

2016 Annual Implementation Plan: for Improving Student Outcomes

4160

Footscray North Primary School

Based on Strategic Plan 2016-2019

Endorsements

Endorsement by School Principal	Signed..... Name: Mr Davide Lombardi Date.....
Endorsement by School Council	Signed..... Name: Mr Eldo Lukman Date.....
Endorsement by Senior Advisor	Signed..... Name: Mr John Stone Date.....

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.

During 2015, the school developed the 2016-2019 School Strategic Plan. The Plan focused on the following:

- To improve the learning growth in Literacy and Numeracy for every student.
- To build student ownership of their learning
- To build the social emotional intelligence (SEI) capabilities of every student.
- To maximise the use of the school resources to achieve the best possible outcomes for students.

The Key Improvement Strategies identified from the Strategic Plan are as follows:

1. Build and monitor a whole school approach to Professional Learning Teams
2. Build the instructional practice of every teacher
3. Build a guaranteed and viable curriculum
4. To build student voice in their learning
5. Continue and expand the Kids Matters approach to student wellbeing
6. To improve student attendance

The analysis of 2015 data is as follows:

Student Learning

Tier 1 – Data Sets

NAPLAN Growth 2013 - 2015

Year		% low growth	% medium growth	% high growth
	%students	25	50	25
2013 -2015	Reading	15.62	65.62	18.75
	Writing	37.5	34.38	28.12
	Spelling	6.25	81.25	12.5
	Numeracy	18.75	56.25	25
	G & P	37.5	50	12.5

Tier 2 – Data Sets**PAT-Maths - 12 month growth**

	PAT (average 2014) (expected in brackets)	PAT (average 2015) (expected in brackets)	PAT difference (school)	PAT difference (expected growth)	Difference
Prep – year 1	21.32 (4.96)	29.07 (18.87)	7.6	13.91	-6.15
Year 1-Year 2	31.68 (19.78)	31.58 (33.29)	-0.10	13.51	-13.61
Year 2-Year 3	34.85 (34.14)	38.58 (46.43)	3.73	12.29	-8.56
Year 3-Year 4	42.83 (46.51)	51.71 (55.11)	8.88	8.60	0.28
Year 4-Year 5	58.16 (55.43)	61.91 (60.88)	3.74	5.45	-1.71
Year 5-Year 6	58.02 (60.96)	62.95 (63.84)	4.93	2.88	2.05

PAT-Reading - 12 month Growth

	PAT (average 2014) (expected in brackets)	PAT (average 2015) (expected in brackets)	PAT difference (school)	PAT difference (expected growth)	Difference
Prep – year 1	95.28 (80.81)	89.86 (92.01)	-5.42	11.20	-16.62
Year 1-Year 2	91.79 (93.28)	103.61 (103.25)	11.82	9.97	1.85
Year 2-Year 3	100.24 (104.07)	108.29 (112.84)	8.05	8.77	-0.72
Year 3-Year 4	111.73 (113.33)	118.60 (120.14)	6.88	6.81	0.07
Year 4-Year 5	116.13 (120.53)	121.97 (125.74)	5.84	5.21	0.63
Year 5-Year 6	123.37 (125.76)	128.11 (129.21)	4.74	3.45	1.29

Teacher Judgement – 12 month growth

2014-2015	Reading Growth	Speaking and Listening Growth	Writing growth	Number Growth	Expected growth
Prep – year 1	1.02	0.76	0.87	0.94	1
Year 1-Year 2	1.12	0.92	1.03	1.03	1
Year 2-Year 3	0.97	0.83	0.81	0.99	1
Year 3-Year 4	1.18	1.0	1.02	1.2	1
Year 4-Year 5	0.9	0.84	0.89	1	1
Year 5-Year 6	0.87	0.89	0.97	1.13	1

Tier 3 – Data Set**Founts & Pennell Growth**

2014-2015	Expected difference	Actual difference (school)	12month period measured
Prep – year 1	2.53	5.37	Sept-Sept
Year 1-Year 2	2.51	3.73	Sept-Sept
Year 2-Year 3	1.03	1.96	Sept-May
Year 3-Year 4	1.55	3.82	Nov-Nov
Year 4-Year 5	1.55	2.03	Nov-Nov
Year 5-Year 6	1.51	2.15	Nov-Nov

- In 2015 PLT regularly analysed Guttman charts to identify student growth for major units of Maths and Writing. Effect sizes were consistently 0.6 and above.

Student Engagement and Wellbeing

The following areas were below state mean in the 2015 Attitude to School Survey results:

- Classroom Behaviour
- Connectedness to Peers
- Student Morale
- School Connectedness

Secondary Order Factor	Factor Name	Factor Mean Score		
		School	Region	State
Student Relationships	Classroom Behaviour	3.28	3.29	3.38
	Connectedness to Peers	4.15	4.28	4.32
	Student Safety	4.45	4.33	4.35
Wellbeing	Student Distress	5.93	5.91	5.95
	Student Morale	5.41	5.70	5.73
Teaching and Learning	Learning Confidence	4.13	4.12	4.15
	School Connectedness	4.29	4.36	4.39
	Stimulating Learning	4.27	4.13	4.14
	Student Motivation	4.58	4.56	4.56
	Teacher Effectiveness	4.47	4.40	4.41
	Teacher Empathy	4.51	4.43	4.43

The following area was below state mean in the 2015 Parent Opinion Survey results:

- o Student Safety

	2015
	Percentile
	School Type - Primary
School Climate	
School Improvement	87.1
Approachability	68.5
Teacher Morale	39.1
Parent Input	89.6
Stimulating Learning	43.2
Behaviour Management	59.7
Reporting	44.6
Learning Focus	81.4
Transitions	34.7
Extra-Curricula	92.7
Homework	18.3
General Satisfaction	65.2
Student Behaviour	
Student Safety *	10.7
Classroom Behaviour *	74.1

Average number of student absences in 2015 was below the state mean, however the area of focus for 2016 is in the rigour concerning the unexplained absences which is at 5.98 from the P-6 mean of 13.40 days per student.

Calendar Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	P - Yr 6
2015	12.53	14.10	16.97	12.85	14.29	15.03	12.73	14.23
Unexplained	6.24	6.38	6.63	6.05	7.88	6.28	7.85	6.70

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
<p><u>Excellence in teaching and Learning:</u> Building Practice Excellence</p>	<ul style="list-style-type: none"> • Build and monitor a whole school approach to PLT's • Build the instructional practice of every teacher • Build a guaranteed and viable curriculum
<p><u>Positive climate for learning:</u> Empowering Students and Building School Pride</p>	<ul style="list-style-type: none"> • Continue and expand the Kids Matters approach to student wellbeing. • To build student voice in their learning. • To improve student attendance

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT	
Goals	<p>To improve the learning growth in literacy and numeracy for every student.</p>
Targets	<p>Tier 1 Target:</p> <ul style="list-style-type: none"> To increase the proportion of student achieving medium and high growth in NAPLAN in English & Maths. <p>Tier 2 Target:</p> <ul style="list-style-type: none"> To increase the proportion of Students achieving 12months growth in 12 months in Reading and Maths as measured by PAT and Teacher Judgement <p>Tier 3 Target:</p> <ul style="list-style-type: none"> To increase the proportion of students achieving 0.6 size effect growth for major units in Maths and Writing using Guttman charts as measurement. To increase the proportion of students achieving at least 1 years growth in Reading using F&P as our measurement.

12 month targets	<p>Tier 1 Targets: NAPLAN</p> <p>% of students achieving low/medium/high growth in NAPLAN</p> <table border="1"> <thead> <tr> <th></th> <th>Low Growth</th> <th>Medium Growth</th> <th>High Growth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10</td> <td>60</td> <td>30</td> </tr> <tr> <td>Writing</td> <td>15</td> <td>50</td> <td>35</td> </tr> <tr> <td>Spelling</td> <td>5</td> <td>65</td> <td>30</td> </tr> <tr> <td>G&P</td> <td>10</td> <td>60</td> <td>30</td> </tr> <tr> <td>Numeracy</td> <td>10</td> <td>50</td> <td>40</td> </tr> </tbody> </table> <p>Tier 2 Targets: PAT Maths and Reading</p> <table border="1"> <thead> <tr> <th></th> <th>PAT Maths difference (expected growth)</th> <th>PAT Reading difference (expected growth)</th> </tr> </thead> <tbody> <tr> <td>Prep – year 1</td> <td>13.91</td> <td>11.20</td> </tr> <tr> <td>Year 1-Year 2</td> <td>13.51</td> <td>9.97</td> </tr> <tr> <td>Year 2-Year 3</td> <td>12.29</td> <td>8.77</td> </tr> <tr> <td>Year 3-Year 4</td> <td>8.60</td> <td>6.81</td> </tr> <tr> <td>Year 4-Year 5</td> <td>5.45</td> <td>5.21</td> </tr> <tr> <td>Year 5-Year 6</td> <td>2.88</td> <td>3.45</td> </tr> </tbody> </table> <p>Teacher Judgement</p> <ul style="list-style-type: none"> AusVels scores to reflect 1 year’s growth for 1 years work. <p>Tier 3 Targets: Mathematics</p> <ul style="list-style-type: none"> Ongoing targets set for key mathematical areas using effect size of greater than 0.6. <p>Writing</p> <ul style="list-style-type: none"> The growth target for Writing is for 12 months growth every 12 months. Effect size of greater than 0.6 		Low Growth	Medium Growth	High Growth	Reading	10	60	30	Writing	15	50	35	Spelling	5	65	30	G&P	10	60	30	Numeracy	10	50	40		PAT Maths difference (expected growth)	PAT Reading difference (expected growth)	Prep – year 1	13.91	11.20	Year 1-Year 2	13.51	9.97	Year 2-Year 3	12.29	8.77	Year 3-Year 4	8.60	6.81	Year 4-Year 5	5.45	5.21	Year 5-Year 6	2.88	3.45
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			<p>Reading</p> <ul style="list-style-type: none"> Individual student growth over 12 months will be measured using Fountas and Pinnell Benchmarking Assessment System.
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	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
Build and monitor a whole school approach to PLT's	Continue to build a culture of collegiality, professionalism, coaching and accountability so that PLT's are focussed to collaborate and plan for high quality instruction and student learning.	Embed FNPS Teaching and Learning cycle in all school PLT's. Leadership Team will research and develop PLT cycle during Leadership Meetings Provide time in the meeting schedule for PLT's	Executive Leadership Leadership Tem (Team leaders) Teaching & Learning Coaches	Term 1	FNPS PLT Teaching & Learning cycle will be used in all PLT meetings and endorsed by the Executive Team. Principal Class to endorse 100% of planning documents to be of high quality.
	PLC's analyse assessment data to identify interventions that will support student in achieving growth targets in Reading and Numeracy.	Provide whole school professional learning and opportunities for staff sharing of effective practices in PLTs/staff forums so that there is a common language and approach. During PLT meetings with support from Team Leaders and Teaching and Learnings coach	Leadership Tem (Team leaders) Teaching & Learning Coaches	Term 1 & Term 3	Teachers will demonstrate through PDP how they use data to modify teaching interventions.
	Using the PLT approach track all students growth to ensure 1 years growth for 1 years work.	PLT with support and guidance from Team Leader and Teaching and Learning Coach Student Performance Analyser (SPA)	Leadership Tem (Team leaders) Teaching & Learning Coaches	Ongoing	For students that are deemed capable, learning growth will be 12 months growth in 12 months in Tier 2 data sets. (Teacher judgement & PAT). Remaining students will have appropriate growth targets established.
Build the instructional practice of every teacher	Ensure consistent monitoring and evaluation of whole school practices for quality assurance.	Learning Walks Assistant Principal & Teaching and Learning Coach provide time release to facilitate feedback	Assistant Principal Teaching & Learning Coaches	Each Term	Staff implement teaching approaches as identified through Visible Learning and Marzano Effective Teaching Strategies and demonstrated in their PDP Feedback from Teaching & Learning Coaches is documented and presented at PDP
	Implement an agreed and research-based high impact instructional classroom delivery model and the high yield instructional practices across the school.	Continue Professional Learning of Marzano Instructional strategies. Curriculum Day March 9 Coaching for teachers through school based 0.8 teacher to become school-based coaches SRP has allocation for 0.5 Leading Teacher	Leadership Team Teaching and Learnings coaches	Semester 1	The staff opinion survey demonstrates in component "Renewal of Knowledge and skills" indicates a score of 90 or above which indicates that professional learning activities have improved instructional strategies and teaching skills.
Build a	Develop Essential Learning documentation that identifies the Essential Learnings for all year levels in English and Mathematics.	Leadership team leading staff in the development of Essential Learnings in Literacy and Numeracy	Leadership team leading staff in the development of	ongoing	Essential Learning document developed and ready for use in 2017 and endorsed by the Executive Leadership Group.

guaranteed and viable curriculum			Essential Learnings in Literacy and Numeracy		
	Build the topic-based curriculum P-6 to reflect alignment with the school's mission, vision and values.	Time is allocated in staff meetings and PLC's to enable staff to review topic-based curriculum so that it reflects the school's mission, vision and values.	Teaching & Learning Coaches	Term 1 and ongoing	The school's topic-based curriculum P-6 reflects an alignment with the school's mission, vision and values and will be endorsed by the Executive Leadership Group for implementation in 2017.
	Consistent implementation of SEL curriculum in classrooms via Kid's Matter program.	Time is allocated in staff meetings and PLC's to enable staff to review the curriculum so that the building of SEL capabilities are included. Kids Matter Action Team	Assistant Principal Teaching & Learning coaches Wellbeing Officer	Term 1 and ongoing.	SEL curriculum is embedded and endorsed by the Executive Leadership Group and evidenced through planning documents.
	Revise Classroom Environment checklist	Time is allocated in the PLC to allow for teams to revise the Classroom Environment checklist.	Executive Leadership	Semester 1	Classroom Environment checklist is revised, updated and in use in all classrooms and endorsed by the Executive Leadership Group.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To build student ownership of their learning.	Targets	<ul style="list-style-type: none"> To make learning authentic, purposeful and visible To build student ownership To ensure a culture of recognition for effort and a growth mind-set of learning across the school. 		
		12 month targets	<ul style="list-style-type: none"> To be at State Level or above as expressed in the "Attitude to School Survey" scores in the Teaching and Learning variables of: <ul style="list-style-type: none"> Classroom Behaviour Connectedness to Peers Student Morale School Connectedness 		
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
To build student voice in their learning	Ensure high expectations for Year 5/6 with a process for setting challenging goals and effective feedback for every teacher and student.	Staff meetings and PLC's are allocated for further professional development in the area of student Feedback.	Executive Leadership Leadership Team Teaching & Learning Coaches	Term 1 staff meeting Ongoing PLC focus	<ul style="list-style-type: none"> Classroom Behaviour dimension in the AtoSS will move from 3.28 to 4.0 Student Morale dimension in the AtoSS will move from 5.41 to 5.75
	Student voice is being investigated.	Executive Leadership Team to liaise and connect with Melbourne University contacts to research best practise and or professional networks.	Executive Leadership Leadership Team Teaching & Learning Coaches	Term 2 and ongoing	By the end of 2016, the school will have a vision statement and implementation strategies for student voice in 2017.
	Student Leadership, including JSC is refined and further developed	Staff explore leadership possibilities and opportunities for students across the school.	JSC Coordinators	JSC Coordinators	<p>JSC is revised and new opportunities for student leadership are implemented.</p> <ul style="list-style-type: none"> Connectedness to Peers dimension in the AtoSS will move from 4.15 to 4.35 Student Morale dimension in the AtoSS will move from 5.41 to 5.7 School Connectedness dimension in the AtoSS will move from 4.29 to 4.45

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To build the social emotional intelligence (SEI) capabilities of every student.	Targets	<ul style="list-style-type: none"> FNPS to be accredited as a Kids Matter School Student absences across all year levels to be at or better than State level. 		
		12 month targets	<ul style="list-style-type: none"> Student Opinion as expressed in the "Attitude to School Survey" scores in the Student Relationships variables of: <ul style="list-style-type: none"> Classroom Behaviour Connect to school. Parent opinion as expressed in the "Parent Opinion Survey" scores in the Student Engagement variables of: <ul style="list-style-type: none"> Student Safety Unexplained student absences to reduce across all year levels. 		
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
Continue and expand the Kids Matter approach to student wellbeing.	An agreed approach to the explicit teaching and building of SEL capabilities	Time is allocated for the Welfare Team to review the SEL Scope and Sequence and to ensure that it contains a Positive Psychology focus.	Welfare Team	Semester 1	Kids Matters is clearly identified in Curriculum documents with consistency across all classes with teaching time allocation that will be endorsed by the Executive Committee.
	Ensure that the school is able to be accredited as a Kids Matters school	The Welfare Team audits the schools' current gaps that are preventing the school from becoming a Kids Matters School and support staff in developing programs to address these gaps.	Welfare Team	Semester 1	FNPS is accredited as a Kids Matters School
	To explore the perceived concerns raised by parents regarding student safety	Kids Matter Action Team to unpack student safety concerns and communicating to executive. Communicating findings to school community.	Principal Class	Term 2	N/A
To improve student attendance	Continue to explore Information Sharing processes between the school and families and the school and the community.	Members of the Principal Class network with schools who have exemplary practices in connecting to the school community.	Principal Class Leadership Team	Term 1 and ongoing	Communication processes are updated and relevant recipients are able to communicate with the school promptly. 80% of Parents surveyed will indicate satisfactory or higher effective communication.
	Develop and implement a policy on student attendance	Time is allocated in the Leadership meetings to analyse student absent data and decide upon strategies that will be implemented in order to improve student attendance.	Principal Class Leadership Team Education-Subcommittee	Term 2 and ongoing	Student absences, as indicated in the 2016 data, will reduce by 5% across the school. Unexplained absences will be less than 5 for each cohort.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for students.	Targets	Finance		
		12 Month targets	<ul style="list-style-type: none"> Yearly expenditure to remain within the SRP and Program Budget. Program budgets demonstrate equitable and strategic allocation. Student achievement data indicates effective allocation of resources and expenditure. Targeted funds within the SRP are linked to the AIP and 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
Build a guiding coalition to lead school improvement across the school and ensure alignment with the professional learning teams (PLC's).	Embed collaboration with a focus on Teaching and Learning Process in PLT is embedded practices of the school. Focus teams including the guiding coalition on critical questions. Establish team norms to guide collaboration. Identify strategies to improve teaching practice. Identify strategies to improve learning by the team.	Schedule time for collaboration into the school day and school calendar. Pursue specific and measurable team performance goals. Coaches and consultants are employed to support capacity building of all teaching staff.	Principal	Indicative Budget and Substantive Budget	The School Strategic Plan and Annual Implementation Plan are regularly monitored and milestones are celebrated. A rigorous and purposeful performance and development model is in place.
	Ensure allocation in SRP for funding for school to actively participate in the University of Melbourne Network of School 2015 group	SRP has allocation of \$15000 to enable participation in UMNOS	Principal	Indicative Budget and Substantive Budget	School participates in Year 2 of UMNOS 15.
	Ensure funding in SRP to enable key staff to participate in the Melbourne University Teaching Academy research program	SRP has allocation in CRT PD budget to enable staff to participate in TAPP	Principal	Indicative Budget and Substantive Budget	School actively participates in the University of Melbourne Teaching Academy research project.
	Ensure SRP resource allocation has as its major cost component the areas of Literacy and Numeracy.	Literacy and Numeracy have greatest budget allocation for curriculum areas for 2016. This includes \$5000 of Equity money to purchase Literacy materials – particularly classroom library books.	Principal	Indicative Budget and Substantive Budget	The SRP has used a significant proportion of the budget on Literacy and Numeracy.
	Ensure allocation in SRP to enable leading teacher to work as a Teaching Fellow at Melbourne University in 0.5 time fraction.	2016 staffing profile and SRP enables Leading Teacher to work at Melbourne University in 0.5 time fraction	Principal Teaching and Learning Coach	Indicative Budget and Substantive Budget	FNPS continues to be a hub school for the Masters of Teaching Program with Melbourne University.

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	