

Strabane Academy



SCHOOL DEVELOPMENT PLAN

2026-2029

Introduction

This School Development Plan (SDP) has been developed through a consultation process involving the whole school community. As such it has been shaped by the views of our pupils, parents/guardians, staff and Board of Governors. It outlines the strategic direction for Strabane Academy's ongoing improvement for the next three years.

It is therefore important that this plan is a shared plan, understood by our whole school community, and is kept under on-going review to ensure we are making progress to achieve our aims.

The 3-year SDP specifies the key areas of focus as identified by our self-evaluation process and includes a set of actions to address the areas of focus in the immediate year ahead.

Vision - What you See

Strabane Academy's vision is "Belong | Learn | Achieve"

Values - What you Feel

This vision is underpinned by a culture of care and inclusion, built on the values articulated through ASPIRE:

AMBITION

High expectations in all aspects of school life and beyond.

SHINE

Be the best possible version of yourself.

PRIDE

Be proud of who you are and take pride in all that you do.

INITIATIVE

Think like there is no box – do what you think is needed.

RESILIENCE

'Winners never quite and quitters never win'

ENJOYMENT

Smile! Get involved and enjoy all of your school experiences.

Ethos – Who we are

Strabane Academy is a unique school in that it is positioned to empower learners of all abilities with a belief to achieve. Positive relationships in a caring and supportive environment are at the core of who we are, not just what we do.

In doing so we live out our ethos as a school which is:

GRAMMAR

We seek to provide a curriculum which promotes high aspirations and delivers excellent outcomes.

INCLUSIVE

We seek to promote a culture which celebrates difference and ensures all students are provided with excellent learning experiences and pathways, regardless of ability, gender, religion or culture.

CONTROLLED

We seek to share Christian values which are open to students of all faiths and none. We are a naturally integrated school

Context

Strabane Academy is an all-ability controlled grammar school established in 2011 through the amalgamation of Strabane Grammar School and Strabane High School. As a grammar school we seek to provide a curriculum which promotes high aspirations and delivers excellent outcomes. As an all-ability school we seek to promote a culture which celebrates difference and ensures all students are provided with excellent learning experiences and pathways, regardless of ability, gender, religion or culture.

Our approved enrolment number is 110 in each year group and we currently have a total school population of 675. This enrolment figure includes 52 pupils who have a statement of Special Educational Needs. 24% of the school population have registered their entitlement to free school meals.

We are a naturally integrated school with 45% of the school population identifying as Protestant, 44% identifying as Roman Catholic and 11% identifying as Other/No Religion.

More information is available in our school prospectus.

Self-Evaluation

The process of self-evaluation is important to school improvement at all levels, from classroom teacher to school leadership. Strabane Academy is committed to a continuous process of review through various approaches including regular analysis of pupil progress, sharing of good practice both within and across departments and measuring our school's performance against benchmarks within Northern Ireland. We also keep under review the advice and guidance issued by the Department of Education and the Education Authority and we seek to maintain collaborative relationships with other schools in our learning community.

To inform this plan, we also engaged with pupils, parents and our Board of Governors.

Parental feedback was positive in many areas, as summarised below:

- 88% of parents agreed or strongly agreed that their child/children feel(s) safe in school
- 95% of parents agreed or strongly agreed that positive behaviour choices are always encouraged
- 86% of parents agreed or strongly agreed that teachers are committed and enthusiastic, enjoying positive relationships with pupils
- 86% of parents agreed or strongly agreed that the curriculum is broad, balanced and equitable
- 90% of parents agreed or strongly agreed that they would recommend the school to other parents

- 85% of parents rated the standard of leadership at Strabane Academy as outstanding or very good

However, there were areas identified as areas for improvement, as summarised below:

- 68% of parents agreed or strongly agreed that bullying is dealt with effectively in Strabane Academy
- 79% of parents agreed or strongly agreed that pupils' work is regularly and consistently marked with valuable feedback for improvement
- 69% of parents agreed or strongly agreed that the curriculum caters well for the range of pupils' interests, strengths and needs at Post-16
- 70% of parents agreed or strongly agreed that Careers provision prepares my child for the future, in particular for the next stage of their learning

Through our pupil engagement we have identified that support for pupil wellbeing and careers provision are areas to prioritise for improvement as part of this development plan.

Our school's examination performance demonstrates that our pupils are performing above the Northern Ireland average for all-ability schools in both English and Mathematics. Deeper analysis has helped us identify tackling educational disadvantage as a priority area for improvement as we seek to close the gap and ensure all pupils achieve in-line with their ability.

**Strabane Academy
School Development Plan
Key Priorities
2026-2029**



	Actions in Year 1 2026/27	Actions in Year 2 2027/28	Actions in Year 3 2028/29
Strategic Priority 1 To raise the standard of teaching, learning and pupil attainment by addressing priority areas identified through school performance data and school evaluation processes.			
Objective 1A Plan effectively for the implementation of TransformEd reform.	Remain informed and aware of curriculum reform and engage with necessary consultations and training etc.	Prepare for curriculum reform as required. Prediction is for priority focus to be in Key Stage 3 (further details required).	Implement Year 1 of curriculum reform. Engage in training required relating to new GCSE specifications for September 2029. Take steps required to be ready for delivery.
Objective 1B Develop learning environments, ensuring all students are actively engaged, think critically and collaborate effectively.	Develop a whole-school active learning framework. Revisit Magenta Principles.	Develop consistency of active learning approaches and methodologies across departments.	Embed consistency of active learning approaches and methodologies across departments.

	Revisit active learning principles and establish consistent practice.		
Objective 1C Embed high-quality formative assessment and feedback practices that enable all students to understand their progress, take ownership of learning and achieve strong academic outcomes.	Develop the use of Assessment for Learning and high-quality feedback to improve pupil learning Consolidate work on an AFL Toolkit, including techniques such as: • Exit tickets • Mini-Whiteboards • Peer / Self-Assessment • Hinge Questioning	Review whole-school policy/procedures/approaches on high quality feedback. Develop high quality feedback, aimed at being impactful to students learning.	Embed high quality feedback procedures across the whole school and the impact on learning.
Objective 1D Strategically seek to address Educational Disadvantage, through identification, support/intervention and data analysis.	Identify/Define students who are educationally disadvantaged and improve attainments for these cohorts at all levels, including: • FSM • SEN • Boys • Children in Care • Attendance <90% • Low educational aspiration (locality) Build capacity of middle leadership to identify and	Promote opportunities beyond the classroom to enhance the educational experience of students who are educationally disadvantaged. Continue to fund interventions in Maths and English to support students who are educationally disadvantaged and close the attainment gap, looking for similar opportunities in other subjects. Whole-School CPD in pastoral areas including	Formalise through a whole-school audit, opportunities beyond the classroom to enhance the educational experience of students who are educationally disadvantaged. Whole-School CPD in pastoral areas including bereavement, trauma and SEN. Identify 'At Risk' students through a TED Group in Years 8, 9, 12, 13 & 14.

	address educational disadvantage. Fund interventions in Maths and English to support students who are educationally disadvantaged and close the attainment gap. Identify 'At Risk' students through a TED Group in Years 12 & 14. Whole-School CPD focused on engaging boys in education.	bereavement, trauma and SEN. Identify 'At Risk' students through a TED Group in Years 8, 12, 13 & 14.	
Objective 1E Improve GCSE A*-B outcomes.	Identify potential A*-B students through an AmBition Group. Target intervention to support attainment. Establish GCSE mentoring for borderline A/B pupils.	Introduce stretch and challenge resources and approaches in Year 10 across all departmental areas. Develop the use of CCEA Analytics to provide individual feedback to pupils.	Introduce stretch and challenge resources and approaches in Years 8 and 9 across all departmental areas. Embed stretch and challenge resources and approaches in Year 10 across all departmental areas.
Strategic Priority 2 Develop Careers Education, Information, Advice and Guidance (CEIAG) provision.			
Objective 2A	Establish a 3 Year Development Plan for KS3 & 4 CEIAG.	Establish a 3 Year Development Plan for KS5 CEIAG.	Implement Year 3 of KS3&4 Development Plan. Implement Year 2 of KS5 Development Plan.

	Employability Curriculum @ KS3 reviewed and monitored Introduce GEMX 'MakeMe' Programme re. Engineering	Key Stage 5 Careers Curriculum reviewed & monitored. Implement Year 2 of KS3&4 Development Plan.	
Objective 2B	Review UCAS Process and Procedures, involving key staff e.g. • Form Teachers • Head of Sixth Form • Head of Senior School • Senior Leadership Team		
Key Priority 3 Health and Wellbeing Develop the school's pastoral care structures and processes with a focus on promoting the emotional health and wellbeing of all members of the school community			
Objective 3A Review of Promoting Positive Behaviour Policy and Procedures Review of school rewards system and celebration of success	Review of Promoting Positive Behaviour Policy. This should include Uniform Policy and Roles & Responsibilities. Raise the profile of pupil success in a number of key areas e.g. attendance, sports, music.	Introduction of PPB Policy. Review of rewards system inc. departmental approaches to celebrating success. Establish a whole-school overview for rewards / celebrating pupil success. Focus on ensuring opportunity is given to celebrate success for all learners with clear	Embed policy and procedures relating to PPB Policy. Introduction of new rewards system across the school. This should strategically map a number of school areas and include the house system. Identification of community sponsors for rewards.

		consideration given to students with additional needs. Develop the use of SchoolVue to analyse and respond to pastoral data e.g. attendance, behaviour	
Objective 3B Pupil Wellbeing Strategy	Introduce EA 'Being Well, Doing Well' programme. Complete an audit with all relevant stakeholders. Development of action plan, Introduce staff/pupil wellbeing champions. Explore avenues of pupil wellbeing programmes/ support through EA and outside agency programmes. Monitor links between Pupil wellbeing and attendance. Seek to source Good Practice examples in this area.	Implementation of action plan formed from audit and research. Wellbeing structures/ programmes in place. Continued sourcing of support for Pupils/Staff. Development of support strategies in relation to EBSNA. CPD sourced and implemented for staff.	Embed strategies implemented to support pupil wellbeing. Continued sourcing of support for Pupils/Staff. Embed strategies in place in relation to EBSNA.

Objective 3C Staff Wellbeing Action Plan / Strategy	Review guidance from Department of Education relating to staff workload. Link in with 'Being Well, Doing Well' programme. Audit completed with staff. Further develop staff wellbeing team. Wellbeing support/activities included on calendar.	Explore GenAI as a means of reducing workload. Implement guidance from the Department of Education. Wellbeing forms part of yearly calendar informed by wellbeing staff team.	Embed staff strategy.
Key Priority 4 Establish a positive culture towards teacher professional learning and improvement, including the sharing of good practice.			
Objective 4A Introduce IRIS Connect platform	Introduce IRIS Connect as a means of self-evaluation and teacher professional learning.	Develop the use of IRIS Connect beyond individual reflection, towards sharing of lessons for peer feedback. Allocate increased time/opportunity for department specific Teacher Professional Learning.	Embed the use of IRIS Connect as a supportive, positive platform aiding teacher professional learning and development.
Objective 4B Develop TPL and sharing of good practice through Peer Support Networks.	Introduce Peer Support Networks as a supportive, non-judgemental approach to sharing good practice and developing as a staff.	Develop the use of Peer Support Networks to share good practice and developing as a staff.	Embed Peer Support Networks as the primary vehicle for sharing good practice and developing as a staff.

Objective 4C Build capacity of middle leadership	Create opportunities for Heads of Department to attend training and/or visit colleagues on other schools to share good practice. Introduce paired Heads of Department with the aim of shared learning and development.	Increase opportunities for Heads of Department to attend training and/or visit colleagues on other schools to share good practice. Develop paired Heads of Department with the aim of shared learning and development.	Explore opportunities for Heads of Department to spend extended time in other schools/localities, including abroad.
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**Strabane Academy
Annual Action Plan
2026-2027**



Strategic Priority Area 1

To raise the standard of teaching, learning and pupil attainment by addressing priority areas identified through school performance data and school evaluation processes.

August 2025 Outcomes

- 95% of pupils achieved 5 A*-C GCSE's or equivalents.
 - 76% of pupils achieved 5 A*-C GCSE's or equivalents including English & Maths.
 - 95% of pupils on FSM achieved 5 A*-C GCSE's or equivalents.
 - 60% of pupils on FSM achieved 5 A*-C GCSE's or equivalents including English & Maths.
 - 47% of pupils achieved 5 A*-B GCSE's or equivalents.
 - 38% of pupils achieved 5 A*-B GCSE's or equivalents including English & Maths
 - 76% of pupils achieved 7 A*-C GCSE's or equivalents.
 - 69% of pupils achieved 7 A*-C GCSE's or equivalents including English & Maths.
 - 33% of pupils achieved 7 A*-B GCSE's or equivalents.
 - 33% of pupils achieved 7 A*-B GCSE's or equivalents including English & Maths
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- 79% of pupils achieved 3 A*-C GCE's or equivalents.
 - 100% of pupils on FSM achieved 3 A*-C GCE's or equivalents.

Pupil and Parental Consultation

- 78% of pupils agreed or strongly agreed that 'The learning and teaching approaches ensure pupils are likely to achieve'.
- 70% of pupils agreed or strongly agreed that 'The learning and teaching experiences provided are well matched to my ability, interests and needs'.
- 67% of pupils agreed or strongly agreed that 'My work is regularly and consistently marked with valuable feedback for improvement'.
- 80% of parents agreed or strongly agreed that 'The learning and teaching approaches ensure pupils are likely to achieve'.
- 85% of parents agreed or strongly agreed that 'The learning and teaching experiences provided are well matched to my child's ability, interests and needs'.
- 79% of pupils agreed or strongly agreed that 'The pupils work is regularly and consistently marked with valuable feedback for improvement'.

Objective	Actions	Success Criteria	Staff / Lead	Timescales	Resources	Measure of Success
1A Plan effectively for the implementation of TransformEd reform.	• Attend relevant training re. TransformEd. • Host 3 TransformEd Development Days to increase awareness of reform and take necessary steps.	• TransformEd Conferences and Training Workshops attended at all levels. • 3 TransformEd Development Days planned and focused on TransformEd reform.	CJ SLT MLT All Staff	Ongoing throughout 2026/27 Academic year.	Time to attend training TransformEd Resources supplied by Dept of Ed	Staff feedback (survey) re. confidence in awareness of reform and ability and to manage changes
1B Develop learning environments, ensuring all students are actively engaged, think critically and	• Departmental audit of Learning and Teaching activities and methodologies. • Develop a whole-school active learning framework.	• Departmental audits completed and analysed for commonalities. • Whole-school framework completed and produced.	SS HODs Teaching Staff SS HODs Teaching Staff	August 2026 (CPD Training) Term 1 (Teaching staff CPD delivery)	Time allocated for TPL / CPD. Time allocated within Departments.	Departmental Audits complete. Whole-School Framework complete and in place.

collaborate effectively.	- Revisit Magenta Principles including - Think-Pair-Share - Collaboration - Group Work - Effective Questioning	- Whole-School CPD carried out. - Departmental follow-up on these principles evident at 2 points in the year. - Members of staff identified to deliver CPD on active learning methodologies. - More than 90% of all lessons observed show evidence of active learning methodologies. (Almost / nearly all) - Pupil voice evidences that 75-90% of students agree that activities which promote active participation in learning are more common. (Most)	SS HODs Teaching Staff	December 2026 & April 2027 (Dept follow-up) December 2026 (Departmental L&T Audit) April 2027 (Pupil Voice) May 2027 (Whole School AL Framework & Analysis of lesson observations)	Facilitation of lesson observations. IRIS Connect Pupil Voice Survey Pupil Focus Group	CPD Resources Staff Evaluations Departmental Minutes and Documentation Lesson Observation Proformas PRSD / PSN Documentation Pupil Voice
1C	Develop the use of Assessment for Learning and High Quality	More than 90% of departments evidence AFL strategies being		May 2026	Time for TPL Departmental time for	Baseline position formed

Embed high-quality formative assessment and feedback practices that enable all students to understand their progress, take ownership of learning and achieve strong academic outcomes.	Feedback to improve pupil learning Begin work on an AFL Toolkit, including techniques such as: - Exit tickets - Mini-Whiteboards - Peer / Self Assessment - Hinge Questioning	implemented regularly in their subject area. (Almost / nearly all) 75-90% of lessons observed show evidence of AFL strategies. (Most) - HOD monitoring evidences consistent feedback in 90% of books. (Almost / nearly all) - Termly Pupil voice to monitor implementation of strategies and consistency across departments.	SS HODs Teaching Staff	May 2026 Ongoing Term 1 & Term 2	planning purposes.	CPD Resources Level to which success criteria are met.
1D Strategically seek to address Educational Disadvantage, through identification, support/intervention and data analysis.	- Identify/Define students who are educationally disadvantaged. - Measure attainments for these cohorts at all levels, including: * FSM * SEN * Boys * 'Children in Care' * Attendance <90%	- MER / Self-Evaluation includes analysis of the educationally disadvantaged inc. interventions and supports. - GCSE outcomes evidence improved outcomes for students educationally disadvantaged (closing the gap)	CJ SH HODs	October 2026 (CPD Training re. boys) October 2026 (MER Review Meeting 1) February / March 2027 (MER Review Meeting 2)	Time for Data Analysis and Action Planning Support interventions as required e.g. staff / mentoring Time allocated to HOD	MER Processes and Procedures PA1 and PA2 inc. Data Analysis Departmental Action Planning (RAG)

	* Low educational aspiration (locality) • Build capacity of middle leadership to identify and address educational disadvantage. • Fund interventions in Maths and English to support students who are educationally disadvantaged and close the attainment gap. • Whole-School CPD focused on engaging boys in education. • Establish a 'TED Group' of targeted students Years 12 & 14 who experience significant disadvantage.. • 'TED Group' to be visible to staff and on Departmental agendas.	• GCE outcomes evidence improved outcomes for students educationally disadvantaged (closing the gap) • Baseline position formed for Attendance <90% to inform Year 2 Action Plan. • Baseline position formed for locality areas to inform Year 2 Action Plan. • Targeted interventions evident in Maths and English. • Training delivered specific to engaging boys in education. • More than 90% of 'TED Group' achieve target grades (Almost / nearly all).	Teaching Staff Support Staff	August 2027 (School Performance Data) Ongoing throughout 2026/27 Academic Year. September 2026 (Interventions)	Training and Paired-HOD Extended Schools funding Other funding options e.g. OCN	School Performance Data Improved Outcomes for students defined as educationally disadvantaged at both GCSE and GCE. Improved attendance rates for students who are educationally disadvantaged Staff evaluations.
1E Improve GCSE A*-B outcomes.	• Identify/Target A*-B students within departments. • Establish an 'AmBition Group' of	• Targeted students identified in Departmental analysis. • Departmental Performance in A*-B	SH HODs SH	October 2026 (MER Review Meeting 1)	Time for Data Analysis and Action Planning	MER Processes and Procedures

Evaluation of Year 1

Strategic Priority Area 2

Develop Careers Education, Information, Advice and Guidance (CEIAG) provision.

ETI Inspection Report

An ETI inspection report in 2024 recommended *“to review and develop further the provision for careers education, information, advice and guidance across the school”*.

Pupil and Parental Consultation

- 52% of pupils agreed or strongly agreed that ‘Careers provision prepares me for the future, in particular for the next stage of their learning’.
- 70% of parents agreed or strongly agreed that ‘Careers provision prepares my child for the future, in particular for the next stage of their learning’.

Objective	Actions	Success Criteria	Staff / Lead	Timescales	Resources	Measure of Success
2A	• Head of CEIAG Appointed for Key Stages 3 and 4.	• Head of CEIAG Recruited and in place for September 2026.	CJ	September 2026 (HOC Recruited)		Staff evaluation Pupil Voice

	• 3-Year Development Plan established.	• 3-Year Development Plan created for CEIAG in Key Stages 3 and 4.	CI	September 2026 (3-Year Dev Plan)	Non-teaching time to HOC @ KS3 & 4	Whole-School careers events evident
	• Review of current CEIAG curriculum at Key Stage 3.	• Updated careers curriculum (initial focus yrs 8/10/12) embedding of careers in whole school SOL • Compiled information from Pupil Voice.	CI	Ongoing throughout the 2026 Academic Year	Updated Scheme of Learning and Workbooks	Year 11 cohort benefit from bespoke programme.
	• Network with stakeholders	• Compiled information of community contacts and stakeholders.	CI	Ongoing throughout the 2026 Academic Year		2 – 4 students have a specific pathway into employment as a result of the programme.
	• 'MakeMe' Programme introduced for Year 11 Engineering Students.	• Year 11 Engineering Cohort the first in Strabane Academy to be part of the 'MakeMe' Programme. • School Business Partner Identified • Students report the programme was of benefit to them.	CI ABR	Ongoing throughout the 2026 Academic Year	Transport to 'MakeMe' events Cover for staff in attendance	

		School benefit on a wider scale as part of the programme e.g. interview days / careers days.				
2B Review UCAS Process and Procedures, involving key staff e.g. - Form Teachers - Head of Sixth Form - Head of Senior School - Senior Leadership Team	- UCAS Process and Procedures clear and include key staff. - Head of Sixth Form allocated 1 period to support the process. - Member of SLT allocated with 1 period to support the process.	- New process and procedures in place. - Staff training carried out accordingly. - UCAS process successfully completed for all students with support given in application process.	MMcC KA LB	Process established by September 2026, with training carried out accordingly. Process will be ongoing until UCAS deadline or when all applications have been submitted.	Time for staff training. Staffing allocation for Head of Sixth form and member of SLT.	UCAS applications successfully submitted. CEIAG given on individual basis. Support provided in application process.
MER Term 1						
MER Term 2						
Evaluation of Year 1						

Develop the school's pastoral care structures and processes with a focus on promoting the emotional health and wellbeing of all members of the school community

Pupil and Parental Consultation

- 60% of pupils agreed or strongly agreed that 'staff support my wellbeing'.
- 82% of parents agreed or strongly agreed that 'staff support the wellbeing of my child/children'.
- 48% of pupils agreed or strongly agreed that 'bullying is dealt with effectively in Strabane Academy'.
- 68% of parents agreed or strongly agreed that 'bullying is dealt with effectively in Strabane Academy'.

Objective	Actions	Success Criteria	Staff / Lead	Timescales	Resources	Measure of Success
3A	- Consultation with all key stakeholders including focus groups and surveys. - Staff led sessions to focus on: - Roles and responsibilities - Uniform policy	- Evidence of focus group feedback. - Evidence of survey feedback.	CS	Term 1	Survey	Feedback gained.
Review of Promoting Positive Behaviour Policy and Procedures Review of school rewards system and celebration of success			CS	Term 1 / 2	Facilitation of focus groups	

	• Staff focus group established to lead the process. • Hold specific celebration events throughout the year.	• Pastoral leadership group established. • Creation of revised policy. • Roles and responsibilities clearly defined in revised policy. • Revised uniform policy created and distributed. • Celebration events held for attendance, sporting success, music success etc.	CS Pastoral Focus Group RD Various staff inc. CS RD NMCD CR SP GH	Term 1 June 2026 Ongoing	Rewards	Focus group established. Revised policy created and ratified by BOG Celebratory events held with positive feedback.
3B Pupil Wellbeing Strategy	Begin working on EA 'Being Well, Doing Well' programme.	• Place confirmed • Link officer identified.	RMD	September 2026	EA Link Staff member. Resources provided from completing the programme.	Action plan in place following initial workings.

	Complete an audit of this area with all relevant stakeholders.	Audit completed with school community.	RMD	December 2026	EA audit examples. School audit. Time.	Audit drawn up. Audit results collated and used to inform practice.
	Introduce staff/pupil wellbeing champions.	- Champions identified. - Information shared with school body. - Source development opportunities.	RMD supported by wellbeing staff	June 2027	Time to upskill Relevant development opportunities. Website/Social Media.	Champions in place. Upskilled for role. Communicated to school body.
	Explore avenues of pupil wellbeing programmes/ support through EA and outside agency programmes.	- A range of wellbeing programmes sourced. - Placed in school calendar. - School evaluation proforma drawn up and used at the end of workshops completed.	RMD supported by pastoral teams	June 2027	EA wellbeing support. Time to research. Outside agency time and expertise. Implementation of workshops.	Wellbeing Workshops/ programmes completed. School evaluation of workshops completed on an ongoing basis.

	Monitor links between Pupil wellbeing and attendance.	• Attendance policy updated. • Roles and responsibilities revisited and defined. • Regular monitoring of attendance/reasons for absence. • Monitoring tables/information shared. • Pupils identified for further support. • Links with parents/EWS regularly.	RMD supported by all staff	September 2026 June 2027	Staff Development. Time to develop policy and procedure. DE documentation. Accessing relevant agencies/ organisations.	Policy in place. Staff responding to need. Agencies sourced and utilised. EWS supporting individuals and families.
	Seek to source Good Practice examples.	• Research other educational establishments. • To visit at least one example of good practice. • Consult with ETI re. models of good practice.	RMD supported by identified staff. CJ	June 2027	Time	Information used to inform further development.

3C Staff Wellbeing Action Plan / Strategy	Review guidance from Department of Education relating to staff workload.	Recommendations implemented in line with guidance.	SLT	Ongoing through 2026-2027	Time	Evidence of strategies in place.
	Link in with 'Being Well, Doing Well' programme.	- Place confirmed. - Link Officer in place.	RMD – Supported by SLT	September 2026 – ongoing throughout year	EA Staff Time	Staff plan in place.
	Audit completed with staff.	- Audit completed - Results of audit	RMD	December 2026	EA Staff EA resources Time	Audit results available and used to inform decision making.
	Further develop staff wellbeing team.	- Staff team identified and in place - Regular planning and implementation meetings - Evidence of meetings - Events/activities planned and implemented.	RMD supported by wellbeing team	September 2026 Ongoing throughout year	Time to develop team Staff time	Staff team in place. Calendar of events.

	Wellbeing support/activities included on calendar.	- Time allocated for activities/events. - Timetables in place.	SLT	November 2026 December 2026 June 2027	Time identified. Activities sourced/produced.	Calendar available. Activities completed.
MER Term 1						
MER Term 2						
Evaluation of Year 1						

Strategic Priority Area 4

Establish a positive culture towards teacher professional learning and improvement, including the sharing of good practice.

TransformEd places a strong emphasis and priority on Teacher Professional Learning, from Initial Teacher Education through to system leadership. Staff recognise the importance of this to ensure we are best positioned to deliver in learning and achievement for our students.

While industrial action stagnated teacher professional learning and review, there is a desire to build a culture of professional development built upon the principles of trust and safety. There is expertise within our staff which needs to be identified, celebrated and encouraged to develop others within the staff.

Objective	Actions	Success Criteria	Staff / Lead	Timescales	Resources	Measure of Success
4A	- Accounts created for each member of staff. - Whole-School Training.	- Members of staff accessing their individual account. - CPD carried out with whole staff.	CJ SS	September 2026 (Training & Accounts accessed)	IRIS Connect Software	Peer Support Networks / PRSD Process
	- Individual training completed. - Teaching staff to avail of IRIS Connect hardware and software.	- Individual training videos watched by teaching staff. - More than 90% of teaching staff have used IRIS Connect to video 1 lesson (Almost / nearly all)	Teaching Staff SS Teaching Staff	Ongoing throughout 2026/27 Academic	IRIS Connect Hardware Time allocated for staff training Technical Support as required	Evidence of sharing of good practice evident within departments / PSN's. Culture of sharing practice and gaining feedback

	Teaching staff reviewing videoed lessons.	75% - 90% of teaching staff have used IRIS Connect to video 2 or more lessons. (Most) 50%-74% of staff have used IRIS Connect to share their practice within either departments or with members of their PSN. (A majority)		Year (use of platform) June 2027 (Analysis of use)		becoming more evident.
4B	- Staff placed in Peer Support Networks as part of the PRSD Process. - PSN Booklets produced as a means of supporting PRSD processes and staff development.	- Staff placed in PSN's - PSN/PRSD Booklets completed evidencing individual targets, departmental targets and whole-school targets for development.	CJ SS CJ SS Teaching Staff	August 2026 (PSN Established) Ongoing throughout 2026/27 Academic Year (PRSD Process) June 2027 (PRSD Review)	Technical support as required for IRIS Connect Time allocated for PSN's to meet	Staff evaluations / feedback PRSD Documentation Evidence of sharing of good practice evident within departments / PSN.
4C	Heads of Department allocated support partner.	75%-90% of Heads of Department benefiting from colleague support through pairings. (Most)	CJ SS SH	Ongoing throughout 2026/27 Academic Year (HOD	Time allocated for HOD pairings to meet	HOD Evaluations New ideas, innovations evident within

	• Heads of Department encouraged to attend training and/or visit colleagues on other schools to share good practice.	• HOD feeling more confident and competent in their leadership role. • More than 90% of HODs attend training or visited colleagues in another school. (Almost / nearly all) • 75%-90% report that the training / visit was worthwhile. (Most) • 75%-90% have something specific they will implement / introduce as a result of their visit / training. (Most)	HODs	Visit & Paired work)	Funding to facilitate training / visits and cover required in school.	Strabane Academy.
MER Term 1						
MER Term 2						
Evaluation of Year 1						

Glossary of terms and abbreviations used in this document:	
Abbreviation	Title in full
ASPIRE	Ambition; Shine; Pride; Initiative; Resilience; Enjoyment
BOG	Board of Governors
CEIAG	Careers Education, Information, Advice and Guidance
CPD	Continuous Professional Development
DMLC	Derg Mourne Learning Community
EPD	Early Professional Development
ESAGS	Every School a Good School
ETI	Education and Training Inspectorate
FFT	Fisher Family Trust
HOD	Head of Department
INSET	In Service Training
L&T	Learning and Teaching
MER	Monitoring, Evaluation and Review
NWRC	North-West Regional College
PTFA	Parent, Teacher and Friends Association
PRSD	Performance Review and Staff Development
PSN	Peer Support Network
SDD	School Development Day
SEN	Special Educational Needs
SPL	Staff Professional Learning
SWC	South-West College
TPL	Teacher Professional Learning