivan (Deputy – Chairperson)

Cllr Tom Cronin

Cllr Cristíona Kiely

Elected by Wexford County Council

Cllr Barbara-Anne Murphy (Chairperson)

Cllr Kathleen Codd-Nolan

Cllr Mary Farrell

Cllr Fionntán Ó Súilleabháin

Cllr Aidan Browne

Cllr Leonard Kelly

Cllr Garry Laffan

Staff Members

Ms. Sandra Fogarty

Mr. Richard Byrnes

Parent Members

Vacant (at December 2022)

Nominated from Bodies Specified

Ms. Mary Ryan	ACCS/JMB AMCSS/NAPD
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Mr. Pat Rath	Disability Federation Ireland – AHEAD
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Mr. Senan Lillis	ICTU
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Ms. Kate Miskella	ICTU
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Ms. Margaret Darrer	Irish Hotels Federation
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Committee Members

Finance Committee

Mr Michael Veale (Chairperson)	External Member
Mr Denis McCarthy	External Member
Mr David Doyle	External Member
Mr. John Murphy	External Member
Ms Anita Power	External Member
Ms Lynda Lacey	External Member
Cllr Pat Nugent	ETB Member

Audit and Risk Committee

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

Youthreach Committee

Cllr. Pat Nugent (Chairperson)
Cllr. Aidan Browne
Cllr. Frank Quinlan
Ms. Kate Miskella
Ms. Anne Ryan
Mr. Brian Mulvihill
Mr. Brian Owens
Ms. Christine O’Neill

Youth Work Committee

Cllr. Pat Nugent (Chair)	Ms. Margaret Collins
Cllr. Aidan Browne (Deputy Chair)	Mr. Kieran Donohue
Cllr. Garry Laffan	Ms. Alison Parle
Ms. Sarah Dunleavy	Mr. Ollie Breslin
Ms. Sheila Barrett	Ms. Majella Finnegan

Committee Members

Waterford City & County Area Committee

Cllr. Lola O'Sullivan

Cllr. Frank Quinlan

Ms. Sandra Fogarty

Ms. Margaret Darrer

Cllr. Pat Nugent

Ms. Mary Ryan

Cllr. Tom Cronin

Cllr. Cristiona Kiely

North Wexford Area Committee

Cllr. Mary Farrell

Cllr. Kathleen Codd-Nolan

Cllr. Aidan Browne

Mr. Pat Rath

Cllr. Barbara-Anne Murphy

Cllr. Fionntán Ó'Súilleabháin

Mr. Senan Lillis

South Wexford Area Committee

Cllr. Garry Laffan

Mr. Richard Byrnes

Ms. Kate Miskella

Cllr. Leonard Kelly

WWETB's 3 Area Committees are supported by staff who attend in an advisory capacity:

Senior Management Team representative

Principals of Schools

Further Education and Training representatives

Youth Services representative

Music Generation Development Coordinators

Appendix 2:

Waterford and Wexford Colleges and FET Centres

Colleges and FET Centres

Primary School

Kilnamanagh Community National School, Oulart, Co. Wexford

Post Primary Colleges

Bridgetown College, Bridgetown, Co. Wexford

Bunclody Vocational College, Co. Wexford

Coláiste Abbáin, Adamstown Co. Wexford

Coláiste an Átha, Kilmuckridge, Co. Wexford

Dungarvan College - Coláiste Dhún Garbhán, Co. Waterford

Creagh College, Gorey, Co. Wexford

Enniscorthy Community College, Co. Wexford

Kennedy College, New Ross, Co. Wexford

Meánscoil San Nioclás, An Rinn, Co. Waterford

Selskar College, Wexford town

St Declan's Community College, Kilmacthomas, Co. Waterford

St Paul's Community College, Waterford City

PLC College

Waterford College of Further Education, Waterford City

Community Schools where WWETB is joint patron

Blackwater Community School, Co. Waterford

Gorey Community School, Co. Wexford

Ramsgrange Community School, Co. Wexford

Outdoor Education and Training

Outdoor Education and Training Centre, Shielbaggan, Ramsgrange, Co. Wexford

Bunclody Outdoor Education and Training Centre, Co. Wexford

Forth Mountain Outdoor Education and Training, Co. Wexford

Youthreach Centres

Dungarvan Youthreach, Co. Waterford

Enniscorthy Youthreach, Co. Wexford

Gorey Youthreach, Co. Wexford

New Ross Youthreach, Co Wexford

Youthreach Subla Centre, Lacken Road Business Park, Co. Waterford

Tramore Youthreach, Co. Waterford

Waterford Youthreach, O'Connell Street, Waterford City

Wexford Youthreach, Whitemills Industrial Estate, Wexford

Education and Training Centres

Bunclody Further Education and Training Centre, Co. Wexford

Cappoquin Further Education and Training Centre, Co. Waterford

Dungarvan Further Education and Training Centre, Co. Waterford

Enniscorthy Further Education and Training Centre, Co. Waterford

Gorey Further Education and Training Centre, Co. Wexford

Kilmacthomas Further Education and Training Centre, Co. Waterford

New Ross Further Education and Training Centre, Co. Wexford

Ozanam Street Further Education and Training Centre, Waterford

Railway Square Further Education and Training Centre, Waterford

Tramore Further Education and Training Centre, Co. Waterford

Waterford Training Centre, Waterford Industrial Park, Waterford

Waterford VTOS Centre, Durand's Court, Waterford City

Wexford Training Centre, Whitemills Industrial Estate, Wexford town

Administrative Offices

WWETB Head Office, Ardcavan, Wexford town

Dungarvan Office, Dungarvan Shopping Centre, Dungarvan, Co. Waterford

Waterford Training Centre, Waterford Industrial Park, Waterford

Appendix 3: Abbreviations

ALL	Adult Literacy for Life
BTEI	Back to Education Initiative
DEIS	Delivering Equal Opportunity in Schools
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DoE	Department of Education
EPA	Environmental Protection Agency
ETBI	Education and Training Boards Ireland
FET	Further Education and Training
FETC	Further Education and Training Centre
HR	Human Resources
IBEC	Irish Business and Employers Confederation
ICT	Information and Communications Technology
LAOS	Looking At Our Schools (Framework)
LCDC	Local Community Development Committee
NCCA	National Council for Curriculum and Assessment
NTF	National Training Fund
NZEB	Nearly Zero Energy Buildings
PLC	Post Leaving Certificate
PLD	Professional Learning and Development
QQI	Quality and Qualifications Ireland
SEAI	Sustainable Energy Authority of Ireland
SETU	South East Technological University
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
STEAM	Science, Technology, Engineering, Arts and Maths
STEM	Science, Technology, Engineering and Mathematics
VTOS	Vocational Training Opportunities Scheme
WCFE	Waterford College of Further Education
WWETB	Waterford and Wexford Education and Training Board

Acknowledgements

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Together, we will work hard to achieve our ambition as laid out in our Strategy Statement 2023-2027.



wwetb

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