



Waterford and Wexford Education and Training Board

Annual Report 2024

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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 pleased to present the 2024 Annual Report.

This year has been one of continued growth and strategic progress for WWETB. A significant milestone in 2024 was the establishment of a new Board in September. I would like to extend my heartfelt thanks to the outgoing Board members for their dedication and service during their term. Their leadership and guidance played a crucial role in supporting the development and delivery of high-quality education and training across our region. I also warmly welcome our new Board members and look forward to working together as we build on this strong foundation.

Throughout 2024, we continued to implement the priorities outlined in our Strategy Statement 2023–2027. I am grateful to all staff who have embraced this strategic direction and who work every day to ensure its success.

Across all levels of our organisation, staff have shown exceptional commitment to providing engaging, supportive, and high-quality learning experiences. We continue to invest in the improvement of our infrastructure to ensure that all learners have access to modern, well-equipped learning environments.

In February 2024, Dr. Karina Daly was appointed as Chief Executive of WWETB. Over the course of the year, she has become firmly established in the role, providing strong and strategic leadership and guiding the organisation with clarity and purpose.

As we reflect on the achievements of 2024, I wish to acknowledge the efforts of our staff, Board members, and stakeholders whose ongoing contributions make our progress possible. This Annual Report not only allows us to look back on the year with pride, but also to look forward with optimism to the opportunities ahead.

Le gach dea ghúí

Cllr. Lola O'Sullivan
Chairperson

2. Message from the Chief Executive of WWETB



2024 was a year of continued transformation, growth, and delivery across Waterford and Wexford Education and Training Board (WWETB). Building on the strong foundations laid over the last decade, we made further progress in aligning our services with the needs of learners, communities, and enterprise across our region.

It was also a year of change in governance and leadership. We welcomed a new Board of WWETB following the local elections and I wish to thank our new Chairperson, Cllr. Lola O Sullivan and Deputy Chairperson, Cllr. Mary Farrell, for their early and committed leadership. I also want to sincerely acknowledge and thank outgoing Chairperson Cllr. Barbara-Anne Murphy, and the former Board members for their

guidance and dedication throughout their term. Their contributions have left a lasting impact on WWETB.

We also recognise and deeply value the continued work of our many committees and Boards of Management. Their expertise and commitment are fundamental to the success of our schools and centres. To all outgoing members, thank you for your service, and to new members joining in 2024, we welcome your insight and look forward to working with you in the years ahead.

Now in the second year of our Strategy Statement 2023–2027, we have seen strong momentum across our six strategic goals. The strategy continues to serve as our guiding framework. In 2024, Steering Groups and Working Groups advanced key actions across each goal, ensuring that we remain on track with our vision for excellence and innovation in education and training.

We remain committed to working in partnership with our stakeholders — our learners and their families, staff, community and voluntary groups, local authorities, employers, youth services, higher education institutions, and state agencies. These partnerships remain critical to the success of our mission, and we thank each of you for your ongoing collaboration and trust.

Finally, I would like to acknowledge the continued support of our primary funders including — the Department of Education and Youth; SOLAS; the Department of Further and Higher Education, Research, Innovation and Science. Their support ensures we can translate national policy into real, tangible outcomes for learners across our region. As we look back on the achievements of 2024, I want to thank the entire staff of WWETB for their professionalism, resilience, and dedication. I look forward to what we can accomplish together in 2025.

Le gach dea ghúí

Karina Daly

Dr. Karina Daly
Chief Executive

3. Background and Governance

Our 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.

The core values that guide us in providing our service:



Strategy Statement

The WWETB Strategy Statement, which was approved by the Board in May 2023 informs and guides the main areas for future planning within WWETB for the period 2023-2027. The Strategy Statement was developed following a comprehensive consultation process, including the Board of WWETB, staff, students, parents/guardians, adult learners, business and economic interests, employers, local authorities, and other interested parties. The consultation process clearly demonstrated that staff and stakeholders are working towards a common goal - the development of an inclusive and supportive environment for students and learners to help them to reach their full potential. The principles of integrity and equality in our work and our dealings with stakeholders are key to achieving our vision. Fundamentally, we believe that there is a path to learning for all and that the educational experience should be transformative for students and learners.

Waterford and Wexford (WWETB) Education and Training Board Statement

WWETB was established under the Education and Training Boards Act 2013 and is responsible and accountable for the proper direction and control of its functions in the Waterford and Wexford local authority areas.

WWETB complies with the Code of Practice for Governance of Education and Training Boards, Department of Education Circular 0083/2024. The purpose of the code is to ensure that the principles of good governance and management are applied by WWETB.

Functions of the WWETB Board

Decisions taken by the Board are reserved functions and are set out in Section 12 (2) of the Education and Training Board Act 2013 and in Circular 0083/2024 Code of Practice for the Governance of Education and Training Boards, with a full schedule set out in Appendix A of the Code. Decisions not specified in the Code are deemed to be Executive Functions for the Chief Executive. The Board is satisfied that the Chief Executive delegates functions where appropriate and in accordance with the Education and Training Board Act 2013.

Responsibilities of the Board

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

In preparing those accounts, the Board is required to:

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

During 2024, the Board approved the following documentation:

- Adoption of the Annual Report
- Financial Statements
- Adoption of the Service Plan
- Authorised attendance of members at conferences
- Approved the acquisition, holding and disposal of land or interest in accordance with DE regulations
- Ensured accurate records were kept of meetings and decisions

Board Meetings 2024

Waterford and Wexford Education and Training Board

During the year the Board met on eight occasions, with details of attendance outlined in the table below.

Board Members Name	Nominating Body	9 Jan 2024	27 Feb 2024	26 Mar 2024	14 May 2024	3 Sept 2024 (Post election meeting)	3 Sept 2024 (Meeting after post-election meeting)	1 Oct 2024	25 Nov 2024	Total
Cllr. Lola O'Sullivan - Chairperson (Deputy Chairperson to August 2024; Chairperson from October 2024)	Waterford City and County Council	✓	✓	x	✓	✓	✓	✓	✓	7/8
Cllr. Mary Farrell Deputy Chairperson (From October 2024)	Wexford County Council	✓	x	x	✓	✓	✓	x	✓	5/8
Cllr. Blaise Hannigan	Waterford City and County Council	.....	.....	.....	.....	✓	✓	✓	✓	4/4
Cllr. Donnchadh Mulcahy	Waterford City and County Council	.....	.....	.....	.....	✓	✓	✓	✓	4/4
Cllr. John O'Leary	Waterford City and County Council	.....	.....	.....	.....	✓	✓	✓	✓	4/4
Cllr. John Pratt	Waterford City and County Council	.....	.....	.....	.....	✓	✓	✓	✓	4/4
Cllr. Pat Nugent (to August 2024)	Waterford City and County Council	✓	✓	x	x	.....	.....	.....	.....	2/4
Cllr. Frank Quinlan (to August 2024)	Waterford City and County Council	✓	✓	✓	x	.....	.....	.....	.....	3/4

Board Members Name	Nominating Body	9 Jan 2024	27 Feb 2024	26 Mar 2024	14 May 2024	3 Sept 2024 (Post election meeting)	3 Sept 2024 (Meeting after post-election meeting)	1 Oct 2024	25 Nov 2024	Total
Cllr. Joanne Bailey (to August 2024)	Waterford City and County Council	✓	x	x	✓	.....	.....	.....	.....	2/4
Cllr. Tom Cronin (to August 2024)	Waterford City and County Council	✓	x	x	x	.....	.....	.....	.....	1/4
Cllr. Aidan Browne	Wexford County Council	x	✓	✓	x	✓	✓	✓	x	5/8
Cllr. Jim Codd	Wexford County Council	.....	.....	.....	.....	✓	✓	✓	✓	4/4
Cllr. Paddy Kavanagh	Wexford County Council	.....	.....	.....	.....	✓	✓	✓	✓	4/4
Cllr. Darragh McDonald	Wexford County Council	.....	.....	.....	.....	✓	✓	✓	✓	4/4
Cllr. Bridín Murphy	Wexford County Council	.....	.....	.....	.....	✓	✓	x	x	2/4
Cllr. Michael Sheehan	Wexford County Council	.....	.....	.....	.....	✓	✓	✓	x	3/4
Cllr. Gary Laffan (to August 2024)	Wexford County Council	✓	✓	✓	x	.....	.....	.....	.....	3/4
Cllr. Fionntán Ó'Súilleabháin (to August 2024)	Wexford County Council	x	✓	x	✓	.....	.....	.....	.....	2/4
Cllr. Barbara-Anne Murphy (Chairperson to August 2024)	Wexford County Council	✓	✓	✓	✓	.....	.....	.....	.....	4/4
Cllr. Kathleen Codd-Nolan (to August 2024)	Wexford County Council	x	✓	✓	✓	.....	.....	.....	.....	3/4
Cllr. Frank Staples (to August 2024)	Wexford County Council	✓	✓	✓	x	.....	.....	.....	.....	3/4

Board Members Name	Nominating Body	9 Jan 2024	27 Feb 2024	26 Mar 2024	14 May 2024	3 Sept 2024 (Post election meeting)	3 Sept 2024 (Meeting after post-election meeting)	1 Oct 2024	25 Nov 2024	Total
Ms. Janine Flynn	Staff Member	.....	.....	.....	.....	.....	.....	.....	✓	1/1
Ms. Sandra Fogarty (to August 2024)	Staff Member	x	x	✓	x	.....	.....	.....	.....	1/4
Mr. Garrett Hickey	Staff Member	.....	.....	.....	.....	✓	✓	✓	✓	4/4
Mr. Richard Byrnes (to August 2024)	Staff Member	✓	✓	✓	✓	.....	.....	.....	.....	4/4
Ms. Foluke Adewumi (Since February 2025)	Parent Member	x	✓	✓	✓	.....	.....	.....	.....	3/4
Mr. Niall Finn	Parent Member	.....	.....	✓	✓	.....	.....	.....	✓	3/3
Dr. Mary Meade	ACCS/JMB /NAPD	.....	.....	.....	.....	.....	.....	x	✓	1/2
Dr Richard Hayes	THEA	.....	.....	.....	.....	.....	.....	✓	✓	2/2
Mr. Pat Rath	AONTAS/Conradh na Gaeilge	✓	✓	✓	✓	.....	.....	x	✓	5/6
Ms. Kate Miskella	ICTU	✓	✓	✓	x	.....	.....	✓	✓	5/6
Ms. Margaret Darrer Laura	IHF	✓	x	✓	✓	.....	.....	✓	✓	5/6
Ms. Mary Ryan (to August 2024)	ACCS/JMB/NAPD	✓	x	✓	✓	.....	.....	.....	.....	3/4
Mr. Senan Lillis (to August 2024)	ICTU	✓	✓	x	✓	.....	.....	.....	.....	3/4

WWETB Committees - 2024

Finance Committee Meetings 2024

During the year the Finance Committee met on four occasions, with details of attendance outlined in the table below.

Register of Attendance & Frequency of Meetings of the Finance Committee						
Committee Members Name	Internal or External Member	21 Feb 2024	20 Mar 2024	29 May 2024	17 Dec 2024	Total No. of Meetings Attended
Mr. Michael Veale Chairperson (to November 2024)	External Committee Member	✓	✓	x	.....	2/4
Mr. Denis McCarthy	External Committee Member	✓	✓	✓	✓	4/4
Ms. Lynda Lacey	External Committee Member	x	✓	✓	x	2/4
Mr. David Doyle	External Committee Member	✓	✓	✓	✓	4/4
Mr. John Murphy (to November 2024)	External Committee Member	✓	✓	✓	.....	3/3
Ms. Anita Power (to November 2024)	External Committee Member	✓	✓	✓	.....	3/3
Mr. Niall Finn	ETB Member	.....	.....	.....	✓	1/1
Cllr. Darragh McDonald	ETB Member	.....	.....	.....	x	0/1
Cllr. Pat Nugent (to November 2024)	ETB Member	✓	x	x	.....	1/3

Audit and Risk Committee Meetings

During the year the Audit and Risk Committee met on four occasions, with details of attendance outlined in the table below.

Register of Attendance & Frequency of Meetings of the Audit and Risk Committee						
Committee Members Name	Internal or External Member	14 Feb 2024	23 Feb 2024	20 Nov 2024	11 Dec 2024	Total No. of Meetings Attended
Mr. Jim Moore (Chairperson)	External Member	✓	✓	✓	✓	4/4
Mr. John Cuddihy	External Member	✓	✓	✓	✓	4/4
Ms. Susan Green	External Member	✓	✓	✓	x	3/4
Ms. Kathleen Codd-Nolan	External Member	✓	✓	x	✓	3/4
Ms. Kate Miskella	ETB Member	.....	.....	.....	✓	1/1
Cllr. Paddy Kavanagh	ETB Member	.....	.....	.....	✓	1/1
Cllr. Lola O'Sullivan (to November 2024)	ETB Member	x	x	✓	.....	1/3
Mr. Michael J O'Ryan (to November 2024)	External Member	✓	✓	✓	.....	3/3

Youthreach Board of Management

Cllr. Bridín Murphy	Mr. Michael Wall (to June 2024)
Mr. Niall Finn	Cllr. Aidan Browne (to June 2024)
Ms. Kate Miskella	Mr. Brian Owens (to June 2024)
Mr. Brian Mulvihill	Cllr. Frank Quinlan (to June 2024)
Ms. Ann Ryan	

Youth Work Committee

Dr. Kieran Donohoe	Cllr. Garry Laffan (to June 2024)
Ms. Gail O'Sullivan	Cllr. Aidan Browne (to June 2024)
Ms. Emily McCann	Cllr. Pat Nugent (to June 2024)
Ms. Eimear Cheasty	Ms. Alison Parle (to June 2024)
Ms. Sheila Barrett	Mr. Ollie Breslin (to June 2024)
Ms. Margaret Collins	Ms. Sarah Dunleavy (to June 2024)
Mr. Evan Wemyss	Ms. Majella Finnegan (to June 2024)
Ms. Clodagh Cowman	Ms. Sheila Barrett (to June 2024)
Ms. Kate Miskella	Mr. Conor Carberry (to June 2024)
Ms. Margaret Darrer Laura	Ms. Megan Keating (to June 2024)
	Ms. Eilis Maher (to June 2024)

WWETB Area Committees

WWETB's Area Committees are supported by members of the executive team: Senior Management Team Representative, Principals of Post Primary Schools, Further Education & Training Representatives, and Youth Service Representatives.

Waterford City & County Area Committee

Cllr. Lola O'Sullivan (to June 2024)	Cllr. Pat Nugent (to June 2024)
Ms. Margaret Darrer Laura (to June 2024)	Ms. Mary Ryan (to June 2024)
Cllr Frank Quinlan (to June 2024)	Cllr. Joeanne Bailey (to June 2024)
Ms. Sandra Fogarty (to June 2024)	Cllr. Tom Cronin (to June 2024)

North Wexford Area Committee

Cllr. Mary Farrell (to June 2024)	Cllr. Barbara-Anne Murphy (to June 2024)
Cllr. Aidan Browne (to June 2024)	Cllr. Fionntán Ó' Súilleabháin (to June 2024)
Mr. Pat Rath (to June 2024)	Mr. Senan Lillis (to June 2024)
Mr. Niall Finn (to June 2024)	Cllr. Kathleen Codd-Nolan (to June 2024)

South Wexford Area Committee

Ms. Kate Miskella (to June 2024)	Cllr. Frank Staples (to June 2024)
Cllr. Garry Laffan (to June 2024)	Ms. Foluke Adewumi (to June 2024)
Mr. Richard Byrnes (to June 2024)	

WWETB Senior Management Team

Senior Management Team

Chief Executive	Dr. Karina Daly (From February 2024)
Chief Executive Acting	Dr. Karina Daly (From October 2023)
Director of Organisation Support and Development	Dr. Karina Daly (To October 2023). Mr. Michael T. O'Brien (From August 2024) Mr. Alan Quirke (From September 2024)
Director of Schools	Ms. Eimear Ryan
Director of Further Education and Training	Dr. Lindsay Malone
Human Resources Manager - Culture and Engagement	Ms. Anne-Marie Jones
Human Resources Manager - Operations	Ms. Sandra Murphy
Corporate Services Manager	Mr. Fintan O'Reilly
Finance Manager	Mr. Owen O'Mahony (To January 2024) Mr. Cathal Cremer (From April 2024)

Risk Management

The Board maintains active oversight of risk management and confirms that it has carried out an assessment of the principal risks, associated mitigation measures and reviewed the effectiveness of these measures in 2024. The Board manages risk for the organisation through a structured risk management programme. The Board is assisted in its risk management function by the Audit and Risk Committee. The Board also relies on the Internal Audit Unit (IAU) and its reports, on the C&AG annual audit and any external Audit such as an ESF audit and or Revenue Audit. In addition, there is a review of Internal Controls performed on an annual basis.

Risk Management is a standing item at all Board meetings and consideration includes:

- Risk reports from senior management including the Chief Risk Officer (CRO)
- Reports of the Audit and Risk Committee
- Changes in risk ratings
- Audit Register

Details of the principal risks and associated mitigation measures or strategies have been included in the SIC as part of the audited financial statements which will be published within one month of receipt from the Office of the Comptroller and Auditor General and as an appendix to the Chairperson's Comprehensive Report.

System of internal controls

The Board confirms that there has been a review of the effectiveness of the system of internal control and that the Statement of Internal Control, which is subject to change until the external audit is completed, has been included in the Annual Financial Statements (AFS) for the year ended the 31st of December 2024, which will be published within one month of receipt from the Office of the

Comptroller and Auditor General and as an appendix to the Chairperson's Comprehensive Report that has been submitted to the Minister.

Procurement Policy and Procedures

The Board confirms that the organisation is adhering to the relevant aspects of the Public Spending Code and affirm adherence to the relevant procurement policy and procedures and the development and implementation of the Corporate Procurement Plan.

Taxation

The Board confirms that the WWETB has complied with its obligations under tax law.

Financial Statements 2024

The Annual Financial Statement for the year ended on 31st December 2024 is subject to audit by the Office of the Comptroller and Auditor General (C&AG) at the time of publication of the Annual Report 2024. WWETB will publish the audited financial statements as soon as practicable after they have been signed off on by the C&AG.

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

- Details of non-salary related fees paid in respect of Board Members analysed by category of fees
- Aggregate details of compensation of key management analysed by the following categories including management compensation in total;
 - Salaries and short-term employee benefits
 - Post-employment benefits
 - Termination benefits
- Key management compensation if any;
- Details of the number of employees whose total employee benefits (excluding employer pension cost) for the reporting period fell between €0 and €59,999 and within each pay band of €10,000 and €60,000 upwards and an overall figure for total employer pension contributions.



.....
Signed

Cllr Lola O'Sullivan
Chairperson

24th June, 2025

.....
Date

Official Languages Act

Under Section 4 (b) of the Official Languages Act, the head of a public body is required to appoint, from senior management, a member of staff to oversee the performance and reporting of obligations under the Act, and to ensure that a summary of the performance and reporting is included in its Annual Report.

WWETB has appointed the Director of Organisation Support and Development as the senior official with responsibility for overseeing the performance and reporting of its obligations under the Act.

The Act sets out a number of requirements which must be complied with by public bodies. Section 10A of the ACT introduced a new statutory obligation for public bodies in relation to advertising. These provisions came into effect in October 2022 and require that public bodies shall ensure that at least 20% of any advertising placed by the body in any year shall be in the Irish language, and at least 5% of any monies spent on advertising by the body in any year shall be in the Irish language, through Irish language media. Public bodies are required to file electronic compliance returns in March 2025 in respect of their advertising in 2024.

At the end of 2024, WWETB has assessed that it is not compliant with regard to 5% of monies spent on advertising being spent on the Irish language and has achieved expenditure of 2.4%. WWETB will strive to ensure compliance with this in 2025. WWTB is compliant with regard to 20% of advertising being in the Irish language.

WWETB Public Sector Equality & Human Rights Duty

All public bodies in Ireland have a legal responsibility to promote equality, prevent discrimination and protect the human rights of their employees, customers, service users and everyone affected by their services, policies and plans. The Public Sector Equality and Human Rights Duty originated in Section 42 of the Irish Human Rights and Equality Act 2014. and places the statutory obligation on WWETB, to put human rights and equality (HRE) in the mainstream across the entire organisation. It requires that HRE be considered in relation to all WWETB key functions, including the development of policies, plans, decision making processes, procurement, staff support, service delivery and improving the outcomes for our service users. In 2023 a report was prepared for the WWETB Senior Management Team, following research and staff consultation. This report outlined a number of key actions to be implemented. A review of this report was carried out and published on our website in 2024. This review identified actions that have been completed to date and prioritised outstanding actions.

Gender Balance, Diversity and Inclusion

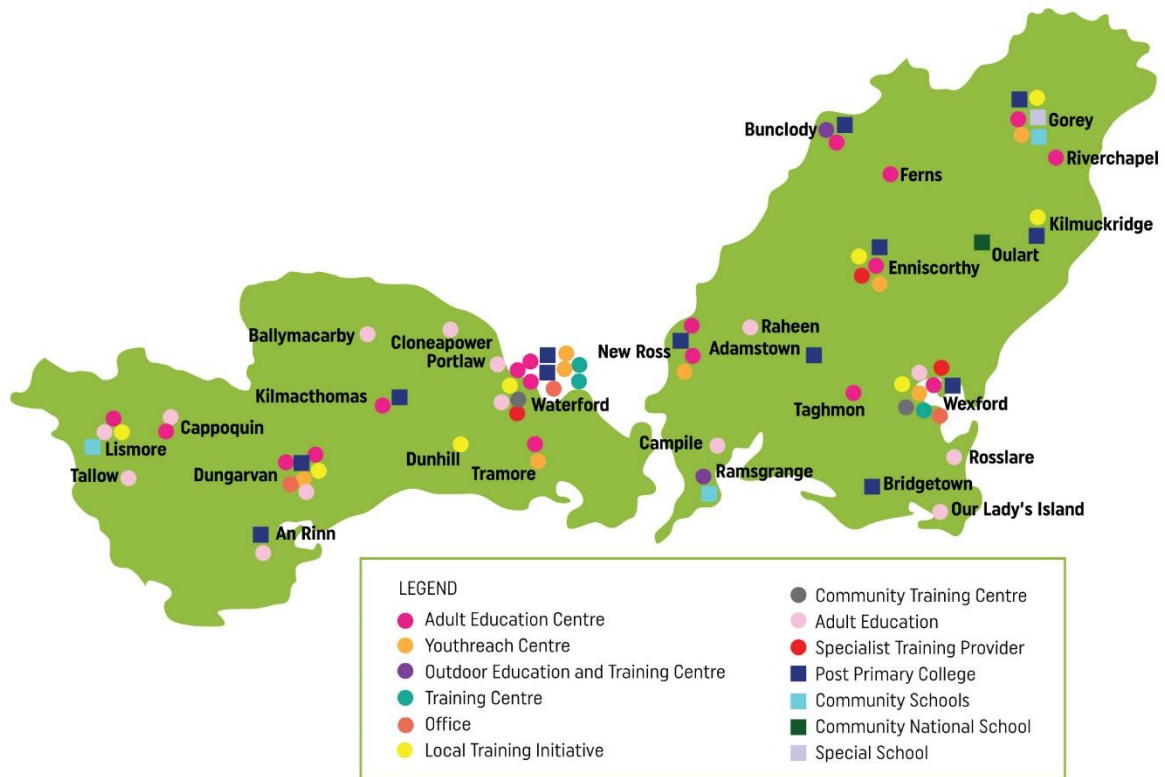
As of 31 December 2024, the Board had 7 (35%) female and 13 (65%) male members, with one position vacant. Following the appointment of an additional female Board member in January 2025, the composition now stands at 8 female (38%) and 13 male (62%) members. The Board therefore does not meet the Government target of a minimum of 40% representation of each gender in the membership of State Boards. The following measures are planned to address and improve gender balance on this Board:

The Board will engage with nominating bodies and will clearly communicate the importance of meeting and maintaining the Government's 40% gender representation target and will encourage nominations that contribute to balanced gender representation, when vacancies arise.

4. Overview of Services – 2024



Location of Centres within WWETB



WWETB Locations 2024

Community National School

Kilnamanagh Community National School, Wexford

Special School

Gorey Hill School, Wexford

Post Primary and PLC Education

Bridgetown College, Wexford
 Bunclody Vocational College, Wexford
 Coláiste Abbáin, Adamstown, Wexford
 Coláiste an Átha, Kilmuckridge, Wexford (incl. PLC)
 Creagh College, Gorey, Wexford
 Dungarvan College - Coláiste Dhún Garbhán (incl. PLC)
 Enniscorthy Community College, Wexford (incl. PLC)
 Kennedy College, New Ross, Wexford
 Meánscoil San Nioclás, Port Láirge
 Selskar College, Wexford (incl. PLC)

St Declan's Community College, Kilmacthomas, Waterford
St Paul's Community College, Waterford
Waterford College of Further Education (WCFE) *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
Durands Court 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
FabLab Lismore, Waterford
Kilmacthomas Further Education and Training Centre, Waterford
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
New Ross Further Education and Training Centre (located at Michael Street),
Wexford
Tramore Further Education and Training Centre, Waterford
Whitemill Further Education and Training Centre, Wexford

College of Further Education and Training

Wexford College of Further Education and Training

Training Centres

Kilcohan Training Centre, Waterford
Waterford Training Centre
Wexford Training Centre

Outdoor Education and Training

Shielbaggan Outdoor Education and Training, Wexford
Bunclody Adventure Hub, Wexford

Youthreach Centres

Dungarvan Youthreach, Waterford
Enniscorthy Youthreach, Wexford
Gorey Youthreach, Wexford
New Ross Youthreach, Wexford
Subla Youthreach, Waterford
Tramore Youthreach, Waterford
Waterford Youthreach
Wexford Youthreach

Administrative Offices

Ardcavan, Wexford
Dungarvan, Waterford
Waterford Training Centre

Community Schools (where WWETB are joint trustees)

Blackwater Community School, Lismore, Waterford
Gorey Community School, Wexford
Ramsgrange Community School, Wexford

*Further Education and Training Centres may include VTOS, BTEI, Adult Literacy, and Refugee/Asylum seekers programmes. WWETB also provided primary level education through the EROC Centre Clonee, Waterford (closed June 2024).

5. Primary & Second Level Education

Post Primary Schools

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 - Coláiste Dhún Garbhán	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	762	
WCFE	/	722
TOTAL	5887	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 School	24

2024 Night Classes/Self-Funded Students

Night Class/Self-Funded Students		
Site	Courses	Students
Waterford College of Further Education – Spring 2024	5	54
Waterford College of Further Education – Autumn 2024	10	143
Dungarvan College - Coláiste Dhún Garbhán – Autumn 2024	9	129
Coláiste An Átha – Spring 2024	1	33
Coláiste An Átha – Autumn 2024	1	33
Sheilbaggan Outdoor Education Centre - 2024	113	2458
Total	139	2850

6. Further Education and Training

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

7. Implementation of Strategic Goals – 2024



WWETB Strategic Goals

Implementation 2024

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

Goal 1 - Optimise Student/ Learner Experience		
Priority	Action	2024 Outcomes
Provide a positive learning experience for all learners, including learners from marginalised groups.	The FET Learner Council was launched in the 2022/23 academic year.	The FET Learner Council was formed in 2024 with 25 learners from across Waterford and Wexford who are enrolled on full-time and part-time programmes including Post Leaving Certificate (PLC), Youthreach, Community Education and Literacy and Language programmes. The FET Learner Council members completed the Learner Council Committee Skills training in 2024 which was facilitated by AONTAS. Terms of reference are in place. In 2025, the Council will develop a Learner Voice Plan.
	Explore the possibility of delivering WWETB student council training.	AONTAS delivered Learner Voice Training to 20 learners with a focus on learners as leaders.
	Continue to roll out Rainbow Connection Initiative to support learners and staff from the LGBTI+ community, launched in November 2023.	In 2024, 120 staff and 60 learners received their Rainbow Connection Badges.
	Exploration of a Schools Student Forum where each of the 13 schools will have a representative from their respective Student Council.	WWETB received the ETBI's Mental Health and Wellness Accreditation 2025 in recognition of the Rainbow Connection Initiative.
	An Equality, Diversity and Inclusion Unit was established in FET in 2023 to ensure a more inclusive approach to education and training and develop strategies to reduce barriers to participation.	The learner support service for FET launched in September 2024 which provides learners with centralised literacy, academic support and English language supports. 1,548 learners received learner support in 2024. WWETB continued to support sensory pods and spaces across

		FET in 2024 by investing in an additional five sensory pods. Spectrum Life Mental Health Support was made available for all FET Learners from January 2024. WWETB engaged in the AsIAm Autism Friendly Accreditation Process in 2024 and are working through the recommendations received with a view of applying for full accreditation in 2025. The Equality, Diversity and Inclusion team developed and published a 2024 Interactive Diversity Calendar for use by Centres, Staff, Learners and as Teaching resource. A strength based promotional campaign for ADHD and Dyslexia was promoted across FET Centres in 2024 to raise awareness regarding learner supports which are available for learners with ADHD and Dyslexia. Learner Support hubs were set up in six locations across WWETB from September 2024 as follows: 1.Gorey FET Centre 2.Wexford College of Further Education and Training 3.Waterford College of Further Education 4.VTOS Durands Court 5. Dungarvan College - Coláiste Dhún Garbhán 6. Dungarvan FET Centre The purpose of the hubs is to provide a weekly drop in point, where learners can go to ask questions or receive assistance in relation to academic supports. The hubs also facilitate the delivery of targeted supports to learners as requested by tutors. For example, IT Support and referencing workshops were delivered in 2024. Learners can also access assistive technology or device loans through the hubs. The development of Universal Design for Learning (UDL)
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		Champions is one of the actions arising from the Teaching and Learning Community of Practice. The UDL Champion was developed for apprentices in 2024, following a two-year analysis of the assessments carried out with apprentices. The purpose of the UDL Champions is to complement the work done by instructors in the classroom. The UDL Champion facilitates a community of practice with instructors and other members of the support team to share best practice, resources and support for UDL. This allows for a positive discourse around learning differences such as Dyslexia, Dyspraxia, ADHD and others. WWETB expanded its provision of assistive technology in 2024 by supporting learners who use hearing aids by investing in several Hearing Loop Systems. In 2024, SMT and the FET Leadership Team completed Inclusive Leadership Training which was facilitated by the Centre for Diversity.
Support students/learners at risk of educational disadvantage in line with current national policy	Special Educational Needs Coordinators Community of Practice – development of shared templates for Student Support Plans. Continued input from Digital Learning Team around accessibility tools in the MS Suite. Further CPD/Training on screening and diagnostic testing. Roll out of Phase 2 of ETBIs Provision Mapping Initiative to the remaining 10 post-primary schools (2 were in the pilot phase). Continued development of the Inclusion Coach Pilot Group. Continued collaboration with the Digital Learning Team to embed accessibility tools within our Communities of Practice, as requested. Continued development and growth of the CoP for EAL (English as an Additional Language) teachers.	Continued engagement of all 12 post-primary schools in the Special Educational Needs Coordinators Community of Practice aligning with the work of school-based Inclusion Leads on the Provision Mapping project. 2024 was another year of supporting data gathering and analysis for all schools to prepare or adapt their School Improvement Plan for addressing identified needs of students in line with the Continuum of Support model. The Digital Learning Coordinator supported the use of accessibility tools through the Digital Cluster and within other Communities of Practice, as requested.

	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	
Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).	Annual review and audit of child safeguarding statement and associated risk assessments carried out. Child safeguarding inspections – assisting in monitoring the process in schools. Child Protection Oversight Report Training for Boards of Management completed by school principals.	Schools were provided with templates for conducting the annual review of the child safeguarding statement and associated risk assessments. No WWETB had a specific Child Safeguarding Inspection in 2024. During all other inspection visits, all WWETB schools were found to be fully compliant with all child safeguarding requirements.
Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).	Annual review and audit of child safeguarding statement and associated risk assessments carried out. Child safeguarding inspections – assisting in monitoring the process in schools. Child Protection Oversight Report Training for Boards of Management completed by school principals.	All school Boards of Management completed an annual review of the child safeguarding statement and associated risk assessments.
Goal 2 - Protection Programmes		
Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme (IRPP) and provision for international protection (IPAS) applicants.	Schools will continue to enrol IRPP and IPAS students in accordance with their admissions policies. WWETB will continue to host the REALT coordinator. Encourage membership of the Schools of Sanctuary.	All WWETB schools offer available places to applicants in line with the school admission policies. WWETB hosted the REALT coordinator in 2024. Eight WWETB post primary schools are members of/or Champion Schools of Sanctuary Ireland.
Goal 3 – 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.
Board Self Assessments	All boards should carry out self-assessments, using the questionnaire included in the Code of Practice, to	Self-assessment questionnaire completed by the Board.

	identify areas where improvements are required.	
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.	The Finance and Audit Subcommittees are populated with external personnel with the requisite expertise to perform the role.
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.	Written reports are circulated to the Board following each meeting of the audit and risk and finance committees.
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-assessments by the audit and risk and finance committees were completed.
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.	Training programme in place for finance staff.
Departmental returns and reporting deadlines	Returns to the Department must be accurate and reporting deadline adhered to.	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 policy and process in place for WWETB. Risk is a recurring item on the agenda of the ARC and Board.
Internal Controls	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended.	Statement on Internal Control completed annually. All Managers across WWETB engaged with internal controls review in 2024. A statement of internal controls was reviewed and approved by the Board following consideration by the ARC.

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

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

Strategic Goal 1

Quality

The reputation of WWETB centres on the quality of its 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 teaching, training, the recruitment of our staff, our support systems and our levels of customer service.

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

	Strategic Actions	2024 Outcomes
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.	WWETB Quality Office has been strengthened. QQI reviews completed. Work being undertaken to share best practice across FET and schools.
1.1.2	Develop and publish a Statement of WWETB's commitment to Quality – visible in every School and Centre.	WWETB Quality Statement developed and ready for dissemination to schools, centres and offices.
1.1.4	Establish a FET Programme Development Office, aligning with SOLAS strategy of supporting jobs, learning pathways, facilitating inclusion, upskilling through life and careers and targeting key skills needs. To include programme validation and review, including review of learning outcomes, aligned with SOLAS and WWETB overall strategy.	WWETB appointed an Assistant Principal Officer with responsibility for Tertiary Coordination in 2024. WWETB engaged in the pilot tertiary programme in 2024.
1.1.5	Enhance critical relationships and links with relevant government departments, local authorities and other agencies and evaluate the effectiveness of these relationships, particularly with industry bodies.	WWETB continued to enhance critical relationships and links with relevant stakeholders. These included: LCDCs in both Waterford and Wexford; South East Regional Skills Forum; ETBI Fora; Local Community Safety Partnership and others.
1.1.6	Whole of system approach to Risk Management and management of Internal Controls – across all areas and levels of the organisation. This includes assessing potential partnerships (e.g. contractors, third party providers) for risk and putting agreements in place with all stakeholders.	The existing Risk Management Policy continues to be implemented. The risk register is regularly reviewed and actively used to identify, assess, and monitor risks.
1.1.7	Review all WWETB Boards and Committees, including membership and terms and reference of all internal boards, committees and networks. Board/committee self-assessments to be carried out on an annual basis.	New WWETB Board and sub-committees were in place in 2024, with new terms of reference. Programme of governance training in place. Board assessment carried out.

	Templates developed for standardised agendas and minutes.	
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.	Presentation delivered to the new Board and committees on work of WWETB and Strategy Statement.
1.1.9	Increase student/learner voice participation across WWETB governance structures.	Regular meetings of the FET Learner Council were undertaken in 2024. The FET Learner Council members completed the Learner Council Committee Skills training in 2024 which was facilitated by AONTAS. Terms of reference are in place. In 2025, the Council will develop a Learner Voice Plan.
1.1.11	Develop an Innovation framework and establish an Innovation team. Develop review and evaluation systems to support innovation across the organisation.	A new Director of OSD appointed in 2024 who has taken on the WWETB Innovation agenda.
1.1.12	Full implementation of the WWETB Customer Charter across all areas.	WWETB continues to implement the WWETB Customer Charter across all areas.
1.1.14	Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.	The QQI level 5 Certificate in Restorative Practice for Professionals was developed and validated in 2024.
1.1.15	Implementation of enhanced programme in the area Safety, Health and Welfare – audits and review, training schedule implemented and templates forms developed.	A training schedule was developed and implemented. Training was provided to 264 staff in areas including first aid, fire warden, evacuation chair, mental health, suicide awareness and admin of medicines. A range of health and safety documents including risk assessment templates, personal emergency egress plans staff travel guidance, aggressive behaviours assessment, psychosocial/stress risk assessments were reviewed and updated.
1.1.17	Structure in place to support contract management within procurement function.	A new tender contract management (TCM) system was rolled out.
1.1.18	Implementation of structured approach to policy development, implementation and review.	A schedule of policies is in place with identified review dates. This schedule is monitored by the governance and compliance team. When required, draft policies are reviewed and approved by the SMT. The schedule is updated following noting by the Board.
1.1.19	Implementation of Irish Language Standards across WWETB through development of programmes and implementation of training for staff.	Gaelchultúr Courses are available to all staff.
1.1.20	Achieve the consolidation of financial systems and automation of processes to improve financial management, budgeting and reporting.	A new APO Finance Manager was appointed with a specific focus on improving systems and enhancing use of financial info in decision making.

1.1.21	Deliver and maintain the shared service delivery model for staff and learner payroll in co-operation with Department of Education Business Shared Services teams.	New Travel and Subsistence shared service delivery model was rolled out.
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.	Work was ongoing with ESBS throughout 2024.
1.1.23	Expand the capability and use of the finance dashboard reporting to give senior management the up-to-date financial information to aid decision-making.	Baseline work on financial information was carried out.
1.1.24	Implement centralised budgeting for FET which is aligned to the new SOLAS funding model funding requirements to adequately resource programmes, meet the needs of learners and provide improved budgeting and management reporting for FET.	WWETB engaged with the new SOLAS funding model. The 2024 bid process included the core elements of the new funding model to ensure that WWETB aligns to the new SOLAS funding model and its requirements. Budget allocations were confirmed to the FET Leadership Team.
1.1.25	Develop a capital funding approach with finance and HR departments to review compliance requirements (including equality and diversity reporting) and future workforce planning.	WWETB complied with its public sector duty responsibilities by completing the annual report in 2024.
1.1.26	Implement statutory pensions reporting requirements in conjunction with Education Business Shared Services, National Shared Services Office and ETBI Pension Task Group.	Statutory pensions reporting requirements were implemented.
1.1.27	Support schools in the implementation of the Looking at our Schools 2022 strategy through the school self-evaluation process.	Ongoing at school leader briefings, meetings and embedded in the content of Community of Practice meetings throughout 2024.
1.1.28	Promotion of WWETB schools ethos across all schools.	Each school has an Ethos Leadership Team who are supported by the WWETB Ethos Coordinator who in return is guided by ETBI. Schools have engaged in a self-evaluation process around the patron's framework to identify areas for improvement in relation to ethos. Selskar College and St Paul's CC have included Identity, Multi-Belief and Values Education on the 2024/25 curriculum.
1.1.29	Promote STEAM/STEM across our schools – strive to increase participation.	WWETB schools were encouraged to participate in engineering and science weeks 2024 and seven schools that applied were provided with funding for a science research grant. Students in St Paul's CC and Bunclody VC qualified for the BT Young Scientist competition in 2024 and used WWETB funding to support research.

		WWETB continued to liaise with CALMAST for Science Week in 2024.
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 worked closely with Wexford County Council on the development of the state-of-the-art Outdoor Education and Training Centre at Forth Mountain and associated programmes of activities at the new location. In 2024, 498 learners engaged in activities 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.	REALT Coordinator and support person remain in place. Eight WWETB schools were Champion Schools of Sanctuary in 2024.
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.	Preparatory work for new Music Generation Wexford strategy was undertaken in 2024.
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.	Preparatory work for new Music Generation Waterford strategy was undertaken in 2024.
1.1.36	Develop opportunities for WWETB students/adult learners, through competition and exhibition, to build on the idea of a coherent WWETB community.	"In Harmony" event took place in February 2024. 250 students involved from 12 post primary colleges performed individually, in school groups and as members of the traditional music group, the orchestra and the choir. WWETB Schools Rounders Tournament took place in May 2024 targeted at students in post-primary schools who don't ordinarily play team sports. WWETB Schools Chess Tournament took place in March of 2024.

1.2 Strategic Priority: Quality in Teaching and Learning

	Strategic Actions	2024 Outcomes
1.2.1	Embed an inclusive approach to education and training and develop strategies to reduce barriers to participation.	FET learner support service launched in September 2024 which provides learners with centralised literacy, academic support and English language supports. 1,548 learners received learner support in 2024. Spectrum Life Mental Health Support was made available for all FET Learners from January 2024. The Equality, Diversity and Inclusion team developed and published a 2024 Interactive Diversity Calendar for use by Centres, Staff, Learners and as Teaching resource. WWETB

	Strategic Actions	2024 Outcomes
		engaged in the AsIAM Autism Friendly Accreditation Process in 2024.
1.2.3	Develop structure to support the analysis of academic achievement across WWETB schools.	Preliminary work on subject planning processes undertaken in 2024 in alignment with other groups such as SENCOs, Guidance Counsellors.
1.2.5	Embed modern and progressive teaching, learning, instruction, and assessment methods, included blended learning methodologies and technologies.	11 post-primary schools engaged with the Magenta Principles programme in 2024, with seven schools taking part in the hybrid programme. Each school's online Magenta group in Teams has been broadened. Communities of Practice are operating effectively in the areas of Guidance, SEN, Art, Home Economics and Music. Communities of Practice established for Transition Year and LCA Coordinators to review the quality of their programmes.
1.2.6	Increase female participation across WWETB traineeship and apprenticeship programmes.	WWETB continued its support for, and promotion of the Bursary that is in place to attract and support females to engage in apprenticeships. WWETB continued to promote and deliver the Female Scholarship, with eight women in total gaining support through the Scholarship.
1.2.7	Develop and implement appropriate policies and procedures to support academic integrity across all programmes.	The Quality Assurance team developed a Framework for Academic Integrity entitled ' <i>Procedure for Safeguarding the Authenticity of Further Education Assessments in WWETB</i> ', including the use of Artificial Intelligence technology. As well as the framework, a number of supplementary guides were developed relating to each stage for Coordinators and Practitioners. The Quality Assurance team delivered a series of briefings in September and October both online and face to face for Further Education provision at NFQ levels 4-6. A total of 10 briefing sessions were held. There were 10 briefings in total.
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 policy across post-primary schools is being reviewed. The Service to Business team continued to engage with employers in 2024 through the provision of funded courses such as Skills to Advance where under route 1 funding, 27 courses were provided to 92 companies in 2024.
1.2.9	Review the implementation of the FET Fund for students/learners with	The FSD working group held three meetings in 2024. The Access and Inclusion Officer is a

	Strategic Actions	2024 Outcomes
	Disabilities (FSD), to ensure that it is achieving its objectives.	member of the working group. 103 learners received supports from the FSD.
1.2.10	Develop and implement a pilot programme for alternative provision for 12-14 year olds that have left mainstream education. Review pilot and seek to make provision available to meet the needs across Waterford and Wexford.	The Department of Education is currently reviewing this at national level.

1.3 Strategic Priority: Recruitment and Onboarding

	Strategic Actions	2024 Outcomes
1.3.1	Standardise all recruitment processes and documentation in line with best practice in the public sector.	Review of key recruitment documentation completed in preparation from implementation of e-recruit system in 2025; advert templates, job descriptions, interview packs, application forms etc, ensuring all documentation is available in Irish.
1.3.6	Development of WWETB-wide induction programme for new staff.	Work on developing an induction programme for new staff was initiated and progressed.
1.3.7	Development of WWETB-wide onboarding programme, including tailored support for new employees and development of a 'buddy' system.	Progress was made on developing the employee handbook, policy packs, and welcome booklet to support the WWETB-wide onboarding programme.
1.3.8	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	WWETB remains committed to equality, diversity and inclusion. In October 2024, WWETB received Bronze Investors in Diversity Accreditation from the Irish Centre for Diversity. The Equality, Diversity and Inclusion strategy working group will develop an Equality, Diversity and Inclusion charter in 2025.

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

	Strategic Actions	2024 Outcomes
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.	Engagement of 11 schools with Magenta Principles programme. Communities of Practice operating effectively. School leaders have been asked to identify a staff member as a teaching and learning lead in their school and to consider the establishment of a teaching and learning team. Continued engagement ongoing with Adult Guidance Service and with the Adult Education Officer with responsibility for Youth Affairs, and with the relevant Senior Training Advisor. Communities of Practice (such as Guidance Counsellors) held meetings in Wexford College of FET in 2024 and were given tours of the facility.

	Strategic Actions	2024 Outcomes
1.4.3	Governance training for Committees, WWETB Board, Managers and staff representing WWETB on governance and oversight Boards/Committees.	Governance training for Board members was delivered by the IPA in Q4. Board of Management training was delivered to Kilnamanagh CNS.
1.4.4	Continue to engage fully with ETBI working groups and communities of practice for knowledge sharing and professional development.	WWETB Education Coordinator remains a member of the ETBI Task Group for Inclusive Education. A FET Teaching, Learning and Assessment Network was formed in 2024, with terms of reference in place. The Teaching, Learning and Assessment Network has an action plan in place with 13 actions in it.
1.4.5	Build on relationship developed with SETU to support professional development and building towards unified tertiary education.	A pilot tertiary programme with SETU was launched in 2024 where 14 learners were enrolled on the SETU Bachelor of Business in Dungarvan College - Coláiste Dhún Garbhán. A Learning Through Connecting Symposium in 2024 with 94 presentations and 150 attendees. WWETB also continued with the My Voice, My Choice advocacy programme for people with Intellectual Disabilities during 2024, supporting an additional five learners.
1.4.6	Develop organisation-wide feedback mechanisms and structured consultation, including opportunities to engage with the student/adult learner voice.	A Learner Council was formed in 2024 with 25 learners from across Waterford and Wexford who are enrolled on PLC, Youthreach, VTOS, BTEI, Community Education, Literacy and Language programmes. Council members completed the Learner Council Committee Skills training in 2024 which was facilitated by AONTAS. AONTAS also delivered Learner Voice training to WWETB 10 staff and to 20 learners in 2024.
1.4.7	Implement Schools Leadership programme across all Schools and Colleges	During 2024, School Senior Leaders were provided with two days support and all middle leaders were invited to attend a one-day seminar encouraging them to reflect on their role as a leader in their school and to consider their professional development requirements to carry out their leadership role. Based on feedback and discussion with senior leaders it was agreed to target middle leaders with specific roles. In December 2024 all Transition Year and Leaving Certificate Applied Coordinators were provided with support for their specific role which will continue in 2025.

Strategic Goal 2

Schools and FET Colleges of the Future

We are developing facilities and learning environments that our staff and students are proud of.

2.1 Strategic Priority: Facilities

	Strategic Actions	2024 Outcomes
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.	In 2024, the Wexford College of Further Education and Training facilitated 550 learners across full-time, part-time and apprenticeship programmes. 350 people attended the Community Open Day. The extension to the Waterford Training Centre (Techniform project) was completed in 2024 to provide an additional seven apprenticeships across electrical, plumbing and pipefitting and the relocation of agricultural mechanics and heaving vehicle mechanics. WWETB remains committed to a FET College of the Future in Waterford. A strong partnership with South East Technological University regarding their College Street facility remained ongoing during 2024. WWETB remain committed to an expansion of the NZEB Centre in Enniscorthy. A strong partnership with SOLAS regarding the new facility remained ongoing during 2024. WWETB sought to identify new premises to assist with the expansion of this facility. WWETB remains committed to expanding the Further Education and Training Centre in Tramore and committed to an additional 2,500 sq ft which will accommodate an additional three new classrooms for 50 adult learners. The new unit will also have offices for a WWETB coordinator and a one-to-one meeting and assessment room. A new FabLab Centre in Lismore, Waterford opened in 2024.
2.1.2	Priority projects in schools include: New 1,000 student school for St.	Detailed work was undertaken and engagement held with senior officials on

	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.	the business cases for a range of WWETB priority schools projects in 2024. Gorey Hill School opened for students on 16th September 2024 with a full enrolment of 24 students.
2.1.4	Enhance the buildings team within WWETB, to include professional roles such as qualified QS and architect, to support management with the portfolio of buildings programmes across FET and Schools.	Recruitment was undertaken for a Climate Action and Sustainability APO in 2024 who will have a strong focus on climate works in FET and schools buildings.
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.	Preliminary work was undertaken on a WWETB Estates Strategy in 2024.
2.1.6	Support the development of a network of caretakers and General Assistants to facilitate greater collaboration across sites.	This will be progressed in 2025 as part of the development of a facilities management system
2.1.14	Explore options for short-term accommodation for apprentices.	This was considered by the schools and colleges of the future working group and it was agreed that the existing systems in place to support students seeking short accommodation were adequate
2.1.19	Work closely with Wexford County Council on the development of the state-of-the-art Outdoor Education and Training Centre at Forth Mountain and associated programme of activities at the new location.	WWETB remains committed to working closely with Wexford County Council on the development of the state-of-the-art Outdoor Education and Training Centre at Forth Mountain and associated programme of activities at the new location. In 2024, 498 learners engaged in activities at Forth Mountain.
2.1.22	Actively seek out opportunities for community engagement to promote WWETB as a patron of Community National Schools across the region.	Progress was deferred pending Department of Education and Youth Survey

2.2 Strategic Priority: Green Agenda

	Strategic Actions	2024 Outcomes
2.2.1	Establish an organisation-wide Green Campus Committee, including students/adult learners and members of the community, linking in with existing structures in colleges and centres.	Green Teams were in place across WWETB schools in 2024. Plans being developed in 2025 around Green Committees in colleges and centres.
2.2.2	Engage with 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.	Waterford Training Centre was shortlisted in 2024 to be part of the FET Pathfinder scheme. WWETB expect this project to reach stage 2A by end of 2025. Enniscorthy Community College, Gorey Community School and St Peter's College were deemed suitable by Department in 2024 for new Biomass systems. Projects to go to Tender in 2025. Coláiste Abbáin, Coláiste an Átha and Kennedy College were deemed by Department in 2024 as more suited to heat pumps. Projects to go to Tender in 2025.

2.3 Strategic Priority: Maintenance Programme

	Strategic Actions	2024 Outcomes
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.	Facilities management work was undertaken on a number of WWETB centres and colleges in 2024.

Strategic Goal 3

Communications and Marketing

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

3.1 Strategic Priority: Foundations

	Strategic Actions	2024 Outcomes
3.1.1	Develop and implement an internal communications and engagement strategy and invest in a dedicated internal communications resource.	Work continued on upgrading WWETB's internal Staff Hub in 2024. The Communications and Marketing Steering Group commenced work on developing an internal communications strategy.
3.1.2	Develop a repository of content, photography, and stories for use across the organisation.	Repository of photography was developed. New videos were also developed and shared throughout 2024.
3.1.3	Develop a toolkit of enhanced marketing assets, including advertisements and social media templates.	Work commenced on a toolkit for marketing. Provider for social media training was tendered for.
3.1.4	Further develop the WWETB brand guidelines and develop plan for disseminating to WWETB community for use.	Brand guidelines updated and communicated to managers with regard to the use of brand guidelines.
3.1.10	Develop a FET course/programme promotion plan, in line with WWETB targets and SOLAS strategy.	Baseline work commenced in 2024.
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.	Work was ongoing throughout 2024 on WWETB digital accessibility to ensure adherence to accessibility guidelines.
3.2.2	Identify speaking opportunities, and panel of internal experts, linked to relevant brand messages.	WWETB successfully collaborated with South East Technological University in the facilitation of the Connecting Through Learning Symposium in 2024 with 94 presentations and 150 attendees.
3.2.4	Develop a clear statement of intent to promote WWETB's role in the community, in the arts, youthwork, music, sport and its commitment to wellbeing.	In 2024 a host of events promoting WWETB's role were held including: 'In Harmony' music event; a Schools Chess Tournament; a Rounders Tournament; and a Schools Cross Country Competition.
3.2.6	Develop specific communications stream for guidance counsellors and extend invitation to guidance counsellors in other schools	In collaboration with the Adult Guidance Service, WWETB's Guidance Counsellors invited their colleagues from other Wexford town secondary

	Strategic Actions	2024 Outcomes
		schools to attend one of our meetings in Wexford College of FET. They had a presentation from Adult Guidance and toured the campus.
3.2.7	Develop communications stream for current teachers and tutors.	Post primary communities of practice, in place across curricular and cross curricular areas, met throughout 2024.

Strategic Goal 4 Health and Wellbeing

Our staff and students/adult learners want to be part of a community that supports individuality, celebrates successes and provides support through difficult times. This requires empathy and emotional intelligence to be embedded in our organisation. Furthermore, we know that staff health and wellbeing greatly assists teaching and learning.

4.1 Strategic Priority: Foundation – Culture, Systems and Procedures

	Strategic Actions	2024 Outcomes
4.1.1	Establishment of a Health and Wellbeing Committee in WWETB, with representation from students/learners and staff.	The Culture and Engagement Working Group will review this action in 2025.
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.	Monthly newsletters from the Employee Assistance Programme were sent to all staff on various Health & Wellbeing topics including promotion and details of how to contact the Employee Assistance Programme for all staff and their families.
4.1.3	Promote a culture of wellbeing at work through existing governance structures.	Health and Wellbeing was a standing agenda item across existing governance structures such as the FET Leadership Team in 2024. WWETB remains committed to promoting a culture of wellbeing as it promoted and facilitated WWETB Health and Wellbeing Week which ran from October 21 st to October 25 th , 2024, with approximately 500 staff and learners taking part.
4.1.4	Implement the 'Keep Well' mark in WWETB, with support from IBEC.	Work was undertaken in 2024 to attain the "Keep Well" mark.
4.1.5	Update and disseminate all WWETB policies relating to Health and Wellbeing.	All policies relating to Health and Wellbeing were reviewed and updated and disseminated to staff.
4.1.6	Implement a WWETB Equality, Diversity and Inclusion charter, to support a diverse workforce.	WWETB remains committed to equality, diversity and inclusion. In October 2024, WWETB received Investors in

	Strategic Actions	2024 Outcomes
		Diversity Bronze Accreditation from the Irish Centre for Diversity. 2024 also saw the continued implementation of the public sector duty across WWETB.
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 Customer Service Excellence award competition continued in 2024. A new Reward and Recognition Scheme was approved by SMT in 2024 which follows on from the Customer Service Awards and will be implemented in 2025.
4.1.8	Continue to promote the WWETB Customer Charter and ensure that the Charter is disseminated to, and understood by, all staff.	WWETB continued to promote the WWETB Customer Charter and ensure that the Charter is disseminated to, and understood by, all staff. The Customer Charter has been integrated into WWETB staff member induction kits. The Health and Wellbeing working group plan to prepare and issue high quality copies of Customer Charter to all WWETB locations to be installed for display in 2025. The Health and Wellbeing working group plan to prepare bite size versions of the Charter for issue by email and on the staff hub on a monthly basis in 2025 to ensure dissemination to all staff through multiple communications channels.
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.	Tutors will be fully included in the induction and onboarding system being developed.
4.1.11	Professional learning and development undertaken by all managers in supervision and leadership.	WWETB remains committed to professional learning and development of staff. In 2024, 33 FET staff completed coaching training sessions, which included the FET Leadership Team. During 2024, School Senior Leaders were provided with two days support and all middle leaders were invited to attend a one-day seminar encouraging them to reflect on their role as a leader in their school. In December 2024 all Transition Year and Leaving Certificate Applied Coordinators were provided with support for their specific role which will continue in 2025. School

	Strategic Actions	2024 Outcomes
		leaders are supported to attend other CPD events.
4.1.13	Develop a process of routinely conducting exit interviews for staff to support WWETB in improving its support to staff.	Exit Interviews were implemented in Q4 2024.
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.	The communications team engaged with the IT Team on intranet contact details throughout 2024.
4.1.15	Development of WWETB-wide Onboarding programme, including tailored support for new employees and development of a 'buddy' system.	Work on developing an induction programme for new staff was initiated and progressed. Progress was made on developing the employee handbook, policy packs, and welcome booklet to support the WWETB-wide onboarding programme.
4.1.16	Actively seek to encourage staff to engage in Professional Learning and Development to support them in areas where growth is required.	WWETB remains committed to professional learning and development of staff. In 2024, WWETB supported 54 staff in FET with individual funding support. 33 FET staff also completed the coaching initiative; 367 learners attended 22 Active Consent workshops; 23 staff members undertook Designated Liaison Person training sessions; and 32 staff members undertook Plain English training. Staff from schools also engaged with Professional Learning and Development opportunities through the PLD Fund. Support provided to school staff where a need was identified. Transition Year and LCA Coordinators met as communities of practice to begin a formal review of their respective programmes. A toolkit was developed by the Education Coordinator for editing and use at local level.
4.1.17	Implement Public Sector Equality and Human Rights policy across WWETB and facilitate training for staff.	In 2024, SMT and the FET Leadership Team completed Inclusive Leadership Training which was facilitated by the Centre for Diversity.
4.1.18	Development of programme to implement Reflective practices and Restorative practices across all areas of WWETB.	The QQI level 5 Certificate in Restorative Practice for Professionals was developed and validated in 2024. 15 staff completed the <i>Getting Started with Restorative Practice</i> CPD accredited course facilitated by the Child Development Initiative.

	Strategic Actions	2024 Outcomes
		Support was also provided to schools in the implementation of the reflective School Self-Evaluation process. This is complemented by the Provision Mapping process.
4.1.19	Development of a pro-active programme to support staff in busy work environments.	The Culture and Engagement working group, tasked with developing a programme to support staff in busy work environments, will focus on this action in 2025.
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.	In 2024, annual financial planning retirement seminars were held and an annual retirement ceremony for retired staff was hosted by WWETB.
4.1.21	Development of a calendar of wellbeing initiatives and events for staff and students/adult learners.	A calendar of wellbeing initiatives/events was developed and is available for all staff on the staff hub.
4.1.23	Develop a strategy for the delivery of guidance services to students/learners across WWETB.	Guidance Counsellors were facilitated to collaborate on a Whole School Guidance Plan template. This was supported by the Guidance Unit in the Department of Education. Adult Guidance service invited to attend schools Guidance Counsellors meetings.
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.	Guidance Counsellors were facilitated to collaborate on a Whole School Guidance Plan template. This was supported by the Guidance Unit in the Department of Education. Adult Guidance service invited to attend schools Guidance Counsellors meetings.
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.	Music Generation Wexford and Music Generation Waterford increased their presence in 2024 across WWETB in schools and programmes.
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.	A Service Level Agreement was signed with Wexford GAA for the provision of support to all WWETB post-primary schools in Wexford. The agreement provides expert support to develop participation, progress and performance across Gaelic games and associated activities, with an emphasis on supporting female participation in sport. Some initial meetings were held with Waterford GAA

	Strategic Actions	2024 Outcomes
4.1.29	Organisation-wide approach to annual awards ceremonies and recognising achievement of students/learners.	Staff continued the use of branding guidelines when developing material for award ceremonies and events for recognising achievement of students/learners. Core Values awards were given at the WWETB Schools Rounders event.
4.1.31	Development of a wellbeing programme that incorporates socialising, mindfulness, wellness, team building, extracurricular, onsite health and wellness, society for students/adult learners across all colleges and centres. Support colleges and centres to implement programme locally.	The patrons' curriculum - Identity, Multibelief and Values Education (IMBVE) incorporated into wellbeing hours where it is now provided as a short course.
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 has engaged with Wexford County Council to explore opportunities for partnership on health and wellbeing initiatives being promoted by the Council.

4.2 Strategic Priority: Response – Additional Supports and Pathways

	Strategic Actions	2024 Outcomes
4.2.1	Develop a strategy for the delivery of guidance services and supports for students/adult learners across WWETB.	Guidance Counsellors Community of Practice (CoP) continue to collaborate on policy and planning. Adult Guidance service invited to attend schools Guidance Counsellors meetings. Education Coordinator on the Guidance Working Group.

Strategic Goal 5 Climate Action and Sustainability

Doing nothing is not an option. People increasingly want to work in places where the environment is prioritised.

5.1 Strategic Priority: Foundations/Structure

	Strategic Actions	2024 Outcomes
5.1.1	Develop appropriate structure for the implementation of Climate Action and Sustainability strategy – Climate Action and Sustainability Steering Group, with	Steering Group and working groups have been set up to support the implementation of the strategy.

	Strategic Actions	2024 Outcomes
	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 agenda.	
5.1.2	Appoint an Energy Officer for WWETB.	Climate Action and Sustainability APO was recruited in 2024 to undertake this function.
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.	Sustainability training needs to be reviewed in 2025.
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.	Survey was undertaken by Communications Team in 2024 which is to be furthered in 2025.

5.2 Strategic Priority: Renewable Energy

	Strategic Actions	2024 Outcomes
5.2.3	Identify potential funding streams (i.e. payback or investment) and apply for relevant grants.	Assistant Principal Officer (APO) Climate Action and Sustainability recruited to work on potential funding streams. Including SOLAS Minor Capital Works Applications which took place.
5.2.4	Install solar panels on roofs of WWETB-owned buildings and buildings with long leases.	All WWETB schools successfully applied for funding under the Solar for Schools Programme.
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.	Further work to be undertaken in 2025 around Schools and FET centres energy awareness campaigns, led by the Assistant Principal Officer for Climate Action and Sustainability.

5.3 Strategic Priority: Energy Efficiency

	Strategic Actions	2024 Outcomes
5.3.2	Establish an energy use baseline for each building within WWETB.	SI426 audits have been developed, work progressed on developing a baseline on each building audited.
5.3.4	Retro fit suitable buildings to bring them up to appropriate efficiency including heating controls.	Funding requests submitted in 2024 for Pathfinder and Green Devolved funding projects as well as solar for schools and energy management systems.

	Strategic Actions	2024 Outcomes
5.3.7	Plan for the elimination of all incandescent and halogen lights.	Plans developed for the replacement of incandescent and halogen lights with LED in all WWETB-owned buildings.
5.3.8	Develop an energy awareness campaign around PC shutdown in all colleges, centres and offices - behavioural change by individuals.	An energy awareness campaign was conducted in Autumn 2024 with the communications team.
5.3.9	Embed the <i>Take 1</i> Programme and the Sustainable Development Goals into the sustainability strategy for WWETB and encourage school participation in same.	<i>Take 1</i> Programme and Sustainable Development Goals further embedded into schools.
5.3.10	Development of specific Climate Action plans for FET and for Schools, in line with DoE/DFHERIS/SOLAS and broader government strategies.	Preparatory work undertaken for update of WWETB Climate Action Plan.

5.4 Strategic Priority: Travel

	Strategic Actions	2024 Outcomes
5.4.2	Develop a clear policy on staff travel –online (MS Teams) V face-to-face meetings.	Travel policy in place.
5.4.3	Make provision for electric charging points at all colleges, centres and offices.	Charging points have been installed at WxCFET and part of the new training centre extension in Waterford. Service Level Agreement being developed for procurement to allow the roll out of EV spaces in all WWETB owned properties.

5.5 Strategic Priority: Biodiversity

	Strategic Actions	2024 Outcomes
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.	Awareness campaign was conducted in Autumn 2024 with the Communications team.
5.5.5	Assess college, centre and office sites for suitability to establish wildlife zones/areas and establish zones in all possible areas.	Survey carried out by the Schools and Colleges of the Future steering group.
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.	Biodiversity modules continue to be rolled out.

5.6 Strategic Priority: Waste Reduction

	Strategic Actions	2024 Outcomes
5.6.1	Reduce, then eliminate single use plastics (e.g. plastic bottles in canteens) in all colleges, centres and offices.	The use of all single use plastics within our schools, centres and colleges was reduced in 2024 with the usage of reusable cups and cutlery and the installation of water refilling stations.
5.6.5	Introduce compost bins for food waste/renewable energy.	Compost bins being used routinely in all colleges.
5.6.6	Ensure college canteens are using reusable containers where possible (recyclable and compostable less favourable).	To be reviewed and actioned in 2025 as part of the Sustainability working group responsible for waste reduction.

5.7 Strategic Priority: Circular Economy

	Strategic Actions	2024 Outcomes
5.7.1	Build a circular economy movement across the WWETB community using various engagement and communication methods.	To be reviewed and actioned in 2025 as part of the Climate Action and Sustainability working group responsible for Circular Economy.
5.7.3	Procurement to move away from cost to sustainability as a measure of value.	Procurement has included additional environmental measures in its methodologies for scoring and assessing tenders i.e. green motor fleet, recycling of packaging.
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 fundamentals programme has been incorporated into the apprenticeship programmes.

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

	Strategic Actions	2024 Outcomes
5.8.1	Publish a set of guidelines to embed Sustainability as an integral element of curriculum delivery. Assign a co-ordinator to this task and include all stakeholders, including students/adult learners. Set up a Community of Practice as a matter of course.	To be reviewed and actioned as part of the Climate Action and Sustainability working group.
5.8.4	Sustainable courses integrated across multiple FET programmes, including the Green Skills module	All Plumbing, Electrical, Carpentry and Joinery, Brick and Stone, and Plastering apprentices received NZEB training in 2024.

Strategic Goal 6

Technology Enhanced Learning/Digital Learning

An overall IT strategy is required, along with an operating model review, to chart the journey for a full transformation of IT within WWETB.

6.1 Strategic Priority: Governance

	Strategic Actions	2024 Outcomes
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.	Steering committee established in 2024 to further WWETB's Blended Learning Action Plan.
6.1.2	Ensure consistency in IT support by implementing appropriate policies and procedures.	New policies were developed and implemented, including policies for access management, mobile phone and internet safety. The acceptable usage policy was reviewed and updated.

6.3 Strategic Priority: Organisation Structure

	Strategic Actions	2024 Outcomes
6.3.1	Procure services to deliver transformational projects.	Procurement for a new online recruitment system was initiated.
6.3.2	Source IT security services as required to ensure independent review and alignment to evolving IT security best practices.	External support was acquired to monitor cyber security threats and attacks and to identify appropriate solutions that improve the security infrastructure.

6.4 Strategic Priority: Capabilities

	Strategic Actions	2024 Outcomes
6.4.3	Ensure basic level of IT skills for all staff through training and development.	Cyber security training carried out. Schools were supported in 2024 to use the SELFIE customisable tool which helps schools assess where they stand with digital learning, to develop an action plan and set priorities in a continuous cycle of improvement. As the schools make progress and achieve required targets, they will be awarded the status of a digital school.

Implementation Appendix 1: Acronyms

ACCS: Association of Community and Comprehensive Schools
BTEI: Back to Education Initiative
CFSNs: Child and Family Services Networks
CPD: Continual Professional development
CYPSC: Children and Young People's Services Committees
DFHERIS: Department of Further and Higher Education, Research, Innovation and Science
DCEDIY: Department of Children, Equality, Disability, Integration and Youth
DOE: Department of Education
EROC: Emergency Reception and Orientation Centre
ESOL: English for Speakers of Another Language
FET: Further Education and Training
FETC: Further Education and Training Centre
ICTU: Irish Congress of Trade Unions
IHF: Irish Hotels Federation
JMB: Joint Managerial Body
LCDC: Local Community Development Committees
NAPD: National Association of Principals and Deputy Principals
NZEB: Nearly Zero Energy Buildings
PLC: Post Leaving Certificate
PLD: Professional Learning and Development
QQI: Quality & Qualifications Ireland
REALT: Regional Education and Language Teams
SEAI: Sustainable Energy Authority of Ireland
SEN: Special Educational Needs
SENCO: Special Educational Needs Coordinator
SMT: Senior Management Team
STEM: Science, Technology, Engineering and Mathematics
STEAM: Science, Technology, Engineering, Arts & Architecture and Mathematics
THEA: Technological Higher Education Association
VTOS: Vocational Training Opportunities Scheme

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