2016 Annual Implementation Plan: for Improving Student Outcomes
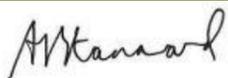
5228

Bundarra Primary School 2016

Based on Strategic Plan 2015 – 2019

Endorsements

Endorsement by School Principal	Signed……………….. _AVStannard_ ……………………. Name : Alister Stannard Date : 22nd March 2016
Endorsement by School Council	Signed……… _[signature]_ Name : Jeremy Reynolds Date: : 22nd March 2016
Endorsement by Senior Advisor	Signed…………………………………………. Name Lindy Sharp Date…………………………………………

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	**Building practice excellence:** Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	**Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	**Empowering students and building school pride:** Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	**Building communities:** Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	✓

Initiatives Rationale:
Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.
Bundarra P.S has recently gone through a school review. There has been evidence of strong learning growth above the state for most cohorts. However for some students, both higher and low achievers, there are elements of inconsistent learning growth. Numeracy F-2 is an improvement area. <u>*NAPLAN Means*</u> *- Most means have not shown a consistent trend. Generally means were higher in 2014 but dipped in 2015.* <u>*Numeracy has trended down at year 3. Both writing and spelling are trending down at year 5.*</u> <u>*Learning growth*</u> *year 3 to 5 has shown higher than the state average of 25% for students making high learning gains in reading, numeracy, writing and spelling. High gains were not maintained in 2015 although reading was close to the state. Most cohorts have a group of students who achieved in the top bands in year 3 but have made low growth to year 5 indicating a need to challenge and extend these students. The exception is growth in 2012- 2014. The growth in reading 2014 was amongst the most improved across schools in the state. So to develop and embed a GVC with essential skills of practice is to be a priority area. Developing leadership capabilities of middle leaders to lead PLT meetings, to successfully analyse student learning data and strategies will be important. Through our recent school review the panel recommended that the school has a major focus on developing a framework for student wellbeing that reflects the new state targets for education, namely, more students to be resilient and physically active. Investigating approaches such as KidsMatter was suggested. Continuing the work engaging parents as partners in student learning and the partnerships with the community was also recommended.* <u>*Student Attitudes to School Survey*</u> *Student morale and safety were ranked above other variables by students. Means for wellbeing (including classroom behavior) however are below the state. It should be noted that all raw scores are positive on a scale of 5 (student relationships) or 7 (for morale and distress).* <u>*Parent Opinion Survey*</u> *Safety and behavior were rated below the state.* <u>*School Staff Survey*</u>*. Staff have rated parent and community involvement close to the state mean.*

Key Improvement Strategies (KIS)
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Curriculum planning and assessment	• ***Develop a collaborative professional learning community that collectively :*** - ***Plans essential learnings*** - ***Assesses and monitors learning growth*** - ***Personalises learning and ensures timely intervention***
Building practice excellence	• ***Build research based and consistent whole school agreed classroom teaching and learning practices through instructional leadership and professional learning.***
Building leadership teams	• *Build the capacity of all leaders and teachers in effective instruction. Emphasis will include building instructional leadership capabilities of all leaders. Focus on building leadership of middle leaders (PLT leaders) Assigning leadership roles that will drive school improvement (HRSF, DET, AIP goals)*
Empowering students and building school pride	• *Articulate and embed high expectations for student learning and attendance*
Curriculum planning and assessment	• *Design and embed authentic, real life learning that stimulates student's curiosity and actively engages them in their learning.*
Building communities	• *Implement a coherent well being framework and supporting programs that enhance student well being and partnerships with parents and the wider community.*
Building practice excellence	• *Strategically design resource allocation to support school improvement goals and priorities* • *Plan equity funding to align with the state framework to improve student learning outcomes.*

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	By the end of this plan we will have provided a rigorous and differentiated curriculum and explicit teaching that caters for personalised learning for all students.	Targets	To have all students deemed capable, to make at least 1.00 Aus Vels progress annually in Literacy and Numeracy. To have the Year 3 to Year 5 NAPLAN matched cohorts in Literacy and Numeracy, improve year by year over the cycle.
		12 month targets	90 % of students without assessed learning difficulties will achieve a minimum of the expected AUSVELS learning growth (one level) annually across all domains and capabilities

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
• **Develop a collaborative professional learning community that collectively :** - **Plans essential learnings** - **Assesses and monitors learning growth** - **Personalises learning and ensures timely intervention**	Review Leadership structures (Appoint PLT leaders, school improvement leader, SAEL) Co-design roles and responsibilities including accountability	Leadership and support structures formed with guidance from SEIL, Chris Egan and Executive Leadership. School Improvement Leader, SAEL's funded through **Equity Funding.** **Equity Funding = $ 260,000**	Principal Chris Egan	Start of term 1	• Leadership structures & positions created and implemented to support collaboration and personalised teaching and learning. • Staff collaboration as part of the Staff Opinion survey to improve from last year's raw score in teacher collaboration from 84.00 to 90.00 in 2016.
	Review timetable and meeting structures and develop agreed processes to support regular collaboration through PLT's.	Executive Leadership to develop a timetable where there is regular and consistent opportunities for teams to collaborate through PLT's. Executive leadership to attend and oversee the development of meetings.	Executive Leadership PLT Leaders	Start of term 1	• Timetable created to support regular collaboration through PLT's. • Revised communication processes, including meeting minutes and agendas will be developed, agreed to and implemented to ensure staff opportunities to participate in decision making and are informed.
• **Build research based and consistent whole school agreed classroom teaching and learning practices through instructional leadership and professional learning.**	Use the research around High Reliability Schools Framework to lead school improvement priorities.	• Provide staff with professional development opportunities around HRSF. • HRSF surveys administered. • Janelle Wills Curriculum Day – HRSF funded through **Equity Funding.** **Equity Funding = $ 15,000** • Essential learnings (.Literacy & Numeracy) • Components of HRSF used through curriculum planning e.g proficiency scales, Rubrics	Principal Janelle Wills Chris Egan PLT Leaders	Term 1 & 2 Term 1 Term 2 Ongoing / End of 2016	• Social and Emotional High Reliability schools & ACER surveys used to gauge the starting point towards this framework. • Capacity of staff developed around High Reliability Schools through regular professional learning both internal and external. • Proficiency Scales explored through PLT's and trialled by staff in Literacy and Numeracy.
• **Build the capacity of all leaders and teachers in effective instruction. Emphasis will include building instructional leadership capabilities of all leaders.** - **Focus on building leadership of middle leaders (PLT leaders) Assigning leadership roles that will drive school improvement (HRSF, DET, AIP goals)**	Teams through collaboration, will develop essential learnings in all Literacy and Numeracy areas. e.g create an essential skills continuum in Numeracy.	• Teams to be allocated regular PLT times through the timetable to develop Essential learnings. • Curriculum Day – Chris Egan "Essential Skills" • Chris Egan through PD to work with middle leaders around PLT's, PLC's and Essential Learnings funded through **Equity Funding. Equity Funding = $ 15,000** • Essential Skills continuums for Literacy &Numeracy created, and reviewed by Chris Egan.	PLT Leaders PLT members Chris Egan	Ongoing / End of 2016 Term 2 Term 4 2016	• Essential Learnings developed through PLT structures in all Literacy & Numeracy areas. • Essential skills continuums formed in Numeracy and Literacy areas by the end of the 2016 school year. • All staff to present evidence of their participation in the PLC and how their participation has developed their professional practice.
	Grow capacity of professional learning community - Build instructional leadership skills of middle team leaders - Build greater clarity around the work of PLT's (protocols, non-negotiables)	• Chris Egan PD to work with middle leaders around PLT leadership, creating PLC's. • Middle Leaders to attend Bastow Middle leaders course • PD around PLT expectations – start of the year • Professional Readings attached to staff bulletin • Revisit school values, what it looks like for staff, community	Chris Egan PLT Leaders Principal	Term 2 Ongoing / End of 2016 Term 1 Ongoing Term 1	• For there to be evidence of effective PLT meetings happening within the school due to Professional development of middle leaders e.g agenda's being used, data analysis.
	Student centred, personalised learning visible across the school.	• Hatties Big 4 used for planning in Literacy & Numeracy • Pre-post data used to inform personalised learning. • Quality tasks developed through PLT planning sessions • Differentiation used through planning to cater for individual learning needs. • Differentiation cited through PDP's, planning docs. • CRT schedule to relieve staff to complete assessments .	PLT Leaders PLT members Curriculum co-ordinator / Principal	Ongoing Regular schedule Term 1	• Evidence from staff planning sessions that individualised learning goals are created and personalised learning is happening across the school. • Evidence of quality learning tasks being developed through PLT planning sessions. • Evidence of pre-post tests being developed consistently to gauge student learning starting points. • For all start of year assessment to be completed, analysed through PLT's ready for interventions and personalised learning programs.
	Develop timely intervention structures and teaching support structures through team structures & human resourcing.	• SAEL's to support PLT meetings, to analyse student learning data, support a personalised learning program. and implement intervention strategies. • Staff use SPA, pre-post tests, cross checks and Compass to analyse student learning data. • Executive leadership to case manage progress of initiatives (student learning outcomes)	School Improvement Leader SAELs PLT Leaders	Ongoing Ongoing Regular schedule	• For staff to work in collaboration to case manage student learning results, learning needs and intervention strategies through PLT structures, SEAL's to effectively support with this process. • For executive leadership to consistently oversee the development of student learning outcomes for students through PLT's. consistently over the course of the year.

Equity Funding (Achievement) = $300,000	*Explore student management systems e.g Compass to monitor student assessment and learning data.*	• *Research capabilities and effectiveness of Compass student Management system* • *Professional Learning towards Compass*	*PLT Members* *Executive Leadership*	*Term 1* *Term 2*	• *To have researched the effectiveness of the Compass "student management system". Purchase through Equity funding $10,000.* • *For staff to become confident and consistent users of Compass The Compass student management system is used to effectively manage student data and information and support the development of student learning outcomes and reporting.* • *For the Compass student management system to be used to effectively to support the development of student learning outcomes.*
	Staff will be offered professional learning around the Vic Curriculum.	• *Professional development* • *Curriculum co-ordinator support* • *DET support materials*	*Teaching staff* *Leadership*	*Term 3 & 4* *Ongoing*	• *The school will be prepared to fully implement the Vic Curriculum. In 2016* • *By the end of the year staff will use Vic Curriculum framework to form essential learnings through planning.*

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals	By the end of this plan we will develop and embed authentic and real life learning opportunities, into an engaging curriculum, so that we stimulate student curiosity and problem solving capabilities leading to active engagement in learning.	Targets	• Improve variables of the Parent Opinion Survey, in school connectedness, connectedness to peers over the life of the plan to the 70 percentile. • Improve variables of the ATSS in student motivation, stimulating learning, learning confidence and teacher effectiveness to the raw score of 6.00.
		12 month targets	• Improve variables of the Parent Opinion Survey in school connectedness to 45 percentile • Improve variables of the Parent Opinion Survey in connectedness to peers to 40 percentile • Improve variable of the ATSS in student motivation to the raw score of 4.50. • Improve variable of the ATSS in stimulating learning to the raw score of 4.50 • Improve variable of the ATSS in learning confidence to the raw score of 4.50 • Improve variables of the ATSS in teacher effectiveness to the raw score of 4.50 • Reduce absenteeism to an average of 14 days per student or better, over the life of the Strategic Plan

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
• Design and embed authentic, real life learning that stimulates student's curiosity and actively engages them in their learning.	• Research and implement preventative and pro-active strategies around improving student attendance.	• PD on attendance strategies • Regular newsletter articles on attendance • Implement Why It's Not Okay to be Away Brochure • PD on Individual Attendance plans • Focus on engagement in learning tasks • Consistently implement absence protocols e.g policy • ECASES / Compass to be utilised by staff to manage student absence.	Principal Well Being Leader Principal	Term 2 Ongoing Term 1 In 2016 Ongoing Ongoing	• For a consistent attendance policy to be developed implemented and communicated to staff. • For regular intervention strategies to be implemented around attendance. • For ECASES and Compass to be used consistently by staff in regards to student attendance. Implement eCASES recording of rolls. • Compass used as an effective tool to monitor attendance
	• Continue to have a focus on quality tasks through planning and real life learning tasks.	• Regular PLT meetings to collaborate, create quality tasks. • Increase budget for excursions to support real life learning. • Purchase IPADS for all grades. • Create netbook trolley – middle team	PLT Leaders & members Principal / Finance Computer Technician	Ongoing Term 1 Term 1 Term 1	• For staff to work in collaboration (PLT's) to analyse student learning data and plan personalised learning through the use of real life quality tasks. • For staff to implement regular real life experiences e.g regular Incursions & excursions through planning of the curriculum. • For staff to consolidate their planning with Hatties Big 4 (visible learning)with planning to include consistent LI, SC, QT and Feedback.
	• Staff in collaboration will implement regular opportunities for science inquiry.	• Regular PLT meetings to collaborate, create regular science inquiry. • Middle leaders lead the development of science inquiry units. • Create budget Science resources, materials.	PLT Leaders & members Principal	 Ongoing Term 1	• Staff through collaboration will implement a regular science curriculum based from Aus Vels.
	• Explore effective software programs to increase student engagement in learning. Better use of technology through curriculum planning to maximise engagement.	• Through planning staff include regular opportunities For technology to be incorporated. • Professional learning for staff around effective software programs to increase student engagement in learning. Both netbooks, Ipads. • Purchase IPADS for all grades. • Create netbook trolley – middle team. • Purchase apps for all teams e.g Ipads. • Purchase Card	PLT Leaders & PLT members ICT co-ordinator Computer technician	Ongoing Term 2 Term 1	• For staff to have evidence of effectively using ICT through curriculum planning to support student engagement. • For staff to have effectively used a range of software programs to stimulate students in their learning. • Establish baseline Teacher Competency data on the use of digital technology through the SAMR model or epotential.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	By the end of this plan we will build a positive climate for learning so that students are confident, healthy and resilient. By the end of this plan we will build effective home –school and community partnerships to strengthen student well being and learning.	**Targets**	Improve variables of the Staff Survey, in (trust in students & parents) to the raw score of 5.5 by the end of the plan. Improve variables of the ATSS variables e.g student relationships (connectedness to peers), behaviour and safety & connectedness to school to the raw score of 5.5 by the end of the plan.
		12 month targets	• Improve variables of the Staff Survey in (trust in students & parents) to 50 percentile • Improve variable of the ATSS in connectedness to peers to the raw score of 4.75 • Improve variable of the ATSS in classroom behaviour to the raw score of 3.50. • Improve variable of the ATSS in student safety to the raw score of 4.75. • Improve variable of the ATSS in connectedness to school to the raw score of 4.75

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Implement a coherent well being framework and supporting programs that enhance student well being and partnerships with parents and the wider community.	• Establish a Well Being team to research and drive action towards student well being structures.	• Organise a Well Being team which meets regularly. Allocate roles. • Research effective Well Being frameworks • Develop teacher knowledge on Restorative Practices through early PD. • Staff consistently use RP as a first step to welfare / discipline follow up. • Audit school effectiveness with Restorative Practices (see what we need to keep doing) • Regular newsletter passage on Restorative Practices.	*Principal* *Well Being Leader* *Principal / Jane Langley* *Principal*	*Term 1* *Term 1* *Ongoing* *Term 1* *Ongoing*	• To have investigated a framework to drive a consistent whole school approach to student well being i.e Positive Behaviour, mindfullness • ACER Social and Emotional surveys used to develop baseline line data across year 1 to 6 on social and emotional wellbeing. • To see a reduction in student and parent perception around class and yard behaviour. Better results in classroom behaviour & student safety variables in the Parent Opinion and Attitudes to School surveys.
	• To continue work towards the You Can Do It program, however explore alternate lessons to cover foundations e.g resilience	• Organise a Well Being team which meets regularly. Allocate roles. • Research effective alternative to YCDI lessons. • Research DET Resilience & Mental health resources	*Principal* *Principal / Well Being* *Well Being Leader*	*Term 1* *Term 2* *Term 3*	• To continue using and referring to the YCDI values. • To have researched an alternative resource to implement core values and foundations. • To have successfully researched a mental health and Resilience resources for the school in readiness to implement. • Improved results in regards to connectedness to peers, connectedness to school.
	• Continue and strengthen student leadership structures.	• Organise an SRC committee that meet regularly. Assign roles. • Regularly meet with school student leaders • Implement regular opportunities for student leader feedback. • Implement regular opportunities for student feedback • Implement student survey	*SAEL* *Executive Leadership* *Assistant Principal* *SAEL, Assistant Principal* *Assistant Principal*	*Term 1* *Ongoing* *Ongoing* *Term 1 & 4*	• To develop strong student leadership structures within the school. • To have developed and implemented consistent feedback structures around student well being and safety. • To have Implemented a student survey on a regular yearly schedule outside ATSS to gauge feedback from students. • For executive leadership to meet with student leaders regularly for feedback.
	• Continue to build parent / community partnerships through implementing regular parental engagement strategies.	• Form a Parents & Friends Committee • Assign staff to Parental Engagement roles • Implement regular opportunities for Parents to come to the school e.g Information Nights, Reading • Initiate parental engagement strategies	*Principal / Parents & Friends delegate* *SAEL*	*Term 1* *Term 1* *Ongoing*	• To have implemented regular Parental Engagement initiatives on a regular cycle to develop strong partnerships with the school community. • Improved variables of the staff survey (trust in parents and students).

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals	By the end of this plan we will develop and maximise school resources so that we have successful implementation and achievement of school goals and priorities through the SSP.	Targets	- Improvement in staff opinion of professional learning to the raw score of 80.00 over the course of the plan. - Improvement in staff opinion of teacher collaboration to the raw score of 90.00 over the course of the plan. - Improvement in parent opinion of school improvement to the raw score of 60.00. Student achievement data linked to resourcing priorities
		12 month targets	• Improve variables of the Staff Survey in professional learning to 90.00 • Improve variables of the Staff Survey in teacher collaboration to 90.00 • Improve variables of the Staff Survey in school improvement to 80.00

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strategically design resource allocation to support school improvement goals and priorities. *Plan equity funding to align with the state framework to improve student learning outcomes.* **Equity Funding (Productivity & Achievement) = $300,000 they overlap.**	• To develop the leadership knowledge and capabilities of the school's middle leaders.	• To appoint and fund a School Improvement Leader through **Equity funding**. Support PLT leaders. • To appoint two SAEL leaders to support personalised learning and case manage student learning data. • To appoint and fund a Reading coach to upskill staff on reading strategies and support through **Equity funding.** • Chris Egan PD to work with middle leaders around PLT leadership, creating PLC's. Funded through **Equity funding** • Middle Leaders to attend Bastow Middle leaders PD Funded through **Equity funding.** • PD around PLT expectations – start of the year • Professional Readings attached to staff bulletin • Curriculum Day with PHN schools around High Reliability Schools. Funded through **Equity Funding.**	Principal Principal Principal Principal Principal Principal	Term 1 Term 1 Term 1 Term 2 Ongoing Term 1 Ongoing Term 2	• For Middle leaders to attend professional learning around leadership, leading PLT's and creating a PLC culture both internally and externally. • To have employed a School Improvement leader to build teacher capacity and teaching practice through coaching, modelling and professional learning. • Student Achievement & Engagement positions developed within the school to build capacity of staff to analyse data and support the development of student learning outcomes. • A Language Support position is developed within the school to support students and staff capacity to support students with extra language needs and assistance. • To have employed a Reading and Literacy coach to build teacher capacity around successful reading strategies and support. • To have organised Chris Egan (curriculum consultant) to work with middle leaders and staff around components of High Reliability Schools model and leading successful PLT's. • For staff to have professional learning around High Reliability schools framework. To have organised a Curriculum Day in partnership with PHN schools around High Reliability Schools with Janelle Wills.
	• Create a plan for Equity funding aligns with the six state priorities for improving student outcomes.	• Consultation with SEIL on Equity funding initiatives • Ensure spending of money around improving student learning outcomes is the main priority.	Principal / SEIL	Term 1	• To have developed and implemented an Equity funding plan to support the development of student learning outcomes in Literacy and Numeracy.
	• Develop leadership positions and structures within the school to support resource allocation and the development in student learning outcomes.	• To appoint and fund a School Improvement Leader through **Equity funding. Support** PLT leaders. • To appoint two SAEL leaders to support personalised learning and case manage student learning data. • To appoint and fund a Reading coach to upskill staff on reading strategies and support through **Equity funding.** • Development of meeting structures to support • Development of timetable to support	Principal Executive Leadership Principal Assistant Principal	Term 1 Term 1 Term 1 Term 1	• Leadership structures & positions implemented to support collaboration and personalised teaching and learning.
	• Research successful student management systems that can be used at Bundarra P.S.	• Research capabilities and effectiveness of Compass student Management system • Professional Learning towards Compass	Principal Compass	Term 1 Term 2	• Purchase and upskill staff through PD around the new student management system. To be implemented in term 2.

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	**6 month progress against success criteria and /or targets**		**12 month progress against success criteria and /or targets**		**Budget Spending to date**
	Status	**Evidence**	**Status**	**Evidence**	

ENGAGEMENT					
Actions:	**6 month progress against success criteria and /or targets**		**12 month progress against success criteria and /or targets**		**Budget Spending to date**
	Status	**Evidence**	**Status**	**Evidence**	

WELLBEING					
Actions:	**6 month progress against success criteria and /or targets**		**12 month progress against success criteria and /or targets**		**Budget Spending to date**
	Status	**Evidence**	**Status**	**Evidence**	

PRODUCTIVITY					
Actions:	**6 month progress against success criteria and /or targets**		**12 month progress against success criteria and /or targets**		**Budget Spending to date**
	Status	**Evidence**	**Status**	**Evidence**	