2016 Annual Implementation Plan: for Improving Student Outcomes

5043

Campbellfield Heights Primary School
2016

Based on Strategic Plan 2012 - 2016

11th April 2016
Endorsements

Endorsement by School Principal	Signed: *(signature)* Name: Jo Howard Date: 16/03/16
Endorsement by School Council	Signed……………………………………. Name: Eman Abdou Date:16/03/16
Endorsement by Senior Advisor	Signed……………………………………. Name: Vivienne Tellefson 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.
Why are we doing this? **Excellence in teaching and learning** **Building practice excellence:** Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff. *Initiative- Building Teaching Practice Excellence* is the priority as our student outcome data tells us that in NAPLAN year 3 reading and numeracy results are lower than our school comparisons. Although by NAPLAN year 5 we are similar in our school comparisons, we are notably below the median of all Victorian government schools in the 3 and 5 year levels data. The NAPLAN Literacy Component, learning gain results show that between 22% – and 33% of students are only making LOW gains. We have decided on *Building Practice Excellence* as our FISO Initiative to skill all teachers to be able to teach literacy and numeracy in ways that target students' learning point and ensure they are being accurately assessed and receiving quality and consistent instruction.

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
Building Practice Excellence	• Improve student outcomes in mathematics by improving teacher capacity to analyse data, plan and deliver a rich Mathematics curriculum. • Improve student outcomes in English by improving teacher capacity to analyse data, plan and deliver a rich English curriculum.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT			
Goals	Improve student outcomes in mathematics by improving teacher capacity to analyse data, plan and deliver a rich <u>Mathematics</u> curriculum.	**Targets**	*By 2016 the proportion of students assessed as being at or above the expected level (AusVELS A B C) to be at least **85%** across all Mathematics dimensions, with more than 25% of students accessing A or B grades for English and more than20% for Mathematics, and no students receiving an E grade. *By 2016 NAPLAN for Mathematics studies for Year 3 to be: 95% at or above Band 2; 10% increase in the cohort currently greater than Band 4; and, cohort growth to be at or above expected levels. *By 2016 NAPLAN for Mathematics studies for Year 5 to be 95% at or above Band 4; 10% increase in the cohort currently greater than Band 6; and, cohort growth to be at or above expected levels. ***Milestones**: *Parent Opinion* survey items – school curriculum, stimulating learning, reporting, learning focus & general satisfaction to be above 5.8 and extra curricula and homework to be above 5.4 for each year 2013 – 2016. For each year 2013 – 2016 all variables of ***Staff Opinion*** survey to be above 80 on the 100-point scale, except for work demands which should be above 60.
		12 month targets	By 2016 NAPLAN for Mathematics studies for Year 3 to be a scaled score of 355 (340 in 2015) STATE was 411 in 2015 By 2016 NAPLAN for Mathematics studies for Year 5 to be a scaled score of 480 (467 in 2015) STATE was 504 in 2015 School Staff Survey - Module Trend Analysis - Professional Learning – Component Mean Overall Score to be 80 (76.28 in 2015) School Staff Survey – Collective Efficacy – Mean overall score will be 72 (68.44 in 2015) School Staff Survey – Collective Responsibility – Mean overall score will be 78 (75.33 in 2015) Parent Opinion Survey – Learning Focus Mean Factor Score to be 6.35 (6.25 in 2015)

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 consistent whole school approach to teaching of **Mathematics**	Development of a mathematics Improvement Action Plan	Use Equity Funding to hire Kathy Palmer to work with the school throughout 2016. Assistant Principal will work with Kathy Palmer to ascertain areas of need in mathematics and develop an action plan for improvement	Assistant Principal Kathy Palmer will guide CHPS staff through this process	Ongoing in 2016 commencing term 1	The mathematics Improvement Action Plan will be developed and documented
	Mathematics Coach to provide advice on assessment and evaluating data to use to plan for student learning	Maths consultant will be employed for 16 days over the year. She will deliver a whole day curriculum day She will work with a different team each term – supporting with planning, assessment, modelling and giving feedback to teachers.	Kathy Palmer Kathy Palmer & 4/5/6 Team - Term 1 F/1 Team – Term 2 2/3 Team – Term 3	2nd Day Term 1 Throughout 2016	Teacher work plans demonstrate that all teachers are following the recommendations Use of data is embedded in Mathematics planning meetings There is evidence of using data to inform differentiated learning in Maths - evident in work plans, classroom observations and Maths consultant feedback Teachers come away from professional conversations with coach with a clear understanding of what they need to do next. Improved student outcomes as measured by online interview and on demand testing
	Build teacher capacity of three staff members across teams to lead Mathematics.	Kathy to work with one staff member from each team to build their capacity to lead numeracy with their area.	Kathy Palmer	Term 4 2016	3 Staff members are confident to lead mathematics in their team with continued support from Kathy Palmer in 2017. Improved attitudes to leading numeracy evident in teaching staff nominating to lead numeracy in their teams in 2017.
	Provide teachers feedback regarding performance relative to learning goals	Discussion with colleagues Observing other teachers Professional Networks Collaboration Staff development of their PDP Goals related to this AIP Mathematics Achievement Goal.	Kathy Palmer SIT Leadership Individuals Teams	PDP Goal setting – Term 1 2016 Throughout 2016	There will be evidence of teacher adoption of the approach in their PDP plans and through classroom observation feedback Feedback from Coach demonstrates that staff are open to learning and enacting changes within the classroom Leadership observations acknowledge success and achievement but also identify the next stage of learning for each teacher PDP documentation and review conversations will show teachers acting on feedback.

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ACHIEVEMENT			
Goals	Improve student outcomes in English by improving teacher capacity to analyse data, plan and deliver a rich **English** curriculum.	**Targets**	*By 2016 the proportion of students assessed as being at or above the expected level (AusVELS A B C) to be at least **85%** across all English dimensions, with more than 25% of students accessing A or B grades for English and more than20% for Mathematics, and no students receiving an E grade *By 2016 NAPLAN for English studies for Year 3 to be: 95% at or above Band 2; 10% increase in the cohort (Year 5) who are currently greater than Band 4; and, cohort growth to be at or above expected levels. *By 2016 NAPLAN for English studies for Year 5 to be 100% at or above Band 4; 10% increase in the cohort currently greater than Band 6; and, cohort growth to be at or above expected levels. ***Milestones**: *Parent Opinion* survey items – school curriculum, stimulating learning, reporting, learning focus & general satisfaction to be above 5.8 and extra curricula and homework to be above 5.4 for each year 2013 – 2016. For each year 2013 – 2016 all variables of *Staff Opinion* survey to be above 80 on the 100-point scale, except for work demands which should be above 60.
		12 month targets	By 2016 NAPLAN for English/Reading studies for Year 3 to be a scaled score of 380 (367 in 2015) STATE was 441 in 2015 By 2016 NAPLAN for English/Reading studies for Year 5 to be a scaled score of 460 (444 in 2015) STATE was 510 in 2015 School Staff Survey - Module Trend Analysis - Professional Learning – Component Mean Overall Score to be 80 (76.28 in 2015) School Staff Survey – Collective Efficacy – Mean overall score will be 72 (68.44 in 2015) School Staff Survey – Collective Responsibility – Mean overall score will be 78 (75.33 in 2015) Parent Opinion Survey – Learning Focus Mean Factor Score to be 6.35 (6.25 in 2015)

	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
KIS	Implement strategies to improve English through planning, assessing and teaching	Induct new staff members on CHPS English Teaching and Learning approach	Assistant Principal	Term 1 2016	1st Day Term 1 - teacher's will be shown the teaching and Learning Booklet and discussions around Guidelines and Non-negotiable will be held.
		Develop a Teaching and Learning Handbook and share with staff	Assistance Principal	Term 1 2016	
		Refresher on Fountas & Pinnell assessment and strategies, consistency	Joanna and Sze will induct staff during School Working Party Meetings	Term 1 2016	Observable changes in practice • Planning • Learning Walks • Professional Dialogue • Feedback from team leader and Coach • Improved student outcomes • Improved teacher attitudes to teaching English • Improved student attitudes to learning English
		Establish a Fountas & Pinnell pack to assist teachers with planning and teaching	Leadership Susie – AP	Term 2 2016	
		Launch class libraries	Joanna	Term 1 2016	
		Audit how differentiation happens in English Independent reading – revisit and establish protocols	SIT Members	Term 3 2016	
		Ensure all staff are confident in the use of PALL – 5 Pillars and Big Six	SIT Members	Term 3	
		Provide teachers feedback regarding performance relative to learning goals	Teachers	Term 1, 3 and 4	There will be evidence of teacher adoption of the approach in their PDP plans and through classroom observation feedback Feedback from Coach demonstrates that staff are open to learning and enacting changes within the classroom Leadership observations acknowledge success and achievement but also identify the next stage of learning for each teacher PDP documentation and review conversations will show teachers acting on feedback.

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
	Embed Dialogic teaching across the school	Dr. Julie Hamston working with teams to set goals (for example, to improve students' verbal reasoning (individual); to improve students' exploratory talk (collaborative reasoning); to expand the language functions teachers use to improve students' language/reasoning; to develop an oracy framework for assessment, observing classrooms and giving feedback Observe dialogic teaching in another school PLCs Observe dialogic teaching in other grades Observe dialogic teaching in another school PLCs	Dr. Julie Hamston and areas Teams Whole school Staff at Meadows	Throughout 2016 Throughout 2016 Term 2 and 4 2016	Staff evaluations and feedback indicate a clear and accurate understanding of dialogic teaching principles and practices Observations, audio and video recordings videos transcript analysis show enhanced student dialogue and thinking processes Feedback provided by Dr. Julie Hamston following classroom observations indicate an increase in the usage of dialogic approach by students and teachers.
	Induct new staff in the Language Programs (OLaP, colourful semantics, sentence structure, grammar)	Evaluate current practice Speech pathologist will work in classrooms with teacher mentoring and modelling. Develop a F-6 scope and sequence with speech pathologists Follow the scope and sequence, use during termly and weekly planning	Speech pathologists Team members x 3 area Student Support Officer	Term 2 2016 Term 2 2016 Termly/Weekly	Evaluations show that a scope and sequence is developed and followed. Pre-Post testing indicates that focus grade's oral and written language has improved.
	Provide professional learning inside and beyond the classroom PLC	Specialist Support continued Investigate outside professional learning Liaise with Meadows who have implemented Dialogic Teaching	Dr. Julie Hamston AP Principal	Mid 2016	Performance and Development plan include evidence of Professional Learning.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals	To develop students who are curious and creative learners, active and engaged citizens and who are both community minded and globally focused	Targets	*By 2016, student absences to be less than 14 days per student. *For each year 2013 – 2016, **Student Attitude to School** survey results to be above the 50th percentile. ***Milestones:** For each year 2013 – 2016 **Parent Opinion** results to be above those in 2011. For each year 2013 – 2016 all variables of the **Staff Opinion** survey to be above 80 on the 100 -point scale.
		12 month targets	By 2016, student absences to be 14 days or less per student (including overseas absences) – 2015 was 16 Attitude to school survey - School Connectedness to be 4.20 in 2016 (2015 was 3.95) Attitude to school survey – Stimulating Learning to be 3.9 in 2016 (2015 was 3.66)

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
* Have a consistent approach to student engagement throughout the school	Student Engagement Policy reviewed and modified	Student Wellbeing Office to audit and review and then take to leadership, School council and staff to approve. SIT Meetings, Staff Meetings, School Council	Student Wellbeing Officer and Leadership Team Staff	Term 2 2016	Student Engagement Policy updated and ratified by school council Student Engagement strategies from Policy being implement across the whole school.
	A consistent approach in relation to transition will occur from K-F, 6 – 7 and throughout the school.	Transition will be planned for at the beginning of the year in the SIT meeting. SIT team members will communicate and follow through with activities and ensure they are held. A Buddies program throughout the school Having students engaged in Cross Age Tutoring Holding whole school events (Mixed Grades) Running 4 x Transition sessions across grade levels Running 9 x Prep transition sessions Having 2 x Kinder Visits each of Term 2, 3 and 4.	All Team Leaders Transition Coordinators Leadership	Throughout 2016	Time Table indicates activities/sessions have occurred Buddy program time tabled Cross age tutoring evident in work programs. Whole school events listed in school calendar Transition Documentation – Whole year plan Term Calendar indicates times when transition events are occurring Kinder visits are indicated in the transition documentation and in the calendar.
	Enhance Parent and community engagement	Advertise in Newsletter and Tiqbiz Parents phone to come to events Brochures and pamphlets sent home Students personal invitations sent home Parents and community members will be regularly invited into the school Hub Activities (Playgroup English Classes, Pilates, Kids Kitchen etc.) Year level activities once a term Whole school Events	Hub Coordinator and Wellbeing Team Teachers Leadership Team	Throughout 2016	Newsletter Website Tiqbiz Attendance records
	To reduce the amount of absenteeism (not including the overseas trips)	All absences will be followed up on a regular basis by the Student Wellbeing Officer, by phone calls and though meetings and referrals to support groups. Any student who is absent for 3 consecutive days will be followed up by the classroom teacher As soon as a child returns from an absence the teacher will give the student an absent sheet to take home and get signed Teachers and wellbeing officer to record parent contact regarding absenteeism in GradeXpert	Wellbeing officer Teachers	Throughout 2016	eCases records Reduced absenteeism Referral to the Region

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
	Improve student motivation and confidence to learn at a high level	Team Leaders will ensure that goal setting and engaging motivating lessons are discussed at Team planning (a regular agended item in the minutes). Student Leadership, Feedback regarding classroom practice form students to teachers School will make sure that the curriculum is engaging and at the students current level of understanding Opportunities for student voice Practice Leadership skills: running assemblies, office and canteen helpers	Team Leaders/SIT Teachers Leadership	Throughout 2016	Attitude to school Survey data Student feedback Lowered numbers of student receiving behaviour sheets from the grades Positive Feedback from students in relation to motivation and confidence to learn Student leaders fulfil their roles succesfully
	Further develop the use of Learning Technologies to support teaching and learning and student engagement	Provide Professional Learning opportunities Continue to implement eSmart Strategies Budget for updates of technology (iPads, Laptops etc.) eSmart units completed Term 1 during start up and throughout the year.	eSmart Coordinator AP Teachers	Throughout 2016	Increased use of ICT for teaching and learning as evident in work programs and observations. Updated hardware purchased Evident in work programs and on T: drive

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WELLBEING			
Goals	To develop students who are curious and creative learners, active and engaged citizens and who are both community minded and globally focussed.	**Targets**	*By 2016, student absences to be less than 14 days per student. *For each year 2013 – 2016, ***Student Attitude to School*** survey results to be above the 50th percentile. ***Milestones:*** For each year 2013 – 2016 ***Parent Opinion*** results to be above those in 2011. For each year 2013 – 2016 all variables of the ***Staff Opinion*** *survey* to be above 80 on the 100 -point scale.
		12 month targets	By 2016, student absences to be 14 days or less per student (including overseas absences) – 2015 was 16 Attitude to school survey – Student Morale to be 5.20 in 2016 (2015 was 4.99) Attitude to school survey – Stimulating Learning to be 3.9 in 2016 (2015 was 3.66)

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
*Embed positive education practices into the school community; including resilience.	Positive Education will be a focus in all aspects of school life.	Positive Education elements included in planners Strategies embedded: What Went Well, Acts of Kindness, Character Strengths, Bucket Fillers and Circle Time. Gratitude Wall – Staff Room Positive Education – Student Club Positive Education Week Newsletter – regular items regarding Positivity and Strategies, events etc. Zero Bullying Program implemented (including parent, teacher and student learning) Mindfulness Program	Teachers Leadership Positive Education Committee Principal Bully Zero consultants & Teachers Lifeskills Program Leaders & Teachers	Throughout 2016 Term 2 2016 Term 1 2016	Observable changes in staff and student attitude Checklist of what you want to see is developed and shared Program Planners Positive Education week – timetable School calendar Staff opinion Survey data Attitude to school survey data Parent Survey Student and Teacher Feedback
	To reduce the number of students receiving Incident Sheets for inappropriate behaviours Consistence Behaviour Management Plan	Awards for Positive behaviours at assembly Document Behaviours in GradeXpert database and email staff involved – Consistent approach	Wellbeing Office Leadership Staff	Throughout the year	GradeXpert Data Base Student engagement Policy
	To provide adjustments to cater for students' specific needs. -Academic -Wellbeing -Engagement ILIPS created and followed for students at risk Complete and share the adjustments paper work Student hand over Utilising SSSO's Involving wellbeing officer Healthy minds, Trauma Training	Assessments SMART Goals ILIPS PSG's Speech Therapist Programs Psychologist Support - Healthy Minds Wellbeing Programs – school social worker (1:1 and groups)	Wellbeing Officer Student support officer Teachers ES's Outside support agencies Leadership	Throughout 2016	Documentation completed and followed: Adjustments Records ILIPS records PSG's – Meeting Minutes Speech program Time table Physiologist Time table Wellbeing program documentation

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals	Manage and align resource allocation according to school goals and priorities and identified student needs.	Targets **To ensure that the 2016 budget is kept to and money is used in the areas allocated to improve student outcomes.**	Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. With targeted allocation and use of resources, leadership is shared and distributed, to build a sustainable school culture in which trust, vision and ownership are prevalent. Productivity at Campbellfield Heights will always be tailored around further improving student outcomes and these improved student outcomes are our overarching priority when it comes to all decision making.
		12 month targets	Parent opinion survey – General Satisfaction Mean Factor Score to be maintained at 6.6 (2015 6.6) School staff survey – School Leadership Overall Score (mean) to be 79 in 2016 (2015 77.69)

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
*Effectively utilise school resources to support the develop of s consistent whole school approach to teaching of Literacy and Mathematics	Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches in Literacy and Mathematics.	Timetable includes time to collaborate with coaches Use the SRP to fund school based intervention programs Principal and Assistant Principal will ensure that the school AIP goals are embedded in the staff performance plans and staff expectations are high and that they are support through Professional learning and feedback. Use the Equity Funds to hire: Literacy Coach Numeracy coaches Send staff to PD Hire CRT's to release staff to engage in professional earning in a collaborative manner.	Principal, Assistant Principal and Business Manager.	Throughout 2016	School timetable allowed for both peer observation program and coaching from senior teachers. Coaching occurred and documented Observations and Feedback occurred a documented Equity funds used for CRTs, Coaches, Feedback.
* Effectively utilise school resources to support a consistent approach to student engagement throughout the school	Where needed upgrade our eLearning hardware and software to maintain the most up to date ICT accessibility. Use of Learning Technologies to support teaching and learning Strategically engaging the parent community	Upgrade hardware and software Plan curriculum with ICT in mind Provide funds for the Hub programs and school events	ICT Coordinator (Assistant Principal) Principal	Throughout 2016	Evidence of use of learning technologies- as evident in planners and observations. Planners indicates an increased use ICT in classrooms to enhance learning and engagement. Increased parent attendance and Hub activities and school events
*Embed positive education practices into the school community; including resilience.	To focus on positive education in all aspects of school life.	Mindfulness Program Fund positive Education Week Fund Zero Bullying Program Provide awards for positive behaviour	Lifeskills program Leaders & Teachers Principal Wellbeing Officer Bully Zero Staff	Throughout 2016	See evidence of Positive Education Strategies in classrooms Less incident sheets Attitude to school survey (safety) will show improvement A decrease in negative behaviour

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**		