



Waterford and Wexford Education and Training Board

SERVICE PLAN 2025

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



As Chairperson of Waterford and Wexford Education and Training Board (WWETB), I am proud to present our Service Plan for 2025. This plan is particularly significant as it represents the first service plan developed under the newly appointed Board, following its establishment last year. Guided by our Strategy Statement 2023–2027, the Service Plan outlines our strategic priorities for the year ahead and will help us to achieve our mission to provide a wide range of high-quality education and training programmes, services and supports to children, young people and adults across the Waterford and Wexford region.

While this Service Plan sets out a clear roadmap for the year, WWETB remains adaptable and responsive to the evolving needs of our community and society. The challenges of recent years have demonstrated our resilience and our ability to innovate in the face of change, and this agility will continue to guide us in addressing the demands of a modern world.

I want to take this opportunity to thank the members of the newly elected Board for their dedication and insight as we chart this exciting path forward. I also wish to express my deep appreciation to our staff and the many stakeholders who work tirelessly to support our vision, that aims to lead learning through the delivery of high-quality, inclusive, and innovative education and training services in our community.

A handwritten signature in black ink that reads "Lola O'Sullivan". The signature is fluid and cursive.

Cllr Lola O'Sullivan
Chairperson

2. Foreword by the Chief Executive



I am delighted to present the 2025 WWETB Service Plan. Whilst the Service Plan is a legislative requirement for ETBs as set out in the ETB Act 2013, it is also a useful guide to outline our strategic priorities for the year ahead. We finalised our new Strategic Statement in 2023, which sets out an ambitious work programme for the next five years. The big challenges that we continue to focus on are: *Quality, Schools and FET Colleges of the Future, Communications and Marketing, Health and Wellbeing, Climate Action and Sustainability, and Technology Enhanced Learning/Digital Learning.*

I would like to welcome the members of the new Board of WWETB that came into existence in September 2024, chaired by Cllr Lola O’Sullivan. WWETB also has new Directors – Alan Quirke and Michael T. O’Brien – Directors of Organisation Support and Development. Together, we will focus on achieving our strategic vision, in particular in the big target areas of climate action and sustainability and improved infrastructure for our students and learners.

Our targets remain ambitious and WWETB has a proven track record in delivering on ambitious targets. We were delighted to welcome an Taoiseach Simon Harris and Minister Hildegard Naughton to officially open our new school in Gorey in January 2025 – Gorey Hill School - for children and young people with autism and complex needs. September 2025 will see the expansion of this new school, from 24 to 36 students. We will soon officially open a significant extension to Waterford Training Centre, catering for increased apprenticeship places as per the national programme for expansion of apprenticeship. We will continue to strive to develop the best learning environments for our children and young people – with regard to our schools and our further education and training facilities - and we will ensure that the learner remains at the core of everything that we do.

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

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

I wish everyone much success in the year ahead.

Karina Daly

Dr. Karina Daly
Chief Executive

3. Profile/Background of WWETB

Waterford and Wexford Education and Training Board (WWETB) was established on 1 July 2013. It officially incorporated SOLAS Training Centres in Waterford and Wexford into its range of services on 1 July 2014. Since then, WWETB has been providing a comprehensive range of education and training services throughout Waterford and Wexford and it is the largest education and training provider across both counties through primary-level education, special education, second-level colleges, Further Education and Training Colleges and Centres, an Outdoor Education and Training Centre, and Youth Services delivering education and training programmes. With 1860 staff, WWETB is also a significant employer in the South-East and prides itself on being an employer of choice for prospective employees.

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

Core Values		
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.
Accountability	We take full ownership for the delivery of the delegated responsibilities of our role, and we hold ourselves and those that we work with to the highest professional standards.	Being professional, driving for results in an open, honest and transparent way.
Learner Focused	We place the learner at the core of everything we do.	Being inclusive, supportive, respectful, responsive, innovative and caring.
Quality	We strive for continuous quality enhancement in the delivery of our services. We review and monitor the delivery of our services against the highest standards for ourselves and others in the pursuit of maximising the learner's potential.	Striving to be leaders, demanding higher expectations of ourselves, being dedicated and professional with a focus on outcomes.
Sustainability	We strive to inspire behavioural change and embed sustainability in the way we teach and in the way we work.	Staff and learners working together to embed sustainability in everything we do – towards a better future for all.

Following the local elections in the summer of 2024, a new WWETB Board was elected to lead the work of WWETB over the next five years.

The current Board of WWETB held its first meeting in September 2024, having elected 21

members, including representatives from Waterford City and County Council, Wexford County Council, staff representatives, parent representatives, and a number of representatives from bodies specified by the Department of Education. Following the election of the new Board, governance training has commenced for all members of the new Board and to members of the Section 44 and 45 Committees.

3.1 Geographical Map of WWETB



3.2 Location of WWETB Services

WWETB Locations 2025
Community National School
Kilnamanagh Community National School, Wexford
Special School
Gorey Hill, Co. Wexford
Post Primary and PLC Education
Bridgetown College, Co. Wexford
Bunclody Community 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, Waterford
Selskar College, Wexford Town (incl. PLC)

St Declan's Community College, Kilmacthomas, Co. Waterford
St Paul's Community College, Waterford
Waterford College of Further Education *PLC Only*
Further Education and Training Centres*
Bunclody Further Education and Training Centre, Wexford
Cappoquin Further Education and Training Centre, Waterford
Dungarvan Further Education and Training Centre, Waterford
Durand's Further Education and Training Centre, Waterford
Enniscorthy Further Education and Training Centre, Wexford
Gorey Further Education and Training Centre, Wexford
FabLab Enniscorthy, Wexford
FabLab New Ross, Wexford
Kilmacthomas Further Education and Training Centre, Waterford
Lismore Further Education and Training Centre, Waterford
Michael Street Further Education and Training Centre, New Ross, Wexford
New Ross Further Education and Training Centre, Wexford
NZEB (Nearly Zero Energy Building) Enniscorthy, Wexford
Ozanam Street Further Education and Training Centre, Waterford
Railway Square Further Education and Training Centre, Waterford
Seandún Further Education and Training Centre, Dungarvan, Waterford
Tramore Further Education and Training Centre, Waterford
Wexford College of Further Education and Training, Whitemill, Wexford
Whitemill Further Education and Training Centre, Wexford
Training Centres
Kilcohan Training Centre, Waterford
Waterford Training Centre, Waterford
Wexford Training Centre, Wexford
Outdoor Education and Training
Bunclody Outdoor Education and Training Centre, Adventure Hub, Wexford
WWETB Dungarvan Adventure Hub, Waterford
Shielbaggan Outdoor Education and Training Centre, Wexford
Youthreach Centres
Dungarvan Youthreach, Waterford
Enniscorthy Youthreach, Wexford
Gorey Youthreach, Wexford
New Ross Youthreach, Wexford
Subla Youthreach, Waterford City
Tramore Youthreach

Waterford Youthreach
Wexford Youthreach
Administrative Offices
Ardcavan, Wexford
Dungarvan, Waterford
Waterford Training Centre
Community Schools (where WWETB are joint patrons)
Blackwater Community School, Lismore, Waterford
Gorey Community School, Wexford
Ramsgrange Community School, Wexford

* Further Education and Training Centres include some or all of the following programmes: VTOS, BTEI, Adult Literacy, Community Education & Refugee/Asylum seekers programmes.

3.3 The Regional Perspective Update

The WWETB Strategy Statement 2023-2027 outlines our priorities for development. We have been successful in securing funding for several major infrastructural projects in Waterford and Wexford, including new schools. During 2023, we opened our first FET College of the Future in Wexford town and 2024 was an important year in operationalising the college. 2025 will be important in the move towards consolidating the FET provision in the College for the benefit of our learners. The standard of the facilities provided to our students and learners will continue to improve as we invest in our infrastructure. WWETB is proud to be the patron of Gorey Hill School, a new school for children and young people with autism and complex learning needs. The school opened in September 2024, enrolling 24 students.

WWETB is also delighted to partner in many projects with the new South East Technological University (SETU) in support of the government policy around unified tertiary education. In 2024, WWETB hosted a Learning through Connecting, Connecting through Learning Symposium with support from SETU which had over 150 attendees on site in the College. The relationship with SETU was further strengthened by the launch of the first tertiary programme between WWETB and SETU in September 2024. Fourteen learners are enrolled on the SETU Bachelor of Business Studies in Dungarvan College. Learners will complete year one of the programme in Dungarvan College and go on to complete years two and three in the SETU Waterford campus. Furthermore, WWETB partners with many industries in the region and these partnerships are going from strength to strength.

WWETB completed 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 regional upskilling.

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

- New education campus at Ballynagee, Wexford town, with a 1000-pupil replacement school for Selskar College and a 16-classroom primary school for Educate Together, both schools with Special Education Needs specialist facilities.
- Major extensions projects for Bunclody Community 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.
- Further integration of the new College of Further Education and Training in Wexford town, catering for increased numbers of courses and learners in apprenticeships, traineeships, PLC (Post Leaving Cert), Literacy, VTOS (Vocational Training Opportunities Scheme), BTEI (Back to Education Initiative), Community Education and many other programmes to assist upskilling of people in employment.
- Planning for a new Further Education and Training College of the Future in Waterford City located at the present South East Technological University (SETU) College Street site when those facilities are vacated by SETU.
- Planning for a new Centre of Excellence for Nearly Zero Energy Buildings (NZEB) training 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).
- Relocation of Shielbaggan Outdoor Education and Training Centre to Forth Mountain for water-based activities and training.

4. Strategy Statement

4.1 Vision and Mission



VISION

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



MISSION

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

4.2 WWETB Strategic Goals

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

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



Strategic Goal 1: Quality

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

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

Strategic Goal 2: Schools and FET Colleges of the Future

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

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

Strategic Goal 3: Communications and Marketing

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

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

Strategic Goal 4: Health and Wellbeing

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

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

Strategic Goal 5: Climate Action and Sustainability

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

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

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

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

Strategic Goal 6: Technology Enhanced Learning/Digital Learning

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

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

4.3 Implementation and Monitoring Provisions

This Service Plan is developed to support the implementation of the WWETB Strategy Statement 2023-2027. While the Strategy Statement sets out our priorities and aims over a 5-year period, it is important that there is a process in place to support their delivery. Implementation of the strategy by the Senior Management Team of WWETB is supported through an annual planning and budgeting cycle. The Board of WWETB approves an annual plan and budget and formally undertakes an evaluation of actual performance by reference to the plan and budget on an annual basis.

The Implementation Plan is broken down into 4 phases:

1. Planning Phase
2. Review Phase
3. Evaluation Phase
4. Reporting Phase



Phase 1: Planning Phase

The planning phase involved setting up the structure to ensure that WWETB meets the objectives as outlined in the Strategy Statement. This was done through the following structure:

- Defined Goals/Objectives
- Scheduled Milestones
- Allocated Resources
- Designated Team Member Responsibilities
- Defined Metrics for Success/KPIs

The Senior Management Team (SMT) 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:

- SMT
- Principals and Deputy Principals
- FET Managers
- Internal Steering and Working Groups
- Operations Team: HR, Finance, Corporate Services

The planning phase takes place on an annual basis.

Phase 2: Review Phase

The review phase assists the Senior Management Team in understanding if and how it is tracking against the identified actions and priorities. Any remedial action is planned as appropriate following the review phase.

The review phase takes the following structure:

Consultation	Responsibility	Frequency
Meetings	SMT Strategy Review	Bi-annually
Meetings	Principals	Bi-annually
Meetings	FET Managers	Bi-annually
Meetings	Operations Team	Bi-annually
Meetings	Multidisciplinary Steering and Working Groups	4-6 meetings per year
Meetings	Board of WWETB	Mid-term review
Focus group sessions/survey	Internal stakeholder groups	Mid-term review
Focus group sessions/survey/engagement	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 2025:

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

WWETB is patron and managing authority of 12 post-primary schools, one Community National School (CNS) and one special school. WWETB provides educational, financial, human resources, ICT and building and facilities advice and support to each of these schools in addition to support for their overall governance and management. WWETB is also co-patron for three community schools in Waterford and Wexford and works with co-patrons and local boards of management in the development and implementation of policies.

During 2025 the WWETB School Leadership programme will include a one-day programme for Transition Year and Leaving Certification Applied Coordinators to develop their leadership capacity in implementing change in their schools.

All WWETB post primary schools continued with the developmental process of Provision Mapping which commenced in September 2023. This is supporting schools to develop data-informed, systematic and collaborative approaches to meeting a diverse range of students' needs across the Continuum of Support and provides participating schools with access to guidance, resources, workshops, and professional learning to enable them to collect data from staff, students and parents about inclusive education. This data will be analysed to inform future school improvement and identification of resources and professional learning and support needed to continue to respond to identified needs in an ongoing cycle. Areas for improvement will be integrated into Delivering Equality of Opportunity Schools (DEIS) targets/School Improvement Plans. Foundational to Provision Mapping is ethos, and a school provision map is, in essence, the articulation of the school ethos.

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

In 2024, WWETB Communities of Practice were provided with a diverse range of professional learning and collaborative opportunities for teachers. These included the Magenta principles programme, various art workshops (pottery, block printing, dry point), felting workshops for Home Economics teachers, and guidance planning and policy development. Additionally, Music teachers collaborated to produce a show at the National Opera House. A new Community of Practice was established for English as an Additional Language (EAL) teachers.

The student experience was enhanced by being offered opportunities to participate in a range of cross-college events, such as rounders, chess and cross-country competitions, as well as performing in the National Opera House.

In September 2024 WWETB opened Gorey Hill School, a special school that provides an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of autism and complex learning needs, with a professional recommendation for a special school.

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

Post Primary (incl. PLC) School Name	Enrolments as at October 2024	
	Post Primary Schools	PLC Colleges
Bridgetown College	637	
Bunclody CC	314	
Coláiste Abbáin	461	
Coláiste an Átha	366	38
Creagh College	1067	
Dungarvan College	254	118
Enniscorthy CC	472	207
Kennedy College	196	
Meánscoil San Nicolás	151	
Selskar College	390	71
St Declan's CC	817	
St Paul's CC	763	
WCFE	/	722
TOTAL	5888	1156

Enrolment for Primary School:

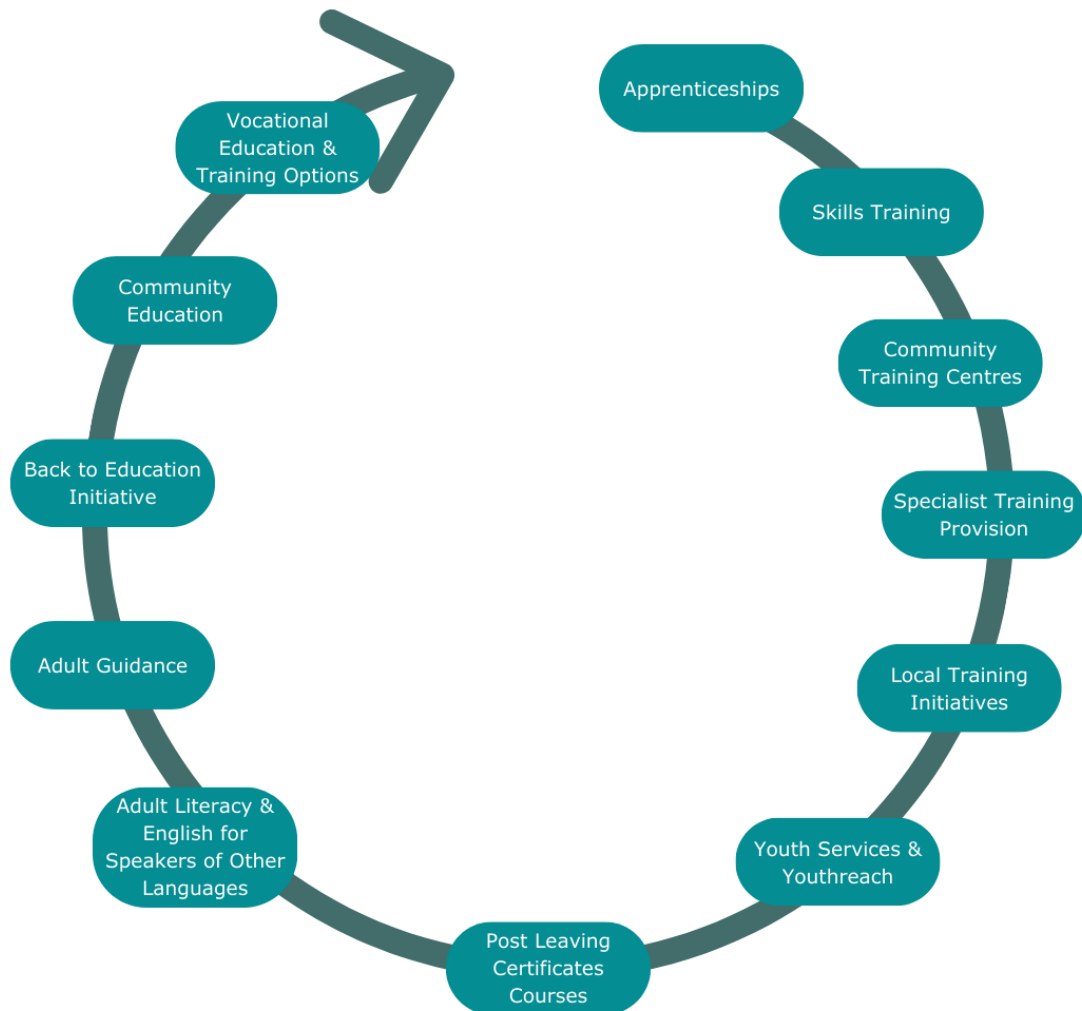
School Name	Enrolment as at October 2024
Kilnamanagh Community National School	35

Enrolment for Special School:

School Name	Enrolment as at October 2024
Gorey Hill	24

5.2 Further Education and Training (including Post Leaving Certificate)

Statement of Services – Further Education and Training 2025



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

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

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

WWETB will continue to focus on its provision of apprenticeships across Waterford and Wexford and will officially open its 52,000SF extension to the Waterford Training Centre. WWETB will continue to expand on its further education provision through full and part time provision. The Wexford College of FET opened in 2023 and WWETB will continue to develop its presence in the community and

promote FET as a viable opportunity for progression from school, alternative education and as a place to reskill and upskill. WWETB will continue to expand its provision of learner support by providing more consistent support to learners. WWETB will continue to support young people through its Youthreach, Community Training Centre and Youth Affairs Provision. WWETB remains committed to the Adult Literacy for Life strategy and it will ensure that people from across Waterford and Wexford with unmet literacy needs are supported as well as supporting new communities to engage in programmes focused on English for Speakers of Other Languages.

Further Education and Training 2025 Programmes

Programmes	Total Courses	Learners
Adult Literacy Groups	687	4,447
Apprenticeship Training	106	1,962
Bridging and Foundation Training	5	40
Back to Education Initiative Groups (BTEI)	324	2,858
Community Education	738	7,060
Community Training Centres	22	250
English for Speakers of Other Languages (ESOL)	385	4,277
Evening Training	140	1,127
FET Cooperation Hours	4	168
FET Pathways from School	6	211
Local Training Initiatives	19	286
Online eCollege	4	5
Other Funding	13	232
Refugee Resettlement Programme	2	24
Skills to Advance	230	1,913
Skills to Work	10	85
Specialist Training Providers	14	169
Specific Skills Training	75	682
Tertiary	1	14
Traineeship Training	9	132
Vocational Training Opportunities Scheme (VTOS)	56	642
Youthreach	43	594
PLC	154	***
Total	2,893	27,178

5.3 Youth Work Affairs

The Youth Work Affairs team in WWETB is a support service to youth work organisations. The goal is to promote and support quality non-formal educational projects and services to young people across the two counties.

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

The core programme funded by WWETB is *UBU Your Place Your Space*. The mission of *UBU Your Place Your Space* is to provide out-of-school supports to marginalised, disadvantaged or vulnerable young people (aged between 10 and 24) in their communities to enable them to overcome adverse circumstances and achieve their full potential. These supports must be provided in line with the values, goals, objectives, and rules of the scheme and in response to the needs of young people as identified by WWETB. WWETB oversees the governance and compliance of the management of *UBU Your Place Your Space* funding provided by Department of Children, Equality, Disability, Integration and Youth (DCEDIY) to twenty six staff-led projects across the two counties. WWETB Youth Officers play a crucial role in supporting, developing, and monitoring the local youth services. The Youth Officers engage directly with the youth organisations and their youth workers in their area to provide support and guidance.

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

The key actions underpinning Youth Work Affairs include:

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

5.4 Organisation Support and Development

The function of Organisation Support and Development at WWETB is to put systems and structures in place to support the delivery of WWETB's education and training services and programmes. This is done through supporting a culture of continuous improvement. As per the Strategy Statement 2023-2027, a number of work programmes have been and will be developed to assist in the delivery of the strategy. These work programmes span the following functions:

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

1. Human Resources

Key priorities for HR Operations in 2025 include implementing a modern e-recruitment / application system to improve candidate experiences and centralise workflow. We continue to standardise and align recruitment and HR operational practices to best practice. We will further focus on streamlining hiring, promoting inclusivity through equitable recruitment practices and enhancing onboarding with comprehensive induction programmes and tailored support for new staff.

2. Finance

The WWETB Finance team continues to engage with Education Shared Business Services (ESBS) regarding the transition to a shared services model for the ETB sector and during 2024 WWETB migrated to the ESBS Core Travel system.

The Finance team is continuously working to improve the analysis and forecasting software systems to aid management teams across the organisation.

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

3. Corporate Services

The Corporate Services team will prioritise the development of an Information and Communications Technology (ICT) Strategy in 2025, encompassing the Technology Enhanced Learning strategy and the Digital Learning in Our Schools strategy.

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

WWETB's corporate website remains key in terms of our ability to engage with potential learners and our existing communities. Throughout 2025, it will be a priority to ensure that the content on the website is up-to-date and useful. We will also work to further our social media engagement and will work with all content owners from across the organisation in this regard. We will work to create a strategic communications plan which identifies key messages for our key audiences. The continuous development, updating and accessibility of information for staff on our intranet (staff hub) will also be prioritised.

4. Music Generation

The development of the new strategy for Music Generation Wexford and Music Generation Waterford will be progressed in 2025. To support the development of these strategies, Local Music Education Partnerships will be formed in both Wexford and Waterford, which will have representation from multiple stakeholder groups.

6. Statement of Services 2025

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

Goal	Priority	Action	Performance Indicator	Target
Optimise Student/ Learner Experience	Provide a positive learning experience for all learners, including learners from marginalised groups.	<p>The exploration of a schools' student forum, where each of the 14 schools will be invited to have a representative from their respective student council, will be continued from 2024.</p> <p>The possibility of delivering WWETB student council training will be explored.</p> <p>The work of the FET learner council, which is in place since 2022/23 academic year will be supported.</p> <p>The roll-out of the Rainbow Connection Initiative to support learners and staff from the LGBTI+ community will be expanded.</p>	<p>Volunteers from each student council will be in place.</p> <p>Review current arrangements for Student Council training in each school.</p> <p>Regular meetings of the FET Learner Council.</p> <p>Staff engaging in training under the Rainbow Connection initiative.</p> <p>Volunteers from each student council identified.</p>	<p>Terms of reference and the first meeting will take place by the end of academic year 2024/25.</p> <p>Identify current student council members in each school and staff who support their activities.</p> <p>Regular meeting of the FET Learner Council undertaken in 2025.</p> <p>Training to be undertaken by staff in 2025.</p>

Goal	Priority	Action	Performance Indicator	Target
	Support students/learners at risk of educational disadvantage in line with current national policy.	<p>The development of shared templates for student support will continue to be developed by the special educational needs co-ordinators community of practice. Continued input from the digital learning team around accessibility tools in the MS Suite.</p> <p>Further CPD/Training on screening and diagnostic testing</p> <p>Continuation of Phase 2 of ETBIs Provision Mapping Initiative to the remaining 10 post-primary schools (2 were in the pilot phase). Continued development of the Inclusion Lead Pilot Group.</p> <p>Continued collaboration with the Digital Learning Team to embed accessibility tools within our Communities of Practice (CoP), as requested.</p> <p>Continued development and growth of the CoP for EAL (English as an Additional Language) teachers.</p>	<p>Continuation of community of practice activities such as peer-to-peer/ shadowing for screening/diagnostic testing/RACE.</p> <p>Continuation of meetings and training of Community of Practice for inclusion leads.</p> <p>Increase uptake of support offered .</p> <p>Digital Learning support slots offered as needed.</p> <p>Formal establishment of EAL CoP with inaugural in-person meeting in Q1 2025.</p> <p>Monitoring/ uploading of relevant information and guidelines for the online EAL CoP by REALT Co-ordinator, Digital Learning Coordinator and Education Coordinator.</p>	<p>Pairing teachers together based on needs/experience</p> <p>Sourcing of CPD on specific tests where required.</p> <p>Data gathering phase for 10 schools ongoing.</p> <p>Education Co-ordinator/Inclusion Coordinator school visits ongoing where required.</p> <p>Delivery of CPD as requested by the team.</p>
	Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection	<p>Annual review and audit of child safeguarding statement and associated risk assessments carried out.</p> <p>Child safeguarding inspections – assisting in monitoring the process in schools.</p>	<p>Annual review and audit carried out by Boards of Management.</p> <p>Safeguarding inspections in schools.</p>	<p>Maintaining standards that are in place.</p> <p>Safeguarding inspections undertaken.</p>

Goal	Priority	Action	Performance Indicator	Target
	Procedures for Primary and Post-Primary Schools.	Child Protection Oversight Report Training for Boards of Management completed by school principals.	Child Protection Oversight Report training for Boards of Management undertaken.	Training for Boards of Management completed.
	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023)	<p>Annual review and audit of child safeguarding statement and associated risk assessments carried out.</p> <p>Child safeguarding inspections – assisting in monitoring the process in schools.</p> <p>Child Protection Oversight Report Training for Boards of Management completed by school principals.</p>	<p>Annual review and audit carried out by Boards of Management.</p> <p>Safeguarding inspections in schools.</p> <p>Child Protection Oversight Report training for Boards of Management undertaken.</p>	<p>Maintaining standards that are in place.</p> <p>Safeguarding inspections undertaken.</p> <p>Training for Boards of Management completed.</p>
Protection Programmes	Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.	<p>Schools will continue to enrol Irish Refugee Protection Programme and IPAS students in accordance with their admissions policies.</p> <p>WWETB will continue to employ the REALT coordinator.</p> <p>WWETB will continue to encourage membership of the Schools of Sanctuary.</p>	Schools progress to achieve Schools of Sanctuary Champion School status.	Increase the number of schools with Schools of Sanctuary Champion School status.
Governance	Attendance rates at board meetings	Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.	Quorum achieved for all WWETB Board meetings.	Quorum achieved for all WWETB Board meetings.
	Board Self Assessments	All boards should carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.	Self-assessment questionnaire carried out individually by Board members and composite report agreed.	Annual self-assessment questionnaire completed.

Goal	Priority	Action	Performance Indicator	Target
	Financial expertise on audit and finance committees	Appointments to audit and finance committees should be made by the board in consultation with committee chairs. External members of committees should bring the required audit and financial skills and experience to the role.	Best practice composition of Finance and Audit and Risk Committees.	Best practice composition of Finance and Audit and Risk Committees.
	Board appraisal of work carried out by Finance and Audit & Risk Committees	The chair of each board should ensure that board members are provided with written reports on the work carried out by finance and audit & risk committees as required under the Code of Practice for Governance of ETBs.	Reports provided to the Board routinely from Finance and Audit and Risk Committees.	Reports provided on time to the Board.
	Self-Assessment by Finance and Audit & Risk Committees	The chairs of both the audit & risk committee and the finance committee should ensure that a self-assessment exercise is completed annually as required under the Code of Practice for the Governance of ETBs.	Self-assessment exercise completed annually by Finance and Audit and Risk Committees.	Self-assessment exercises completed annually.
	Staff Development*	The chief executive should ensure that; -a member of staff is appointed as the training manager -training needs analysis in financial management is carried out on an annual basis - a training programme on financial management is developed and implemented.	Finance Manager fulfilling the role as training manager for Finance team and training programme scoped and implemented.	Training Manager in place and training programme on financial management implemented.
	Departmental returns and reporting deadlines	Returns to the Department must be accurate and reporting deadline adhered to.	Department of Education reporting deadlines met.	Department of Education reporting deadlines met.
	Risk Management Policy	The board of each ETB should ensure that there is an ongoing process designed to identify and address significant risks involved in achieving an entity's outcomes. The audit and risk committee should support the board in this role.	Risk Management and business plan implemented and process for identifying and addressing any risk agreed.	Risk Management and business plan implemented and process for identifying and addressing any risk agreed.
	Internal Controls	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended.	Assurance received by the Board that specified controls are in place.	Internal controls in place and Statement on Internal Controls approved by the Board.

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

In addition to the above nationally agreed goals and priorities, the following specific strategic priorities for WWETB will be either commenced or delivered during 2025 to ensure advancement of the overall Strategy Statement.

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

Strategic Goal 1

Quality

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

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

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

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.1.1	Expand the remit of the WWETB Quality Office to manage quality and provide support across the entire organisation – including monitoring and review – Institutional, School/Unit, Programme.	This will be considered in the 2025 work of the Quality Steering Group which will propose pilots for quality improvement in key areas across the organisation.	Defined and measured against broader quality agenda for WWETB. Pilot projects initiated within the Quality agenda.	Defined and measured against broader quality agenda for WWETB. Pilot projects underway.
1.1.2	Develop and publish a Statement of WWETB's commitment to Quality	A Statement of Quality will be developed in 2025.	Statement produced.	Defined and measured against broader quality agenda for WWETB. Statement published and disseminated

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	– visible in every School and Centre.			to each Centre and School.
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.	<p>A Programme Development Office will be established, aligned to tertiary degree programme development.</p> <p>The quality team will lead the online and blended learning application to QQI in 2025.</p> <p>One tertiary programme was delivered in 2024. The Assistant Principal Officer, appointed in 2024 to oversee the tertiary programmes, will seek to expand the tertiary provision in 2025.</p>	<p>Expansion of tertiary programmes introduced in September 2025.</p> <p>Approval granted for online and blended learning in FET.</p>	<p>WWETB will continue to work with SETU to develop and expand the tertiary programmes.</p> <p>Programme Development Office established.</p> <p>Application submitted online and blended learning approval in FET.</p>
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.	<p>A Business Development Officer will be appointed in 2025 to develop a structure to support effective WWETB relationships with key stakeholders.</p> <p>Continue to represent WWETB on Wexford Restorative Practices Partnership (WRPP), Child and Family Services Networks (CFSNs), the Elevate Steering Group, ETBI Provision Mapping/ Inclusion Task Group and REALT. Develop reporting mechanism to WWETB regarding the work of all groups.</p> <p>Continue to engage on a formal basis with Key Government Departments, Local Authorities, industry bodies and others specific examples in 2025 will include</p> <ul style="list-style-type: none"> - Focus on existing relationships and links with 	<p>Appointment of a business development manager.</p> <p>Regular formal feedback and dissemination to the SMT and Principal/Deputy Principals meetings/briefings (where relevant).</p> <p>Attendance at all meetings, regular feedback on same.</p> <p>Member of Skills</p>	<p>Business Development Manager appointed.</p> <p>Attendance at all meetings, regular formal reporting on same.</p> <p>Active participation in multi-agency teams/committees.</p> <p>Engagement with multi-agency teams as critical partner in decision-making.</p>

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
		<p>relevant government departments, local authorities and other agencies - including the Regional Skills Forum, Local Community Development Committee and Safety Partnerships.</p> <ul style="list-style-type: none"> - Continue our involvement at national and regional level regarding the analysis of skills needs in the offshore wind generation sector. - Member of Local Community Development Committees in Waterford and Wexford. <p>Focus on continued implementation of the Adult Literacy for Life Strategy in collaboration with the Regional Literacy Coordinator. (The Regional Literacy Coalition was established in 2023).</p> <p>WWETB Service to Business Unit to prioritise work in organising, facilitating and attending thematic regional stakeholder events during 2025.</p>	<p>Needs group at both national and regional levels.</p> <p>2025 work programme in place for the implementation of the strategy.</p> <p>Active engagement with industry and potential learners by Service to Business unit during 2025 with planned events.</p>	<p>Strategic priorities achieved, against 2025 work programme.</p> <p>Events planned and organised for potential learners and industry partners during 2025.</p>
1.1.6	Whole of system approach to Risk Management and management of Internal Controls – across all areas and levels of the organisation. This includes assessing potential partnerships (e.g. contractors, third party providers) for risk and putting agreements in place with all	<p>Continued presentations to school leaders on the legal implications of managing challenging behaviour.</p> <p>New guidelines (due 2025) on developing codes of behaviour in school and associated guidelines on managing behaviour of concerns will be reviewed. Schools will be assisted with identifying organisational risks and implementing internal controls to address same.</p> <p>Focus on organisation-wide culture of risk management.</p>	<p>All schools have ratified a new Code of Behaviour based on revised (2025) national guidelines. Risk Management standing agenda item at management meetings.</p>	<p>Policy to be drafted, edited and shared with all schools for ratification at individual school level .</p> <p>WWETB Managers aware of their obligations regarding reporting and managing risk at local level.</p>

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	stakeholders.	Risk Management Business Plan updated. Risk Appetite Statement updated. Risk Management Policy reviewed.	Risk Management Business Plan updated. Risk Appetite Statement updated. Risk Management policy in place.	Risk Management Business Plan in place. Risk Appetite Statement in place. Risk Management policy in place.
1.1.7	Review all WWETB Boards and Committees, including membership and Terms of 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.	The terms of reference of committees will be reviewed. The Membership of Boards of Management and committees will be reviewed to ensure compliance with the relevant guidelines. Governance training for new Boards of Management will be delivered. Standard agenda and minute template for school board of management meetings will be developed.	All schools' Boards of Management and committees will be correctly constituted. All Board of Management members completed the training provided. Templates developed and used.	All schools compliant with their BoM requirements. All committees compliant with their terms of reference. Governance training delivered for Board and Board of Management members.
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.	The Board will undertake an evaluation of its own performance and that of its committees.	Completed evaluation for WWETB Board and Audit and Risk and Finance committees.	Evaluations completed by the end of 2025.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.1.9	Increase student/learner voice participation across WWETB governance structures.	<p>The work of the FET learner council, which is in place since 2022/23 academic year will be supported.</p> <p>The roll-out of the Rainbow Connection Initiative to support learners and staff from the LGBTI+ community will be expanded.</p>	<p>Regular meetings of the FET Learner Council.</p> <p>Staff engaging in training under the Rainbow Connection initiative.</p>	<p>Regular meeting of the FET Learner Council undertaken in 2025.</p> <p>Training to be undertaken by staff in 2025, with 150 staff to be trained and have received their badge.</p>
1.1.10	Implement an Agile approach to quality – promoting excellence, continuous improvement and business transformation.	This will be considered in the 2025 work of the Quality Steering Group which will propose pilots for quality improvement in key areas across the organisation.	Defined and measured against broader quality agenda for WWETB. Pilot quality projects initiated during 2025.	<p>Defined and measured against broader quality agenda for WWETB.</p> <p>Two pilot projects to be undertaken in 2025.</p>
1.1.11	Develop an Innovation framework and establish an Innovation team. Develop review and evaluation systems to support innovation across the organisation.	A Business Development Officer will be appointed in 2025 with a view to developing an innovation framework.	Innovation framework and team in place.	Innovation framework and team in place.
1.1.12	Full implementation of the WWETB Customer Charter across all areas.	The WWETB Customer Charter will be promoted across WWETB, for implementation by all staff. Use of various methods of dissemination (newsletter, email, meetings) to communicate the importance of adherence to the Customer Charter.	Dissemination of Customer Charter across WWETB.	Dissemination of Customer Charter across WWETB.
1.1.13	Establish a Continuous Improvement team – Organisation oversight on continuous improvement and quality, including in the delivery of customer service.	This will be considered in the 2025 work of the Quality Steering Group which will propose pilots for quality improvement in key areas across the organisation.	Defined and measured against broader quality agenda for WWETB. Pilot quality projects initiated during 2025.	<p>Defined and measured against broader quality agenda for WWETB.</p> <p>Two pilot projects to be undertaken in 2025.</p>

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.1.14	Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.	The strategic action will be reviewed to separate the implementation of reflective practices from the implementation of restorative practices.	Establishment of a schools working group for restorative practices only.	By the end of academic year 2024/25, a representative from all schools to join a community of practice, assess current levels of training and plan for identified school CPD needs.
1.1.15	Implementation of enhanced programme in the area Safety, Health and Welfare – audits and review, training schedule implemented, and templates forms developed.	<p>Refresher health and safety training will be provided as required to ensure people remain qualified. This training will include first aid, manual handling, working at heights, chemical awareness, administration of medication, safe patient handling and other training as identified</p> <p>Health and safety awareness, on its legal and regulatory responsibilities, will be delivered to the senior management team</p> <p>Any risk assessment templates for activities not included in the health and safety statement will be developed when necessary</p>	<p>At least 100 people trained.</p> <p>Senior Management Team Training complete.</p> <p>The number of risk assessment templates developed.</p>	<p>Health and safety certification is up to date for all staff.</p> <p>Health and Safety training completed.</p> <p>Risk assessment templates are developed as required.</p>
1.1.17	Structure in place to support contract management within procurement function.	A tender management system for procurement will be deployed.	All new tenders and associated contracts (when awarded) will be updated to the tender management system.	A fully online tender management system in place.
1.1.18	Implementation of structured approach to policy development,	A Red Amber Green (RAG) system to coordinate school policy development and review will be developed.	Policies developed.	The following school policies will be reviewed and/or developed during Academic year 2024/25 when relevant

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	implementation and review.	Centrally developed policy templates for school policies will be provided where possible.		guidelines are published: Whole School Inclusion Policy (incorporating English as an Additional Language (EAL)), Whole School Guidance Plan, Bí Cineálta template policy, Teaching, Learning and Assessment Policy, One to One Policy template, Code of Behaviour incorporating Behaviours of Concern.
1.1.19	Implementation of Irish Language Standards across WWETB through development of programmes and implementation of training for staff.	A survey will be carried out on Irish language competence across the organisation and this will be used as a benchmark for establishing training requirements.	Completion of survey.	Survey completed.
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.	WWETB will engage with ESBS Finance Shared Services to plan for future wave roll-out of shared service solutions.	New solutions successfully implemented.	Implement any solutions identified for the year.
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.	The use of financial information to aid senior management decision making will be reviewed.	A robust financial dashboard in place.	Use of financial data in 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	The 2025 bid process will include the core elements of the new funding model to ensure that WWETB aligns to the new SOLAS funding model and its requirements.	Centralised budget for FET, aligned with SOLAS funding model.	Centralised budget for FET, aligned with SOLAS funding model.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	management reporting for FET.			
1.1.26	Implement statutory pensions reporting requirements in conjunction with Education Business Shared Services, National Shared Services Office and ETBI Pension Task Group.	This work is being led by ESBS and NSSO as well as the ETB Pension Task Group which WWETB will liaise with. To support this work in 2025, WWETB will seek to get a full actuarial valuation including annual benefit statements for members and updating employee service history.	ESBS milestones reached.	ESBS milestones reached.
1.1.27	Support schools in the implementation of the Looking at our Schools 2022 strategy through the school self-evaluation process.	Continue to allocate time at Principals/Deputy Principals' meetings/briefings/for discussion of Looking at Our Schools (LAOS) (2022), School Self Evaluation (SSE)/Delivering Equality of Opportunity in Schools (DEIS) planning. At all WWETB Community of Practice meetings teachers, explicitly link the activity or initiative with LAOS/SSE.	Regular reviews undertaken.	Regular reviews undertaken of progress at Community of Practice meetings.
1.1.28	Promotion of WWETB Schools ethos across all schools.	Further embed the Patron's Framework in schools in a structured way in accordance with their local School Improvement/Delivering Equality of Opportunity in Schools (DEIS) plan. Build on the activities and events from 2024. Schools will be supported to introduce the Patron's Curriculum as appropriate. The development of the School Ethos Team, the LIFT student leadership programme and Ethos Ambassadors will be encouraged.	Regular Community of Practice meetings and individual school meetings undertaken.	Schools will have achieved some of their targets set out in their School Improvement Programme/DEIS plan related to ethos. WWETB Ethos and Inclusion Coordinators to attend ETBI shared learning event.
1.1.29	Promote STEAM/STEM across our schools – strive to increase participation.	Continue to provide WWETB Science Research Grant funding for Schools to encourage research projects in STEM subjects. The roll-out of the Biodiversity Modules (Citizen Science and Hedgerows) to all schools and relevant centres will be continued.	Information will be circulated and promoted to all schools.	Increase the numbers of grant applications of schools from seven to nine. Increase number of schools participating in those modules.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
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.	WWETB will engage Wexford County Council on the proposed Forth Mountain facility. New Boathouse in operation at Forth Mountain, Wexford, to deliver water-based activities and training at new location.	Facility operational. Courses scheduled for new Forth Mountain location.	Facility operational. Courses up and running by Summer 2025 at Forth Mountain.
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.	Schools will continue to enrol Irish Refugee Protection Programme and IPAS students in accordance with their admissions policies. WWETB will continue to employ the REALT coordinator. WWETB will continue to encourage membership of the Schools of Sanctuary.	Schools progress to achieve Schools of Sanctuary Champion School status.	Increase the number of schools with Schools of Sanctuary Champion School status.
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.	Complete consultation for the development of a five year strategy for Music Generation Wexford and develop draft strategy. Develop Terms of Reference for Local Music Education Partnership and initiate meetings.	Consultation complete and strategy drafted. Terms of Reference agreed and Local Music Education Partnership in place.	Consultation complete and strategy drafted. Terms of Reference agreed and Local Music Education Partnership in place.
1.1.35	Develop and implement a five-year strategy for Music Generation Waterford, in line with the objectives of the national Music Generation strategy and put in place a Local Music Education Partnership to support the programme.	Complete consultation for the development of a five year strategy for Music Generation Waterford and develop draft strategy. Develop Terms of Reference for Local Music Education Partnership and initiate meetings.	Consultation complete and strategy drafted. Terms of Reference agreed and Local Music Education Partnership in place.	Consultation complete and strategy drafted. Terms of Reference agreed and Local Music Education Partnership in place.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.1.36	Develop opportunities for WWETB students/adult learners, through competition and exhibition, to build on the idea of a coherent WWETB community.	Through the post-primary Art and Home Economics teachers' communities of practice, ideas for cross-college collaboration will be explored, potentially supported by Féilte bursaries and including FET and primary or special school staff.	Féilte bursary applications submitted by lead teachers.	Before the end of the academic year 2024/25 some CPD completed, and evidence/artefacts/records of activities completed.

1.2 Strategic Priority: Quality in Teaching and Learning

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.2.1	Embed an inclusive approach to education and training and develop strategies to reduce barriers to participation.	<p>The development of shared templates for student support will continue to be developed by the special educational needs co-ordinators community of practice. Continued input from the digital learning team around accessibility tools in the MS Suite.</p> <p>Further CPD/Training on screening and diagnostic testing</p> <p>Continuation of Phase 2 of ETBI's Provision Mapping Initiative to the remaining 10 post-primary schools (2 were in the pilot phase). Continued development of the Inclusion Lead Pilot Group.</p> <p>Continued collaboration with the Digital Learning Team to embed accessibility tools within Communities of Practice (CoP).</p> <p>Continued development and growth of the Community of Practice for English as an Additional Language (EAL) teachers.</p>	<p>Continuation of community of practice activities such as peer-to-peer/ shadowing for screening/diagnostic testing/Reasonable Accommodation at Certificate Examinations (RACE)</p> <p>Continuation of meetings and training of Community of Practice for inclusion leads.</p> <p>Increase uptake of support offered</p> <p>Digital Learning support slots offered as needed.</p> <p>Formal establishment of EAL Community of</p>	<p>Pairing teachers together based on needs/experience</p> <p>Sourcing of CPD on specific tests where required.</p> <p>Data gathering phase for 10 schools ongoing.</p> <p>Education Coordinator/Inclusion Coordinator school visits ongoing where required.</p> <p>Delivery of CPD as requested by the team.</p>

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
		Ensure that all funding, teacher allocation and other supports provided by the Department for Meánscoil San Nioclás under the Gaeltacht School Recognition Scheme are utilised appropriately.	Practice with inaugural in-person meeting in Q1 2025. Monitoring/uploading relevant information and guidelines for the online EAL CoP by REALT Co-ordinator, Digital Learning Coordinator and Education Coordinator. Continue to encourage Meánscoil San Nioclás to avail of opportunities provided by ETBI for Irish-medium schools.	
1.2.3	Develop structure to support the analysis of academic achievement across WWETB schools.	With reference to 1.1.1 – A process for the review of attainment in schools will be developed.	A process for review of attainment in schools developed.	Develop a process for review of attainment in schools.
1.2.4	Develop an institutional policy with regard to Blended Learning across WWETB FET programmes.	Steering Committee established to further WWETB Blended Learning Action Plan (linked to Action 6.1.1).	Action Plan developed. Terms of Reference for Steering Committee established.	Action Plan developed and Steering Committee in place.
1.2.5	Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.	A teaching, learning and assessment policy for WWETB post-primary schools will be developed collaboratively.	Increase in the uploading/sharing of resources/ideas in Lead Practitioner online team and individual school teams. Representation from schools on policy development working group.	Development and roll out of a 'Magenta Activities Calendar' for schools, with school visits from Education Coordinator Draft teaching, leaning and assessment policy by end of academic year 2024/25.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.2.6	Increase female participation across WWETB traineeship and apprenticeship programmes.	Provide opportunities, in collaboration with schools, for the promotion of trainee and apprenticeship programmes (e.g., through the Guidance Counsellors, Special Educational Needs (SEN) Communities of Practice and subject specific groups).	Representation of FET team at schools Communities of Practice meetings (e.g. Guidance or SEN Co-ordinator).	One meeting each for academic year 2024/25.
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.	Work experience policies will be updated and implemented consistently across all WWETB schools.	Review current policy and procedures. Working group to be established led by Corporate Services.	New policy in place for start of academic year 2025/26.

1.3 Strategic Priority: Recruitment and Onboarding

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.3.1	Standardise all recruitment processes and documentation in line with best practice in the public sector.	Research best practices in public sector recruitment, including legal requirements, diversity, equity, and inclusion standards. Identify key areas for improvement and innovation	Implement disability friendly application processes. Implement advertising plan in places to attract a diverse workforce.	Research best practice and identify key areas for improvement.
1.3.2	Manage transition to E-Recruitment for all recruitment competitions.	An electronic candidate application system will be procured and implemented.	Procure candidate recruitment application system.	The e-Recruitment application system is in place.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
		<p>The HR team will be trained to use the system to centralise candidate information, automate workflows such as shortlisting and interview scheduling, and generate reports to support data-driven decision-making.</p> <p>A phased rollout of the system will be implemented to ensure a smooth transition with line managers including training for hiring managers to ensure effective use of the system.</p>	<p>System implemented.</p> <p>Training provided to staff.</p>	
1.3.3	Collaboration with Teacher Training Colleges to support the recruitment of teachers in an increasingly competitive job market.	Collaboration with teacher training colleges will include joint initiatives such as career fairs ensuring a steady pipeline of qualified candidates to meet current and future staffing needs.	Number of college open days attended	Collaboration ongoing across 2025
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.	<p>The competency-based interview structure will continue and will prioritise identifying candidates with strong IT competencies, adaptability, and transversal skills such as problem-solving, collaboration, and communication to meet the demands of a modern workplace.</p> <p>The Code of Conduct sign-up through recruitment onboarding programmes will reinforce the importance of WWETB values in day-to-day operations.</p>	<p>The attraction and retention of staff committed to upholding WWETB's ethos.</p> <p>Code of conduct signed by new staff.</p>	<p>Competency-based interview training completed for interview Board members.</p> <p>Onboarding process in place.</p>
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.	<p>The recruitment and selection process will be strengthened by diversifying the pool of interview panel members to include individuals with varied expertise and perspectives.</p> <p>A structured training programme will be implemented for all staff participating in interview panels, covering key areas such as competency-based interviewing techniques, Equality, Diversity and Inclusion (EDI) principles, unconscious bias awareness, and access considerations for candidates with disabilities.</p> <p>Engage with the Department of Social Protection to identify work placement schemes that will introduce</p>	Number of people trained in competency-based interviews.	<p>New interview panel members identified and competency-based training provided.</p> <p>Extend interview training modules to unconscious bias and access.</p>

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
		individuals into the organisation from a diverse background.		
1.3.6	Development of WWETB-wide Induction programme for new staff.	Develop and implement a comprehensive WWETB wide corporate induction and local induction programme that supports new staff in seamlessly integrating into the organisation and aligns them with its values, mission and goals.	<p>Finalise induction policies and checklists.</p> <p>Induction checklists rolled out</p> <p>Induction Policy rolled out</p> <p>Corporate Induction finalised and ready for implementation.</p> <p>Attendance at all relevant meetings and feedback to the Steering Committee.</p>	Induction programme developed and implemented.
1.3.7	Development of WWETB-wide Onboarding programme, including tailored support for new employees and development of a 'buddy' system.	A WWETB-wide onboarding programme that supports new employees in their transition to the organisation through structured guidance, tailored resources, and peer-to-peer support will be developed and implemented.	<p>Implementation of a new starter booklet with key contacts etc. and key policy booklet to be sent from HR onboarding team.</p> <p>Buddy system developed.</p>	<p>Onboarding programme developed and implemented.</p> <p>Buddy system developed and in place.</p>

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
		<p>A 'buddy' system will be established to pair new staff with experienced colleagues who can provide practical advice, answer questions, and foster a welcoming environment. The programme will emphasise alignment with WWETB's values of Respect, Accountability, Learner Focus, Quality, and Sustainability, reinforcing the organisation's culture. Regular check-ins with managers and buddies, combined with feedback mechanisms, will ensure continuous improvement and a positive onboarding experience for all new employees</p> <p>Regular feedback will be collected to refine and enhance the induction experience, ensuring it remains relevant and effective in supporting new employees.</p>	Evaluation and feedback structure in place.	New starter induction evaluation process developed and implemented and review feedback on a regular basis.
1.3.8	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	An Equality Diversity and Inclusion (EDI) strategy will be developed and the Access and Disability (A&D) Officer will be supported to implement same.	EDI policy developed.	EDI policy implemented,

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

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.4.1	Undertake a skills needs analysis for each functional area, leading to a planned approach for staff PLD.	<p>Areas of CPD will be identified within each schools' Community of Practice.</p> <p>Review the Professional Learning and Development (PLD) policy to recognise priority CPD needs of the organisation.</p> <p>Finance Training Manager – skills needs analysis for Senior Managers, including Principals.</p>	CPD sourced and arranged where need is identified.	Increase in numbers of school staff availing of PLD funding.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.4.2	Further develop Communities of Practice model across the organisation to enhance collaborative practice, including for the purposes of forming supportive networks across teaching and administrative services.	<p>Ongoing development and growth of Teaching & Learning teams in each school.</p> <p>Continuation of/further development of 14 cross-college Communities of Practice, subject specific and coordinators.</p> <p>Within each Community of Practice, seek out opportunities to include colleagues from the FET team at meetings/events.</p>	<p>Attendance at/participation at in-person events and on-line MS team.</p> <p>Increase in the visibility and activity of the Magenta Lead Practitioners in schools.</p> <p>Increase in the uploading/sharing of resources/ideas in lead practitioner online team and individual school teams.</p>	<p>Video analysis of teaching in schools (lead practitioners)</p> <p>Development and roll out of a 'Magenta Activities Calendar' for schools, with school visits from Education Coordinator.</p> <p>Invite relevant Further Education and Training (FET) colleagues to community of practice meetings.</p>
1.4.3	Governance training for Committees, WWETB Board, Managers and staff representing WWETB on governance and oversight Boards/Committees.	<p>Training will be provided to Boards of Management.</p> <p>Phase two and three of Governance training will be delivered to the Board of WWETB.</p> <p>Induction training will be delivered to Finance and Audit and Risk Committees.</p>	<p>Board of Management members will understand the role and function of an ETB school Board of Management.</p> <p>The number of Board and Committee members that attended training.</p>	<p>General training for all Board of Management members provided in Q1 2025.</p> <p>Governance training delivered to Board.</p> <p>Induction training provided to ARC and finance committee members.</p>

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
1.4.4	Continue to engage fully with ETBI working groups and communities of practice for knowledge sharing and professional development.	<p>Continue to represent schools on the ETBI Provision Mapping/Inclusion Coordinator Task Group.</p> <p>Director of Schools to participate in/co-chair relevant fora and/or working groups.</p> <p>Ensure engagement with all ETBI working groups including Corporate Services, Buildings, FOI/Data Protection, IT and Procurement networks.</p>	Attendance at all meetings.	Regular/Full attendance at these by the appropriate staff representing WWETB.
1.4.5	Build on relationship developed with South East Technological University to support professional development and building towards unified tertiary education.	WWETB will continue to work with SETU to support staff to engage in professional development through engagement in accredited programmes with SETU and attendance at relevant seminars and conferences.	Staff registered to professional development programmes with SETU and attendance at conferences and seminars.	<p>Completion of relevant professional development programmes.</p> <p>Attendance at these by the appropriate staff representing WWETB.</p>
1.4.7	Implement Schools Leadership programme across all Schools and Colleges.	<p>School senior leaders will embed the annual process of reflection, review and planning with school middle leaders as set out in CL 0003/2018.</p> <p>The ETBI Summer School for middle leaders will be promoted by school leaders.</p> <p>As part the support for Transition Year and Leaving Certificate Applied Co-ordinators a one-day session for leadership will take place in Q1 of 2025.</p>	School leadership annual report submitted at end of 2024/25 academic year.	A one-day leadership training programme delivered for Transition Year and Leaving Certificate Applied Co-ordinators.

Strategic Goal 2

Schools and FET Colleges of the Future

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

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

2.1 Strategic Priority: Facilities

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
2.1.1	Deliver on planned schools and centres, through proactive engagement with DoE and SOLAS, DFHERIS regarding approved infrastructural projects. Priority projects in FET include: Wexford town FET College of the Future (Whitemills), Waterford Training Centre (Techniform project), Waterford City FET College of the Future/SETU College Street facility, High Performance Building Alliance/NZEB Centre in Enniscorthy, Further Education and Training Centre in Tramore and FabLab Centre in Lismore, Waterford.	<p>All major projects will be progressed through the relevant project phases.</p> <p>Further develop and obtain approval to proceed with the development of Centre of Excellence for Nearly Zero Energy Building (NZEB) in Enniscorthy.</p> <p>Complete the fit out of additional accommodation in Tramore Further Education and Training Centre.</p> <p>We will explore the potential of College Street, Waterford as a location for consolidation of parts of WWETB provision in Waterford city.</p>	Milestones met.	Progress on all projects in line with expected timelines.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
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.	All major projects will be progressed through the relevant project phases; <ul style="list-style-type: none"> Bridgetown College – obtain stage 2b approval, tender and appoint contractors. Bunclody Community College: obtain Stage 2b approval, tender and appoint contractors Ballinagee (Selskar College): Progress design phase to stage 2a (Detailed Design) St Paul's Community College Progress design to stage 1 approval St Declan's Community College: Submit Business case for new school building Additional Accomodation Projects (Colaiste Abbain, Colaiste An Atha, Kennedy College) to have achieved Stage 1 approval Meanscoil San Nioclás – to have commenced works on site. 	Milestones met.	Progress on all projects in line with expected timelines.
2.1.3	Implement the SOLAS strategy of developing Colleges of the Future for FET programmes, in Wexford and Waterford.	We will explore the potential of College Street, Waterford as a location for consolidation of parts of WWETB provision in Waterford city, in line with the Solas College of the Future Strategy for FET programmes.	Strategy in place for WWETB's approach to provision of FET programmes in Waterford city.	Strategy in place for WWETB's approach to provision of FE programmes in Waterford city.
2.1.4	Enhance the buildings team within WWETB, to include professional roles such as qualified Quantity Surveyor and architect, to	Completed (two project managers now in place). Additional project management staff in place, new Climate and Sustainability APO hired to drive sustainability agenda in WWETB buildings, new APO Business Development to be hired in 2025 who will also be tasked with looking at the strategic use of our buildings.	Costs and incidents in WWETB building portfolio.	Personnel in place.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	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.	An estate strategy document will be progressed. The first stage of this will be achieved by establishing the baseline data in the form of a detailed asset register. APO Business Development Manager will be recruited to further this work.	Dataset in place.	Estate strategy and associated data being used as a tool in the decision making process.
2.1.6	Support the development of a network of caretakers and General Assistants to facilitate greater collaboration across sites.	As part of the development of a facilities management project meetings/training days will be convened specifically for these staff.	Meetings established.	Minimum of two meetings held in 2025.
2.1.8	Seek funding opportunities to invest in best industrial standard equipment across colleges and centres.	Continue to leverage funding programmes across FET and Department of Education and also external grants such as through SEAI to maximise potential in this area.	Number of additional projects	Two additional programmes funded by external bodies.
2.1.9	Audit colleges and centres for disability access and develop a plan for remedial works, including seeking funding for any upgrades required.	Disability Audit to be carried out in 2025.	10 audits undertaken.	Audits completed for 10 colleges/centres in 2025.
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	This is to be carried out as part of our estates strategy outlined in item 2.1.5. An estate strategy document will be progressed. The first stage of this will be achieved by establishing the baseline data in the form of a detailed asset register. APO Business Development Manager will be recruited to further this work.	Dataset in place.	Estate strategy and associated data being used as a tool in the decision making process.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	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.	To be completed by the working group, on foot of surveys and subsequent recommendations.	Improvements made to break out spaces.	Projects completed in five schools/centres.
2.1.13	State-of-the-art audio-visual equipment in classrooms for optimal learning.	Facilities will be upgraded as funding allows.	Audio-Visual improvement included on all projects.	Upgrades in a minimum of five schools/centres.
2.1.15	Invest in outdoor spaces - walks and green spaces for staff, students/adult learners and the community across our colleges and centres.	Priorities have been identified by working group in 2024. Priority programmes will be implemented as funding and resources allow in 2025.	Investment in spaces across WWETB locations.	Initiatives rolled out to 20 schools/centres.
2.1.16	Make provision for electric charging points at all colleges, centres and offices.	Electric charging points will be enabled in key recently constructed centres. Opportunities for additional locations in WWETB owned locations, such as Gorey FET, Wexford Training Centre, Waterford Training Centre and Dungarvan FET Centre in 2025.	Number of electric vehicle charging points in place.	Charging points in three FET locations. Other locations will be reviewed as part of green devolved funding.
2.1.17	Improve ventilation systems across all colleges, centres and offices.	Ventilation systems will be reviewed as part of ongoing maintenance programme.	Number of locations reviewed	Systems in at least six locations will be reviewed.
2.1.18	Invest in shared facilities for teachers, including enhanced staffroom facilities.	Priorities have been identified by working group in 2024. Priority programmes will be implemented as funding and resources allow in 2025.	Investment in spaces across WWETB locations.	Initiatives rolled out to 20 schools/centres.
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	WWETB will engage with Wexford County Council on the proposed Forth Mountain facility. New Boathouse in operation at Forth Mountain to deliver water-based activities at a new location.	Facility operational. Courses scheduled for new Forth Mountain location.	Facility operational. Courses up and running for Summer 2025 at Forth Mountain.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	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.	A pilot programme will be implemented to ascertain what facilities are most useful for this cohort of learners.	Completed pilot.	Pilot completed in at least one centre/College.
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.	Using the information obtained in recent surveys, the opportunities identified in each location will be explored and used to maximise the potential of our facilities	Number of initiatives rolled out.	Initiatives rolled out in five schools/centres.
2.1.22	Actively seek out opportunities for community engagement to promote WWETB as a patron of Community National Schools across the region.	WWETB will respond to queries on Community National Schools and engage with other patrons in both counties. It is expected that the Department of Education will conduct a national survey on school patronage in 2025 and WWETB will promote the CNS model coinciding with that survey.	KPI's will be identified following the completion of the survey.	Targets will be identified following completion of the survey

2.2 Strategic Priority: Green Agenda

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
2.2.1	Establish an organisation-wide Green Campus Committee, including students/adult learners and members of the community, linking in with	Green committees will be rolled out across all our schools and centres, where practical. Climate Action and Sustainability Assistant Principal Officer in place.	Number of committees established.	A minimum of 10 new green committees set up.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	existing structures in colleges and centres.			
2.2.2	Engage with Sustainable Energy Authority of Ireland (SEAI) pathfinder projects to deliver sustainable solutions and improve energy performance, including installation of solar panels on roofs of WWETB-owned buildings and buildings with long leases and installation of heat pumps.	<p>Waterford Training Centre is shortlisted to progress as part of the SEAI Pathfinder funding projects in 2025 through to 2028.</p> <p>Funding applied for installation to 2 owned FET Centres as part of the SOLAS funded Minor Capital works projects. Answer on same due in 2025 for 2026 install.</p> <p>Department of Education is rolling out an initiative for funding of PV Solar panels installation within our Wexford located schools. This is currently being progressed by WWETB Schools Buildings Team for tendering in 2025.</p>	Pathfinder project commenced.	Projects commenced.

2.3 Strategic Priority: Maintenance Programme

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
2.3.1	Develop a centralised facilities management system and strategic maintenance programme structure to service all colleges and centres, managed through the Buildings and Facilities team and working closely with caretakers, General Assistants and other support staff responsible for the maintenance of WWETB owned and leased buildings. To include standard plan preventative maintenance.	To ensure a structured approach to maintaining and improving the physical infrastructure of schools, training centres, and administrative buildings a project plan for the development of a facilities management system will be developed. This project will encompass planned maintenance, asset management, health and safety compliance, sustainability initiatives, and emergency response planning.	Project scoped and commenced.	Project plan in place.

Strategic Goal 3

Communications and Marketing

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

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

3.1 Strategic Priority: Foundations

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
3.1.1	Develop and implement an internal communications and engagement strategy and invest in a dedicated internal communications resource.	Development of an internal communications strategy.	Internal communications strategy drafted.	Internal communications strategy drafted.
3.1.2	Develop a repository of content, photography and stories for use across the organisation.	The development of content and material will be continued and made available on intranet for staff use.	Content and material developed.	Content and material developed.
3.1.3	Develop a toolkit of enhanced marketing assets, including advertisements and social media templates.	Continue the development of a toolkit of enhanced marketing assets and advertisements and social media templates in 2025, including through Irish.	Brand guidelines reviewed, updated and disseminated. Development of templates with 20% in Irish.	Brand guidelines reviewed, updated and disseminated. Development of templates with 20% in Irish.
3.1.4	Further develop the WWETB brand guidelines and develop plan for	Brand guidelines will be continually reviewed and updated as required.	Brand guidelines continually reviewed and	Brand guidelines continually reviewed and disseminated.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	disseminating to WWETB community for use.		disseminated.	
3.1.5	Launch of new WWETB website and ensure clear ownership of content and effective search engine optimisation (SEO).	Website user experience will be reviewed in terms of search engine optimisation (SEO).	Website user experience enhanced.	Website user experience enhanced.
3.1.6	Develop and implement a social media strategy, including clear content development strategy.	A social media strategy, including a clear content development strategy will be developed and implemented.	Social media strategy developed	Social media strategy developed.
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.	The list of super users will be updated. Social media training for WWETB content developers will be provided.	Relevant list of super users in place. Number of content developers trained.	Update relevant list of super users. Provide training to content developers.
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.	A list of agreed campaigns for FET programmes in 2025 and the associated budget will be agreed.	Number of campaigns developed and implemented.	Successful completion of campaigns.
3.1.10	Develop a FET course/programme promotion plan, in line with WWETB targets and SOLAS strategy.	A calendar of key events for FET, supported by the Communications team, will be developed. The Service to Business Prospectus will be further developed to promote programmes for various industries in the region.	Calendar of FET events in place. Prospectus developed.	Develop a calendar of FET events. Prospectus available for industry representatives.
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.	FET audiences will be identified and associated key messages will be developed.	Clear understanding of audiences and associated key messages.	Clear understanding of audiences and associated key messages.
3.1.12	Development of digital	Commence development of a digital marketing strategy that seeks to	Key elements of	Development of digital

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	marketing strategy, including partner sites and media.	maximise WWETB's brand and messages with key target audiences.	digital marketing strategy in place.	marketing strategy.
3.1.13	Development of a media plan created for key campaigns and events.	Media plans will be put in place for key campaigns and events.	Media plans for key campaigns and events.	Media plan created.
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.	A digital accessibility plan will be developed.	Digital accessibility in place	Digital accessibility plan developed.

3.2 Strategic Priority: Engaging the Audience

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
3.2.1	Development of an innovation campaign focus with hashtag, and development of innovation story bank and case studies that highlight this.	Look to develop WWETB's pool of content around innovation stories and case studies.	Increased visibility of organisational innovation.	Increased visibility of organisational innovation.
3.2.2	Identify speaking opportunities, and panel of internal experts, linked to relevant brand messages.	Clear messages for WWETB target audiences will be identified and associated key events and speaking opportunities identified.	Clear brand messages at key relevant events.	Clear brand messages at key relevant events.
3.2.3	Apply for pioneer awards and other relevant awards.	Explore the scope for awards.	Awards applied for.	WWETB recognised as an award-winning organisation.
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	Parents and community will be identified as key audiences within planned strategic communications work (in particular 3.1.12 and 3.1.13)	Effective communication with parents and community as key audiences.	Effective communication with parents and community as key audiences.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	students/adult learners.			
3.2.6	Develop specific communications stream for guidance counsellors and extend invitation to guidance counsellors in other schools.	This endeavour will be supported through the relevant Communities of Practice.	Invite communications team to attend Communities of Practice meetings when required.	Attendance at Communities of Practice meetings.
3.2.7	Develop communications stream for current teachers and tutors.	To be considered as part of broader work in updating staff contact details action 4.1.14.	Robust contact details in place.	Robust contact details in place.

Strategic Goal 4

Health and Wellbeing

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

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

4.1 Strategic Priority: Foundation – Culture, Systems and Procedures

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
4.1.1	Establishment of a Health and Wellbeing Committee in WWETB, with representation from students/adult learners and staff.	Health & Wellbeing Committee to be set up under the Culture & Engagement Working group.	Health & Wellbeing Committee to be in place with agreed Terms of Reference.	Health & Wellbeing Committee in place.
4.1.2	Regular promotion of the Employee Assistance Programme to all staff members and make clear that the service is also available to their families.	Employee Assistance Programme will be promoted through multiple communication channels.	All staff to be aware of Employee Assistance Programme and have easy access to it.	Employee Assistance Programme regularly promoted through multiple channels including via email, newsletter and staff hub.
4.1.3	Promote a culture of wellbeing at work through existing governance structures.	Health and Wellbeing will be promoted through the KeepWell Mark initiative. Continue to promote wellbeing as a standing agenda item across existing governance structures such as the SMT, Operations team, FET Management meetings and Principals meetings.	Health & Wellbeing included as an agenda item at meetings.	Health & Wellbeing included as an agenda item at meetings.
4.1.4	Implement the 'Keep Well' mark in WWETB, with support from IBEC.	KeepWell Mark has been initiated and is progressing with end of year assessments due in the pilot locations.	Assessment of Wellbeing within 3 pilot locations under the 8 pillars.	IBEC accreditation secured.
4.1.5	Update and disseminate all WWETB policies relating to Health and Wellbeing.	All Health & Wellbeing policies required under Keepwell initiative will be finalised.	Health & Wellbeing Policies updated and disseminated across WWETB.	Staff are aware of all Health & Wellbeing Policies and have easy access to them.

4.1.6	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	An Equality Diversity and Inclusion (EDI) strategy will be developed	Staff awareness of Equality, Diversity and Inclusion Charter	Equality, Diversity and Inclusion Charter implemented.
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.	The WWETB Values Recognition Awards Framework was developed in 2024 to replace the Customer Charter Award and it was approved by SMT in 2024. This will be rolled out in 2025.	Awards launched in March 2025.	Staff are valued and recognised.
4.1.8	Continue to promote the WWETB Customer Charter and ensure that the Charter is disseminated to, and understood by, all staff.	The WWETB Customer Charter will be promoted across WWETB, for implementation by all staff. Use of various methods of dissemination (newsletter, email, meetings) to communicate the importance of adherence to the Customer Charter.	Awareness of Customer Charter across WWETB.	Dissemination of Customer Charter across WWETB.

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.	The induction and onboarding process for part-time tutors will be tailored to meet their specific needs. The programme will include an introduction to WWETB's mission, core values, policies, with particular focus on fostering a learner-focused, inclusive environment.	A tutor specific induction module and tutor specific staff hub page in place.	Design tutor specific induction modules. Design a tutor specific staff hub page.
	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
4.1.10	Implementation of Blended/Remote working policy across WWETB.	The Blended/Remote working policy will be reviewed in line with the new Workplace Relation Committee (WRC) code. A Flexible working policy will be developed.	Blended/Remote working policy continues to work effectively across WWETB.	Current Blended/Remote policy to be updated in line with WRC Code.

4.1.11	Professional learning and development undertaken by all managers in supervision and leadership.	<p>Continuation of the schools' leadership programme for certain categories of middle leaders during academic year 2024/25.</p> <p>School leaders will be encouraged to participate in appropriate CPD through ETBI such as the Principals' and Deputy Principals' Conference and similar conferences for school leaders and the ETBI pilot mentoring programme for established deputy principals.</p> <p>Continued promotion of Professional Learning and Development Policy.</p>	<p>TY and LCA Coordinators will attend the leadership programme day and associated CPD events.</p> <p>CPD opportunities for school leaders will be promoted through the principals' meeting and school senior leadership online briefings and the Professional Learning and Development funding will be highlighted.</p>	<p>All TY and LCA coordinators will manage 2025/26 curricular programme changes effectively and to a consistent standard in all schools.</p> <p>School leaders will attend CPD events providing an opportunity for collaborative learning and exposure to new ideas.</p>
4.1.13	Develop a process of routinely conducting exit interviews for staff to support WWETB in improving its support to staff.	Exit interviews will be extended to include all staff leaving the organisation in 2025. Surveys completed in 2024 will be reviewed and analyzed to identify potential areas for improvement.	No. of exit interviews and review of exit interviews completed.	Implement exit interviews for all staff leaving the organisation. Complete review of 2024 exit interviews in Q1 2025.

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.	Staff contact details will be updated on the staff hub.	Up to date information on staff hub for staff contacts.	Information updated by end of 2025 regarding staff contacts.
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4.1.15	Development of WWETB-wide Onboarding programme, including tailored support for new employees and development of a 'buddy' system.	<p>Ref 1.3.7 - A WWETB-wide onboarding programme that supports new employees in their transition to the organisation through structured guidance, tailored resources, and peer-to-peer support will be developed and implemented.</p> <p>A 'buddy' system will be established to pair new staff with experienced colleagues who can provide practical advice, answer questions, and foster a welcoming environment. The programme will emphasise alignment with WWETB's values of Respect, Accountability, Learner Focus, Quality, and Sustainability, reinforcing the organisation's culture. Regular check-ins with managers and buddies, combined with feedback mechanisms, will ensure continuous improvement and a positive onboarding experience for all new employees</p> <p>Regular feedback will be collected to refine and enhance the induction experience, ensuring it remains relevant and effective in supporting new employees.</p>	<p>Implementation of a new starter booklet with key contacts etc. and key policy booklet to be sent from HR onboarding team.</p> <p>Buddy system developed.</p> <p>Evaluation and feedback structure in place.</p>	<p>Onboarding programme developed and implemented.</p> <p>Buddy system developed and in place.</p> <p>A new starter induction evaluation process developed and implemented and review feedback on a regular basis.</p>
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	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
4.1.16	Actively seek to encourage staff to engage in Professional Learning and Development to support them in areas where growth is required.	CPD/training needs across all communities of practice will be identified and the professional learning and development policy will be promoted. CPD for schools will be organised centrally where necessary.	Increase in numbers of staff availing of the professional learning and development.	CPD sourced and arranged where need is identified.
4.1.17	Implement Public Sector Equality and Human Rights policy across WWETB and facilitate training for staff.	Relevant human rights and equality issues will be assessed, and policies, plans and actions will be identified to meet requirements in accordance with the public sector equality and human rights duty.	Policies and plans in place.	Human rights and equality issues assessed.
4.1.18	Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.	<p>Ref. 1.1.14 Review the strategic action to separate the implementation of reflective practices from the implementation of restorative practices.</p> <p>The establishment of a schools working group on the implementation of restorative practices across all areas of WWETB (linked to relevant strategy implementation group).</p> <p>Establishment of a schools working group for restorative practices only. By the end of the academic year 2024/25, a representative from each interested school to join a CoP, assess current levels of training and plan for identified school continuing professional development (CPD) needs.</p>	Establishment of a schools working group for restorative practices only.	By the end of the academic year 2024/25, a representative from all schools to join a Community of Practice, assess current levels of training and plan for identified school CPD needs.

4.1.19	Development of a pro-active programme to support staff in busy work environments.	The KeepWell Mark will be achieved. This includes developing and implementing a range of policies to support staff.	KeepWell accreditation received.	KeepWell accreditation achieved.
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.	Retirement planning sessions will be organised and promoted. An annual retirement function will be held, to mark the contribution of staff on their retirement.	Retirement planning sessions organised and information shared with staff. Annual retirement function is organised.	Retirement planning sessions completed and annual retirement function held.
4.1.21	Development of a calendar of wellbeing initiatives and events for staff and students/adult learners.	A calendar of wellbeing events will be developed and published on the staff hub	Calendar of wellbeing events and initiatives organised for staff.	Develop a calendar of wellbeing events and initiatives and published on the staff hub.

4.1.22	Development of a Welcome and Induction handbook/app for each student/adult learner and new staff member.	A comprehensive welcome and induction handbook will be developed for all new staff members.	Handbook available for new staff.	Handbook will be in place in the first quarter of 2025.
4.1.23	Develop a strategy for the delivery of guidance services to students/adult learners across WWETB.	<p>The activities of the Guidance Counsellors community of practice will be continued.</p> <p>Each post-primary school will complete and ratify a whole school guidance plan based on the WWETB template for same.</p> <p>Inclusion of the Adult Guidance officers at schools' community of practice events, where appropriate.</p>	All schools represented in community of practice.	12 schools will have ratified the plan at individual school level.
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.	In line with the Continuum of Support for Guidance provision, relevant staff in post-primary schools will continue to review provision and support for students.	Guidance teachers lead the provision of guidance provision.	Ongoing review of guidance provision through the Student Support Team structure in each post-primary school.

4.1.25	Work with Music Generation Wexford and Music Generation Waterford to enable colleges, centres and programmes to engage with the Music Generation programme for the benefit of their students/adult learners.	Promote Music Generation across Schools and programmes and introduce the Music Generation programme into areas to support non-formal education where beneficial to do so. Engagement of schools and Centres with Music Generation Wexford and Waterford. Integrate the Music Generation programme across a number of WWETB schools and centres.	Engagement of schools and Centres with Music Generation Wexford and Waterford.	Music Generation working across a number of WWETB schools and centres.
4.1.26	Work with Wexford GAA to enable colleges to engage with the GAA 'Going WeLL' programme for the benefit of students/adult learners.	The partnership with Wexford GAA will be continued to support all eight Wexford post primary schools in relation to student participation, progress and performance in sport in line with the Service Level Agreement and continue to explore the opportunity of same with Waterford GAA.	Schools engaged with this initiative and students getting support.	All WWETB schools will have some support from the GAA.
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.	Schools will be encouraged to opt in to this initiative or other similar initiatives that promote mental health and wellbeing.	No of schools participating.	Increased number of schools participating.

4.1.30	Development of a Resilience, Motivation and Empathy programme for students/adult learners across all colleges and centres.	Schools will be encouraged to meet learning outcomes in relation to these skills across all curricular areas as part of the required whole school wellbeing programme.	Reminders on the agenda at school leaders' meetings for action at individual school level in this or similar programmes.	Provide cross-school opportunities for sharing of good practice.
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.	WWETB will review all existing internal and external committees in 2025.	Completed review of committee membership.	Having completed the committee membership review, WWETB can seek out additional opportunities for partnering with the Healthy County initiatives of Wexford County Council and Waterford City and County Council.

4.2 Strategic Priority: Response – Additional Supports and Pathways

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
4.2.1	Develop a strategy for the delivery of guidance services and supports for students/adult learners across WWETB.	Continue the activities of the Guidance Counsellors community of practice. Completion and ratification by each post-primary school of Whole School Guidance Plan based on the WWETB template for same.	All schools to be represented in community of practice, with input from Adult Guidance team.	12 schools will have ratified the plan at individual school level and will continuously review during implementation of the Whole School Guidance Programme, collaborating with regard to best practice through the Communities of Practice.

Strategic Goal 5

Climate Action and Sustainability

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

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

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

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

5.1 Strategic Priority: Foundations/Structure

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
5.1.1	Develop appropriate structure for the implementation of Climate Action and Sustainability strategy – Climate Action and Sustainability Steering Group, with representation from students/adult learners group, staff and external expertise. Develop local Green Committees in every college, centre and office. Develop partnerships with community groups to support the strategic	The work of the Climate Action and Sustainability Steering Group and associated working groups will be supported. Seek to create new partnerships to support WWETB’s strategic agenda in the area of Climate Action and Sustainability.	Regular meetings taking place and actions arising. Climate Action and Sustainability Manager in place and work programme developed.	Regular meetings of the Steering Group to take place in 2025. Climate Action and Sustainability Manager in place and work programme developed.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	agenda.			
5.1.2	Appoint an Energy Officer for WWETB.	Climate Action and Sustainability APO will undertake this function.	Energy use in WWETB buildings.	WWETB building stock to meet BER targets.
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.	Ongoing training programmes for individual categories of staff will be provided, based on individual group requirements.	Training programme available to categories of staff.	Training programme in place.
5.1.4	Research opportunities for strategic partnerships and seek to engage with bodies that can support the strategic agenda of WWETB.	Strategic partnership opportunities will be assessed by Climate Action and Sustainability APO in conjunction with key partners such as SEAI, SETU, EPA and other public and private research organisations.	Register of opportunities.	Register of opportunities.
5.1.5	Identify resource to support the applications process for funding and grant awards to support the strategic agenda of WWETB.	The newly appointed Assistant Principal Officer, Climate Action and Sustainability will support these applications and grant awards.	Funding applications completed.	Successful grant awards.
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.	Internal communication of success stories to be built into communications work in 2025. Survey undertaken in 2024 to be furthered in 2025.	Articles/New stories published on successful projects arising from Climate Action and Sustainability work.	Spotlighting of best practices to result in positive spillovers across organisation.

5.2 Strategic Priority: Renewable Energy

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
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.	Renewable energy solutions to be progressed in Pathfinder and Green Devolved funding projects in 2025.	Increased number of WWETB sites with renewable energy.	Meeting organisation climate targets, fossil fuel energy use reduced.
5.2.2	Business case created with costs and revenue including displacement.	Business cases will be developed with Pathfinder and Green Devolved funding requirement for projects in 2025	Increased number of sites with renewable energy.	Meeting organisation climate targets, fossil fuel energy use reduced.
5.2.3	Identify potential funding streams (i.e. payback or investment) and apply for relevant grants.	The Assistant Principal Officer (APO) Climate Action and Sustainability to identify potential funding streams.	Number of funding applications developed.	Access funding streams and apply for grants.
5.2.4	Install solar panels on roofs of WWETB-owned buildings and buildings with long leases.	Waterford and Wexford schools will be fitted with 6KW panel arrays in 2025. In FET, owned properties with potential for PV will be identified.	Reduction in electricity usage.	12 schools completed.
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.	Schools and FET centres will be encouraged to engage in energy awareness campaigns, led by the Assistant Principal Officer for Climate Action and Sustainability.	Fossil fuel energy use is reduced.	All schools and FET centres will become proficient in monitoring their energy usage and adapting behaviour to reduce their usage.

5.3 Strategic Priority: Energy Efficiency

	Strategic Actions	2025 Actions	Key performance Indicators	Targets
5.3.1	Carry out regular energy audits – Weekly audits/quarterly audits/visual surveys/walk arounds/one-off pre-energy audit	An Assistant Principal Officer (APO) for Climate Action and Sustainability will be appointed and will be the lead driver of delivery of energy audits across WWETB's building stock.	Number of audits carried out.	APO appointed. Audits to be carried out (building strong energy management systems)
5.3.2	Establish an energy use baseline for each building within WWETB.	The SI426 audits will be followed up and a baseline developed on each building audited.	Findings of audits reviewed.	Audits completed and findings reviewed.
5.3.3	Exceed building regulations - Leadership in Energy and Environmental Design (LEED)/Building Research Establishment Environmental Assessment Method (BREAAAM).	A register of opportunities will be completed and priorities identified. A plan to implement the recommendations of the audits prepared.	Plans in place on a school and programme level.	Plans in place on a school and programme level.
5.3.4	Retro fit suitable buildings to bring them up to appropriate efficiency including heating controls.	Complete register of opportunities and identify priorities and prepare a plan to implement the recommendations of the audits.	Plans in place on a school and programme level.	Plans in place on a school and programme level.
5.3.5	Invest in energy efficiency visual apps/information screens for buildings.	The implementation of energy management systems in WWETB's building stock will be investigated.	Energy management assessment tools.	Better management of WWETB's building stock.
5.3.6	Put in place a league table for WWETB buildings Display Energy Certificates (DECs)	Work ongoing on DECs in WWETB buildings in 2025. This will also be included in the framework tender for energy audits.	Display Energy Certificates in place.	Display Energy Certificates in place.
5.3.7	Plan for the elimination of all incandescent and halogen lights.	Plans in place for replacement of incandescent and halogen lights with LED in all of WWETB-owned buildings. Plans for replacement in non-owned building to be reviewed with SOLAS and landlords. Survey of lighting to be put in place in all buildings.	The number of LED lights installed as replacements.	LED lights as replacement in all cases going forward.
5.3.8	Develop an energy awareness campaign around PC shutdown in all colleges, centres and	A campaign was conducted in Autumn 2024 with the Communications team, and this is to be further considered for rollout in 2025.	Campaign rollout.	Campaign resulting in behavioural impacts.

	Strategic Actions	2025 Actions	Key performance Indicators	Targets
	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.	Continued promotion of same to WWETB schools. Explore further collaboration with the Irish Schools Sustainability Network.	Circulation of information through the relevant Communities of Practice (CoPs) and fora. Review the uptake/usage of the programme in schools.	Increase numbers of schools using the materials. Once baseline data has been gathered, specific targets will be set.
5.3.10	Development of specific Climate Action plans for FET and for Schools, in line with DoE/DFHERIS/SOLAS and broader government strategies.	The existing WWETB Climate Action Plan will be updated.	2025 updated WWETB Climate Action Plan developed.	2025 updated Climate Action Plan developed.

5.4 Strategic Priority: Travel

	Strategic Actions	2025 Actions	Key performance Indicators	Targets
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.	The travel working group will review this in 2025.	Regular meetings of the group to take place in 2025.	Regular meetings taking place and actions arising.
5.4.3	Make provision for electric charging points at all Colleges, Centres and Offices.	Baseline standards on all new buildings will be established and a plan will be developed to bring all centres up to similar levels within five years.	Plan in place for provision of electric charging points at all centres.	Plan agreed for the provision of electric charging points at all WWETB centres.

5.5 Strategic Priority: Biodiversity

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
5.5.1	Develop an awareness campaign around biodiversity, including the development and implementation of an e-Learning module and introductory training for staff and students/adult learners.	Continued promotion and roll-out of the WWETB/National Biodiversity Data Centre modules on Citizen Science and Hedgerows. Continued collaboration with the National Biodiversity Data Centre.	Circulation of same through the relevant communities of and fora. Review the uptake/usage of the modules in schools.	Increase numbers of schools using the materials.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
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).	This will be progressed by the Biodiversity Working Group and Senior Management Team.	Regular Group meetings to take place in 2025.	Regular meetings taking place and actions arising.
5.5.3	Put in place a Community of Practice forum to focus on the area of Biodiversity.	The Biodiversity Working Group will progress this action in 2025.	Regular Group meetings to take place in 2025.	Regular meetings taking place and actions arising.
5.5.4	Develop materials relating to the strategic focus on Biodiversity for all schools – handouts and induction programmes for new staff and students/adult learners.	Best practice in biodiversity will be part of the WWETB internal communications campaign.	Strong collateral in place – including as part of induction programmes.	Biodiversity strategic focus is clearly articulated.
5.5.5	Assess college, centre and office sites for suitability to establish wildlife zones/areas and establish zones in all possible areas.	This action is linked to the survey carried out by the Schools and Colleges of the Future steering group. Work will be undertaken to collate and plan locations with available green space in 2025.	The number of centres/schools with wildlife zones.	Wildlife zones at a number of WWETB schools.
5.5.6	Carry out annual Biodiversity audits and develop associated pollinator plans at each site.	The Biodiversity Working Group will progress this action in 2025.	Regular Group meetings to take place in 2025.	Regular meetings taking place and actions arising.
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.	Ongoing review of list of partner organisations with expertise in biodiversity, including Wexford County Council and Waterford City and County Council and National Biodiversity Centre	List of partner organisations agreed and initial meetings held.	List of partner organisations agreed and initial meetings held.

5.6 Strategic Priority: Waste Reduction

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
5.6.2	Reduce the use of photocopying to essential purposes only (e.g. tests) – utilise online resources such as teams for sharing documents.	Review the use of photocopying at all sites and make statistics available in an internal communications campaign around reducing the use of photocopying where possible.	Review undertaken and statistics shared.	Review undertaken, statistics shared and reduction achieved.
5.6.4	Develop a protocol for the donation of unused food to food banks/charities.	Work to be looked at further in Waste Reduction working group, in conjunction with contracted catering service providers. Working group to prepare an exploratory survey to be undertaken with our contracted FET Training centre canteen supplier and all food / canteen suppliers in our School locations. Working group to link in with local food banks / charities to gain an understanding of what food types and protocols they have in place which WWETB could link and donate to if possible.	Regular Group meetings to take place in 2025.	Regular meetings taking place and actions arising
5.6.5	Introduce compost bins for food waste/renewable energy.	Compost bins to be introduced across schools and centres, where possible, including Head Office.	Compost bins introduced.	Compost bins introduced.
5.6.6	Ensure college canteens are using reusable containers where possible (recyclable and compostable less favourable).	Work with the Procurement team to communicate with canteen service providers around the use of reusable containers where possible.	Communication to all canteen service providers around WWETB's objective.	Communication to all canteen service providers around WWETB's objective.
5.6.8	Develop incentive schemes for colleges, centres and offices to support them in achieving targets with regard to waste reduction.	Work to be looked at further in Waste Reduction Working Group, in particular through the potential use of internal communications campaign	Regular Group meetings to take place in 2025.	Regular meetings taking place and actions arising.
5.6.9	Develop campaigns and provide training for staff and students/adult learners on how to dispose of	Work to be looked at further in Waste Reduction Working Group, in particular through the potential use of internal communications campaign.	Regular Group meetings to take place in 2025.	Regular meetings taking place and actions arising.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	waste correctly for maximising recycling rates.			

5.7 Strategic Priority: Circular Economy

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
5.7.3	Procurement to move away from cost to sustainability as a measure of value.	The procurement team will prepare tender documents to highlight a move away from cost only, to sustainability as a measure of value.	New communications to potential service providers regarding importance of sustainability as a measure of value.	New communications to potential service providers regarding importance of sustainability as a measure of value.
5.7.7	Develop a WWETB protocol to encourage second life for uniforms and books in WWETB Colleges.	Requirements for school crested items will be reviewed, including costing of school uniforms in all schools with a focus on sustainability/circular economy and cost.	All schools will have participated in the review process.	Reduced costs of uniforms and review single use/items that cannot be passed or donated.
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.	The NZEB fundamental course will be promoted, including within schools to practical teachers and to WWETB staff.	Information circulated at school leaders meetings and to WWETB staff via newsletters, email and staff hub.	Interested teachers provided with the opportunity to participate.

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

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
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	The work of the Working Group around Curriculum will be supported and aligned with the Take 1 programme.	Regular meetings held in 2025.	Meetings held and actions agreed for implementation across all WWETB schools.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
	activity in schools as baseline.			
5.8.4	Sustainable courses integrated across multiple FET programmes, including the Green Skills module.	<p>WWETB will continue to integrate sustainable programmes into its FET provision, including the SOLAS Greenskills module and the NZEB Fundamentals.</p> <p>WWETB will continue to promote and deliver its range of sustainable programmes which to include Domestic Heat Pump Installation, NZEB Fundamentals, Ventilation, Retrofit, Electrical, Plumbing, Carpentry, Bricklaying and Plastering.</p>	Number of learners who complete the training programmes.	Number of learners who complete the training programmes.

Strategic Goal 6

Technology Enhanced Learning/Digital Learning

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

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

6.1 Strategic Priority: Governance

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
6.1.1	Successful management and governance of the IT function in WWETB, including establishment of an IT Steering Committee, comprising business and IT leadership.	A steering committee will be established to further WWETB's Blended Learning Action Plan. Establish IT strategy steering group to plan the WWETB technology roadmap for the future.	Committee in place. Steering group in place.	Work commenced on IT strategy document Invitations/nominations sent and meetings scheduled.
6.1.2	Ensure consistency in IT support by implementing appropriate policies and procedures.	The delivery of policies in line with information security management system (ISMS) will be continued. Existing policies and procedures will be reviewed and updated.	Increased number of policies approved.	Full suite of policies to support ISMS requirements. All expired policies and procedures renewed by Q4 2025.
6.1.3	Enable the organisation to use data for accurate reporting, by developing a formal data governance procedure to standardise how data	All organisation digital information will be migrated to SharePoint. Data classification across all WWETB departments will be implemented to correctly structure data and user permissions/access.	Digital information migrated to sharepoint. Proof of concept project to migrate	Migrate all digital information to sharepoint. Complete HR Data project 2025.

	is collected and processed within internal systems.		and consolidate HR data.	
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6.2 Strategic Priority: Organisation Structure

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
6.2.1	Develop a defined business change team with responsibility for the specific targets, tasks and projects within the WWETB IT function.	A Business Change Team for project management and convergence of IT functions will be established.	Business Change Team in place.	Team in place for Q4 2025.
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.	Create a full suite of technical documents and knowledgebase repository for IT staff training and upskilling.	Technical documents in place and staff upskilled.	Technical documents prepared and staff upskilling undertaken.

6.3 Strategic Priority: Delivery Model

	Strategic Actions	2025 Actions	Key performance Indicators	Targets
6.3.2	Source IT security services as required to ensure independent review and alignment to evolving IT security best practices.	Source IT security services as required to ensure independent review and alignment to evolving IT security best practices. Additionally, these resources will be used to support the development of the ISMS and aligned to the National Cyber Security Centre Cybersecurity baseline standards	Additional services added in 2025 as resources allow.	Input from third parties to develop our security stance and gain understanding of new technologies i.e. Artificial intelligence (AI)

6.4 Strategic Priority: Capabilities

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
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.	Development of skills within the IT management team. Development of project management methodologies for IT projects.	Number of people trained. Project management (PM) documentation.	Formalised professional training to support project delivery. Creation of PM documentation and implementation of tools.
6.4.2	Deliver strategic, transformational change projects within the IT function.	An IT strategic roadmap will be developed in consultation with WWETB department heads and directors.	Roadmap created and timeline identified for delivery of projects.	Approval by SMT of IT roadmap.
6.4.3	Ensure basic level of IT skills for all staff through training and development.	Support schools to achieve the targets set out in the Digital Strategy for Schools by providing advice and guidance in relation to SSE and LAOS in this regard and continue with the Digital Learning Support and ICT for Schools.	School leaders seek the support of the Digital Learning team should they need assistance.	Every school to be progressing through the targets set out in Digital Strategy by the end of Academic Year 2024/5.

	Strategic Actions	2025 Actions	Key Performance Indicators	Targets
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.	All organisation digital information will be migrated to SharePoint. Data classification across all WWETB departments will be implemented to correctly structure data and user permissions/access.	Engage with a business analyst to review and report.	Use report to identify plan to improve accuracy of reporting. Move towards a better data structure. Initiation of data hygiene and data classification project.
6.4.5	Plan for the design and development of blended learning in line with QQI and curriculum requirements.	To be considered as part of Steering Group that is looking at blended learning.	Plan for design and development of blended learning.	Approval granted by QQI for blended programme delivery.
6.4.7	Improve IT service efficiencies and ensure accurate tracking of the service provided.	Ongoing monitoring of helpdesk statistics.	Efficiency metrics to be gathered from Helpdesk information.	Data used to formulate automatic solutions to common IT issues.

Projected Receipts and Expenditure 2024

	Note	Projected Year Ended 31/12/2025	Projected Year Ended 31/12/2024
Receipts			
Schools & Head Office Grants		60,337,353	54,852,741
Further Education and Training Grants		90,231,084	84,425,000
Youth Services Grant		4,163,696	4,063,638
Agencies & Self-Financing Projects		5,655,082	4,916,131
Capital		6,552,681	11,797,792
		166,939,897	160,055,302
Payments			
Schools & Head Office	1	60,337,353	54,852,741
Further Education and Training	2	90,231,084	84,425,000
Youth Services	3	4,163,696	4,063,638
Agencies & Self-Financing Projects	4	5,655,082	4,916,131
Capital	5	6,552,681	11,797,792
		166,939,897	160,055,302
Cash Surplus/(Deficit) for Period		-	-

Note 1 – Schools & Head Office Payments

	Projected Year Ended 31/12/2025	Projected Year Ended 31/12/2024
Pay		
Instruction	49,576,790	44,954,066
Administration	4,404,173	4,392,112
Maintenance	941,906	819,298
Subtotal	54,922,869	50,165,476
Non-Pay	3,443,592	3,232,909
Associated Programmes		
School Services Support Fund	561,627	549,450
Social Inclusion Payments	200,000	200,000
Book Grant	86,952	86,976
Junior Cycle Book Grant	503,700	-
ICT Policy Unit Funding	305,011	-
Transition Year	77,235	76,665
Leaving Certificate Applied	39,411	41,223
Junior Certificate Schools Programme	25,920	26,880
Traveller Pupil Grant	24,329	21,991
Gaeltacht Education Funding	101,565	114,942
Physics & Chemistry	4,186	3,835
Teacher Education T&S	1,636	2,090
Home School Liaison Officer	8,000	8,000

Once off Cost of Living Grant	-	282,284
ETB election costs	-	3,000
Subtotal	1,939,572	1,417,336
Community National School	31,320	37,020
Total	60,337,353	54,852,741

Note 2 – Further Education and Training Payments

	Projected Year Ended 31/12/2025	Projected Year Ended 31/12/2024
VTOS	7,332,857	7,239,000
Youthreach	6,873,192	6,279,000
PLC	7,504,945	7,197,000
Adult Literacy	2,791,826	2,378,000
ESOL	1,595,904	1,526,000
Back to Education Initiative	2,513,387	2,404,000
Community Education	1,106,183	954,000
Refugee & International Protection Applicants Programmes	269,367	359,000
Blackspot Provision	609,993	470,000
Innovation & Other FE Provision	316,005	474,000
Subtotal - Further Education	30,913,659	29,280,000
Skills to Advance	2,280,520	1,782,000
Bridging and Foundation Training	332,602	194,000
Community Training Centres	2,303,241	2,215,000
Skills Training	3,033,729	2,970,000
Traineeship	844,867	1,161,000
Local Training Initiatives	2,037,677	1,999,000
Specialist Training Providers	2,552,134	2,103,000
Apprenticeship	28,505,324	24,887,000
Online Blended Learning (FABLAB)	46,839	74,000
Evening Training Courses	615,041	743,000
Subtotal - Training	42,551,974	38,128,000
Adult Guidance	565,613	543,000
Provision Support Funding	1,729,347	1,764,000
TEL	542,378	630,000
FET Quality Assurance & Authentication Costs	632,051	612,000
Continuous Professional Development	215,831	212,000
FET Repairs, Health & Safety, Covid supports	616,500	1,243,000
Operational Costs - Non-Pay	3,565,143	3,506,000
Operational Costs - Pay	8,294,301	7,931,000
Outdoor Education	604,288	576,000
Subtotal - Support Costs	16,765,451	17,017,000

Total	90,231,084	84,425,000
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Note 3 – Youth Services Payments

	Projected Year Ended 31/12/2025	Projected Year Ended 31/12/2024
Youth Services Payments		
UBU Your Place Your Space	3,353,680	3,102,438
UBU Resilience	43,295	41,673
Youth Work Functions	359,363	359,363
Local Youth Club Grant Scheme	155,751	131,849
Youth Information Centres	125,747	120,911
Youth Capital	-	101,585
Local Youth Club Minor Works	-	55,819
Integration Fund	60,860	85,000
Targeted Youth	65,000	65,000
Employability Support Initiative		
Total Youth Services	4,163,696	4,063,638

Note 4 – Agencies & Self Financing Programme Payments

	Projected Year Ended 31/12/2025	Projected Year Ended 31/12/2024
Agency Programmes		
School Meals Programme	1,473,407	1,120,918
Music Generation - Waterford	571,977	488,002
Music Generation - Wexford	492,783	363,747
Leargas Programmes	228,172	166,775
School Completion Programme	125,763	151,146
Libraries JCSP	58,307	52,885
JCSP Initiatives - DDLETB	19,413	23,955
Examination Bodies	194,934	175,036
Secondment Recoupment	457,591	359,554
UCC Gaeltacht Scholarship	4,214	5,891
Creative Schools Award	8,446	9,854
"SoundCrowd" (formerly "Brass Off") - Music Gen W'	56,386	40,110
Sports Partnership Funding - Wexford Co Co	15,574	14,086
Teaching Council Research Funding	-	1,446
Worldwide Global Schools Gorta	1,393	2,148

UCC - TRAVELLER MENTORING PROG	3,132	2,159
NAPD - Creative Engagement Project	1,108	1,000
UCC - Covid Dormant Funds	-	930
UCC - PLUS Programme	5,065	-
Schools Outreach		
UCC - PATH 5 fund	1,292	-
Trinity College - Schools of Distinction Award	590	-
UCD/Irish research council program funding	2,750	-
Woodstown CCC	16,664	-
MG Waterford Strand 1	320	-
HEA Tertiary Programme - Coordinate	15,640	-
Slaintecare Healthy Communities Seed Fund - Wex Co	-	662
SCP - Healthy Ireland Initiative 2023	3,068	164

Total Agency	3,757,987	2,980,468
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Self-Financing Programme Payments

	Projected Year Ended 31/12/2025	Projected Year Ended 31/12/2024
Self-Financing Programmes		
Student Services Fund (incl Book Rental)	930,223	937,968
Shielbaggan OEC	175,848	159,035
School Tours	58,995	88,055
PLC Students - Class Materials	135,051	127,344
Students Union / Sports & Cultural	43,185	43,202
Agri Course Kilmuckridge	62,821	65,175
Transition Year	183,797	136,854
Mock Exam Fees	69,441	93,514
Homework Club	51,037	53,762
PLC Students - Exam Fees	6,879	12,112
Cycle to Work Scheme	39,576	47,678
School Canteen	5,368	5,873
Parents Accounts	23,509	25,483
WCFE Hairdressing	32,534	14,346
WCFE Beauty Therapy	15,207	41,164
Fundraising & Donations	9,904	20,539
Hire of PE Hall & Rooms	-	500
Salary Recoupements SF	-	7,456
Insurance	13,833	23,329
claims/Settlements		
STUDENT BOOK RENTAL SCHEME	19,116	12,804
STUDENT STATIONARY FUND	-	1,839
LAWLESS TRUST	5,000	6,000

SF LCA CONTRIBUTION	1,189	1,492
STUDENT UNION S/F ACCOUNTS	2,853	327
S/F SCHOOL ACCOUNTS	620	820
SELF FINANCING	4,533	5,076
WOODWORK CLASS		
South Co. Wexford Craft Apprenticeship Trowel Trade	2,500	-
Bunclody VC New Building Fund	4,074	3,808
School Extra Curric Activities	-	110
Total Self-Financing	1,897,095	1,935,663
Total Agency & Self Financing	5,655,082	4,916,131

Note 5 –Capital Payments

	Projected Year Ended 31/12/2025	Projected Year Ended 31/12/2024
<i>DES Funded Projects</i>		
St Paul's Modular Accom	5,133	840,379
Coláiste Abbain Modular Accom	115,948	-
St Declan's Modular	662,340	4,818,485
Bunclody Conack Modular	15,892	15,892
Selskar College Modular Building	24,171	276,678
Bridgetown College Major Project	417,396	417,396
St Canice's Convent New Ross	428,491	487,714
St Catherine's Special School	140,344	553,011
Project Management Costs	-	105,746
Meanscoil Additional Accommodation	151,823	151,823
Dungarvan College ASD	62,658	62,658
Colaiste an Atha Fire Alarm	-	12,142
St. Paul's Fire Safety works	-	54,029
St Declan's Additional Accommodation	-	1,464,348
Shared Education Campus at Clonard	1,198,895	1,534,900
Bunclody Vocational College Major Project	422,590	422,590
<i>Subtotal - DES Funded Projects</i>	3,645,681	11,217,792
<i>SOLAS Funded Projects</i>		
Devolved Allocation	580,000	580,000

Green Devolved Allocation	580,000	-
PM Services	100,000	-
Waterford T.C Workshop & Classroom for C & J (Building)	1,547,000	-
Pathfinder Project	100,000	-
Subtotal - SOLAS Funded Projects	2,907,000	580,000
Total Capital	6,552,681	11,797,792



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