# 2016 Annual Implementation Plan: for Improving Student Outcomes

## school number: 7505

## Alexandra Secondary College 2016

### Based on Strategic Plan [2015-2018]

### Endorsements

| | |
|---|---|
| Endorsement by School Principal | Signed…………………………………….<br><br>Name Nigel Lyttle<br><br>Date 22/3/16 |
| Endorsement by School Council | Signed…………………………………….<br><br>Name Gavan Skerritt<br><br>Date…………………………………… |
| Endorsement by Senior Advisor | Signed<br><br>Name Tony Gooden<br><br>Date  22/3/16 |

**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. |
| **Teacher Collaboration was the lowest area in the School Staff Survey. Over the past two years collaboration in KLA based data teams has been a focus in the College and we wish to build on this.**<br>**Improving our teaching to improve the learning outcomes of our students is our mantra, so "Building practice excellence" is an essential initiative for us.** |

| **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 | • Teachers make explicit use of data to inform their teaching.<br>• Implement Instructional Learning Model<br>• Differentiation of teaching to meet student needs |
| Building practice excellence | • Continue to work on improving teaching practice through use of data and research<br>• Create & resource a professional learning agenda<br>• Continue and increase use of collegiate observations |

# Annual Implementation Plan: for Improving Student Outcomes

## ACHIEVEMENT

| Goals | Improve all students' outcomes and ensure progression rates are appropriate | Targets | To increase the combined percentage of students in the median and high relative growth categories at Year 9: |
|---|---|---|---|
| | | | • Numeracy from 64% to 80% |
| | | | • Reading from 67% to 80% |
| | | | • Writing form 60% to 70% |
| | | | To increase the percentage of students gaining A or B in English AusVELS to 30% for the three domains (from an average of 20%) |
| | | | To increase the percentage of students gaining A or B in Mathematics AusVELS to 25% for the three domains (from an average of 10%) |
| | | | Increase the percentage of students above the NMS NAPLAN: |
| | | | • Numeracy from 80% to 90% |
| | | | • Reading from 80% to 90% |
| | | | • Writing from 50% to 80% |
| | | | Increase VCE all studies average from 27 to 30 |
| | | | In the Staff Opinion Survey increase the Collective Efficacy for all staff from 67% to 80% |
| | | 12 month targets | • Combined percentage of students in the median and high relative growth categories at Year 9: Numeracy from 62% to 70%, Reading from 50% to 70%, Writing 79% to 85% |
| | | | • Increase the percentage of students gaining A or B in AusVELS: Reading from 26% to31%, Speaking & listening from 20% to30%, Writing 19% to 25%, Measurement & geometry from 5% to15%, Number and algebra 6% to15%, Statistics & probably 4% to15% |
| | | | • VCE all studies average from 27 to 28 |
| | | | • Staff Opinion Survey Collective Efficacy for all staff from 70% to 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 Instructional Learning Model | ▪ Review e5 model and purpose and present to staff.<br>▪ Each KLA to write several units using e5 instructional model<br>▪ Initiate units of work in e5 model in PD, KLA and PLTs. | ▪ Specifically model how the e5 model is used in constructing unit plans to KLA leaders. Jacki to be utilised to PD KLAs in using the model in unit writing.<br>▪ When writing PDP requirement of an e5 teaching goal specifically focus upon these units<br>▪ KLA leaders work in KLA meetings to write units of work using the e5 Instructional model.<br>▪ Using KLA planning time to write units as a team as each unit is required throughout the year -may take several years to cover all units comprehensively | Leading Teacher and AP<br><br>Jacki Tossol | Begin Term 1 2016 - > ongoing throughout year and 2017/18<br><br><br>Target :At least 1 per term per year level | ▪ Staff are knowledgeable about the e5 teaching model and able to discuss its application.<br>▪ Staff produce units that reflect the e5 learning model.<br>▪ Increase in effectiveness of incorporating e5 in to PDP teaching goal<br>▪ Team focus in teaching<br>▪ Decrease in variation between classrooms |
| Teachers make explicit use of data to inform their teaching. | ▪ Teachers develop focus on collecting data that is skills based rather than content based.<br>▪ Develop & publish a school wide assessment schedule<br>▪ All teachers & students provided with OnDemand data | • KLA's identify the explicit skills that reflect ausVELS, within each unit of work. This will be led by KLA leaders<br>• Review the types of data that can be collected to inform progress<br>• Teachers and teams to collect and analyse data and use outcomes to identify groupings within the class<br>• Teachers discuss & develop strategies to differentiate their teaching | KLA leaders<br><br>AP<br><br>Curriculum LT<br><br>Teaching & Learning LT | 2016 | ▪ Data focus is on skills combined with knowledge and skills are clearly defined<br>▪ Staff collect and analyse student data individually and in Data Teams.<br>▪ On a regular basis teachers discuss teaching strategies to progress students along continuum<br>▪ Teaching is specific to student achievement level<br>▪ A variety of types of data is used – not only written<br>▪ Similar/expected growth occurs at all achievement levels ( NAPLAN/On Demand)<br>▪ KLA's share their data journey with whole staff<br>▪ Data used as evidence in PDP<br>▪ All teachers discuss how they use OnDemand Literacy data to inform their teaching at mid and end of cycle reviews |
| Implementation of a developmental continuum. | ▪ Research and present methodology for writing quality success criteria.<br>▪ Create developmental frameworks based on Victorian Curriculum<br>▪ Implement developmental progression for a specific unit of work. | ▪ Present "Creating Quality Criteria" Griffin 2008 to KLA leaders, - practice activity<br>▪ Review terminology of frameworks to promote shared language and clarity<br>▪ Curriculum meetings used to develop KLA leaders understanding of how to create specific skill based developmental frameworks for each AusVELS progression point<br>▪ KLA's create developmental frameworks for each unit of work which clearly state the skills and the different levels of achievement within them<br>▪ Time given to KLA meetings/curriculum days to complete these tasks | KLA leaders<br><br>AP<br><br>Curriculum LT<br><br>Teaching & Learning LT<br><br>Teachers | Curriculum meeting in Term 1 to begin process<br><br>Ideally as each e5 unit is written so too will an accompanying framework which outlines the progression of skills within the context of that specific unit<br><br>Target :At least 1 per term per year level | ▪ Students use the frameworks to reflect, self-evaluate and set goals<br>▪ Increased ownership by students of own learning<br>▪ Staff making consistent judgements about student achievement<br>▪ Greater variation of AusVELS levels reported within each year group<br>▪ Increased targeted and explicit interventions |
| Continue and increase use of collegiate observations | ▪ Teachers continue to use peer observations.<br>▪ Observations are used to monitor strategies to address needs identified through analysis of data. | ▪ Teachers use recordings to capture and then analyse teaching<br>▪ Whole staff PD to review non-judgemental observations<br>▪ Teachers observe others who teach in other KLA's<br>▪ Teachers observe other teacher's practice to increase own repertoire<br>▪ Observations written into teacher PDP s | Everyone | 2016 ongoing | ▪ Staff engage in collegiate observations to ascertain effectiveness of strategies<br>▪ Teachers engage in collegiate observations across a range of KLA's to collect strategies which may apply to their own area<br>▪ Frequency of 'other' teachers in classrooms increases<br>▪ Teachers record observations as part of PDP |

| Differentiation of teaching to meet student needs | • All teachers are provided with regular feedback on planning by KLA and Data teams<br>• Staff use data to track student progress and differentiate teaching.<br>• Differentiate writing tasks | • In KLA planning time teachers use developmental frameworks to create learning rubrics for each unit.<br>• Ongoing evaluation of strategies and impact in KL A meetings.<br>• Jacki to share knowledge on creating developmental rubrics and assessments – Pam Burton<br>• Wellbeing LT to present teaching strategies to cater for various learning difficulties<br>• Every English lesson time allocated to encompass a variety of writing styles<br>• Work with other schools | Teaching an d Learning LT<br><br>KLA leaders<br><br>Jacki Tossol<br><br>Wellbeing LT<br><br>English KLA and Literacy leaders | Ongoing | • Increased student engagement leading to increased enjoyment and success<br>• Staff increased knowledge of their students<br>• Students able to identify learning needs<br>• Students involved in discussions with staff about learning.<br>• Improvement of student – teacher learning relationships. Increased satisfaction levels of staff and students<br>• All teachers have at least one item of evidence of how they have differentiated for literacy in their PDP reviews |

# Annual Implementation Plan: for Improving Student Outcomes

## ENGAGEMENT

| Goals | | Targets | Decrease Student Absences across the College from 25days per year to 19 |
|---|---|---|---|
| Reduce student absence rates across the College | | | Decrease unexplained absences from 12.5 days per year to 9 |
| | | | Maintain student connectedness to school within the 4th quartile |
| Improve student connectedness to school | | | Reduce percentage for students' with unknown destination in all categories from above 18% to below 10% |
| Improve Student transition data | | 12 month targets | Decrease Student Absences across the College from 25 days per year to 22 |
| | | | Decrease unexplained absences from 12.5 days per year to 11 |
| | | | Increase student school connectedness factor mean score to 4.0 to 4.1 |
| | | | Reduce percentage for students' with unknown destination from 33% to less than 10% |

| 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 |
|---|---|---|---|---|---|
| Work with parents and staff to enable greater visibility of attendance data during the year. | • Establish level of internet access by families <br> • Attendance data accessed by parents via Sentral <br> • Explore strategies to reduce unexplained absences <br> • Attendance data celebrated through College publications | • Office staff to ring with Survey <br> • Promote Sentral at information evenings & Inside out, House Leader, Office Staff conversations. <br> • Staff brainstorming and research successes at other schools <br> Research practice at other colleges | • Office Staff <br> • SEAM <br> • Reengagement Worker <br> • Publication ES | • Term1 <br> • Ongoing <br> • Ongoing <br> • Ongoing | 80% of parents have logged on to Sentral <br> 100% of parents surveyed <br> Decrease unexplained absences from 12.5 days per year to 11 <br> Attendance data printed monthly in Inside Out/ College Facebook page |
| Formalised documentation on how exit/attendance data is to be recorded, when and by whom. including a proforma and flowchart that enables new students transitioning to ASC during the school year to have attendance data from day 1 | • Explore ways transition data is collected and recorded and updated <br> • Implement ways to connect with ex-students and their transition to further education and careers. <br> • Monitor the entry and exit procedures for students to the College | Research practice at other colleges | • Careers Practitioner <br> • Office Staff <br> • SEAM | Semester 1 | Reduce percentage for students' with unknown destination in all categories from above 18% to below 15% |
| Continue to work on improving teaching practice through use of data and research | • Develop Individual Learning Plans for all students who obtain an E (AusVELS) in English and/or Mathematics <br> • Implement a process for student curriculum data for transition through the school | • Time provided to Maths/eng teachers <br> • Assistance given by Literacy/Numeracy Leaders <br> • Time provided for Continuum to be updated in Sentral | • Maths/Eng Teachers <br> • Numeracy Leader <br> • Literacy Leader <br> • All teachers | Feb 2016 Reviewed each semester | All students who obtain an E (AusVELS) in English and/or Mathematics have Individual Learning Plans <br><br> All student Yr7-10 have up to date continuum |

# Annual Implementation Plan: for Improving Student Outcomes

## WELLBEING

| Goals | Provide a safe and positive learning environment for all members of the school community | Targets | To maintain Student Safety, Teacher Empathy, Student Morale and Student Distress above the 70th percentile on the Student Attitude to School survey<br><br>Negative Respect Incidents to show a consistent downward trend as recorded on Sentral<br><br>To increase Behaviour Management, Student Safety, Classroom Behaviour and Social Skills on the Parent Opinion Survey to at least the 50th percentile<br><br>On Staff Opinion Survey raise the category "Trust in students and parents" from 64% to above 75% |
|---|---|---|---|
| | | 12 month targets | - To move Student Safety(from 93rd to 95th percentile), Teacher Empathy (from 86th to 90th percentile), Student Morale (from 94th to 95th percentile),  and Student Distress(from 95rd to 97th percentile) on the Student Attitude to School survey<br>- Negative Respect Incidents to show a consistent downward trend as recorded on Sentral<br>- To increase Behaviour Management from 10th to 20th percentile, Student Safety from 10th to 50th percentile, Classroom Behaviour from 11th to 50th percentile and Social Skills from 99th to 100th percentile on the Parent Opinion Survey.<br>- On Staff Opinion Survey raise the category "Trust in students and parents" from 72% to 80% |

| KIS | ACTIONS:<br>what the school will do | HOW<br>the school will do it<br>(including financial and human resources) | WHO<br>has responsibility | WHEN<br>timeframe for completion | SUCCESS CRITERIA:<br>Markers of success reflecting observable changes in practice, behaviour, and measures of progress |
|---|---|---|---|---|---|
| Continue with the implementation of School-Wide Positive Behaviour Support (SWPBS). | 1. Develop the 2016 PBS Committee<br>2. Revisit "Respect' value – assist staff on implementing it in class, work on how we show respect for students<br>3. Revisit Respect at a school assembly<br>4. Develop & present "Integrity" at assembly<br>5. Values onto letterhead for all to use.<br>6. Regular sharing of "Respect", "Integrity" & PB incident sat staff meeting<br>7. PBS team to meet twice a term, and work together to develop re-education of Respect, Integrity & Personal Best approaches.<br>8. Revisit Respect matrix with students<br>9. Develop Integrity & personal best Matrices with students. Display around the school<br>10. Include Integrity and Personal Best in Respect Raffles.<br>11. Walk new staff through the PBS approach, what we've done so far and where we're heading | - Encourage staff and students to voluntarily join committee<br>- Committee to work with staff and students to evaluate previous implementation of "Respect" & develop effective method of reviewing "Respect"<br>- Office to circulate new letterhead<br>- Section on meeting agenda<br>- Lunchtime meetings so any student can attend<br>- Work with Lifeskills classes to ensure all are clear on understandings of what Respect is expectations for each area of the school<br>- Lifeskills classes to develop Integrity & Personal Best Matrices<br>- Raffles twice a term<br>- Remind staff to give them out on a regular basis (Have a set sitting on the staff table)<br>- Meet with new staff on the day before school starts & early Term One to consolidate | - LT Wellbeing to organise committee<br>- LT Wellbeing School Captains to report to Council<br><br>- LT Wellbeing to work with Committee to develop approach for matrices in Lifeskills Done in Lifeskills / Blue Wed for VCE<br>- LT Wellbeing & House Leaders to organise raffles<br>- LT Wellbeing to do regular reminders for staff<br>- LT Wellbeing, Prin, A Prin | 1. By end of Term 1<br>2. Week 2<br>3. Start term 1 Week 4<br>4. By end term 2<br>5. First day of 2016<br>6. Each staff meeting<br>7. First meeting by end Term 1 Week 4 Twice termly after that<br>8. Respect – By end Term 1 – Week 4<br>9. Integrity By end Term 2 Week 4<br>10. PB by the end of the year Two each term<br>11. By first day of school 2016 | - Committee in place by end of Week2<br>- Respect reinvigorated in Lifeskills classes / VCE Blue Wednesday<br>- Disrespect reports on Sentral decrease<br>- Integrity assembly held & students can articulate what integrity means<br>- Letterhead distributed and all staff using<br>- Regular sharing at staff meetings<br>- Committee has met by end Week 4 and twice termly after that<br>- Committee develops and implements plans for Integrity & Personal Best embedding<br>- Respect Matrix reviewed in classes<br>- Integrity & Personal best matrices completed with staff, student and parent input, displayed and referred to by staff and students Regular raffles run<br>- New staff indicted prior to start of school year<br>- Regular catch-ups with new staff re progress |
| Social skills & emotion awareness and management strategies to be explicitly taught | - Bullying / Cyberbullying sessions developed & implemented in Yrs 7 – 10 Lifeskills<br>- Work with staff on how to respond to bullying situations.<br>- Social Skills / Emotional management sessions developed & implemented in Yrs 7 – 10 Lifeskills<br>- Stress / Emotion management sessions with Yr 11's & 12's.<br>- Up skill all staff on how to help students make friends and resolve conflict situations. | - Staff will be provided with curriculum material to run sessions. This will include current DET practice & information from Paula Allen (LSC Police)<br>- Staff PD<br>- Staff will be provided with curriculum material to run sessions. This will include current DET practice & information sourced from Reach / other organisations<br>- Session on a Blue Wednesday for VCE students on Stress / Emotion Management<br>- Staff PD | LT Wellbeing to develop curriculum<br>Lifeskills staff to present it<br>LT Wellbeing to source relevant PD approach<br>LT Wellbeing to develop curriculum<br>Lifeskills staff to present it & organise speakers for VCE<br>LT Wellbeing to source relevant PD approach | - By end of Term 1<br>- By end of Term 1<br>- By end of Term 1<br>- By end of Term 2<br>- By end of Term 1<br>- By end of Term 2 | - Cyber / Bullying sessions held<br>- Incidents of bullying decrease (already low)<br>- Students are able to articulate what cyber / bullying is, why they shouldn't instigate it, and what to do if it happens<br>- Social and emotional skills sessions held<br>- Stress / emotion management sessions held<br>- Incidents of VCE student stress minimised<br>- Negative social situations between students minimised, and if they do occur, are addressed within the framework taught in the sessions |

# Annual Implementation Plan: for Improving Student Outcomes

## PRODUCTIVITY

| Goals | | Targets | All budgets reviewed and all priorities fully resourced by 2017<br><br>New budgeting process in place by 2018<br><br>Collegial observations are standard practice with all teachers completing at least 8 formal observations per year<br><br>Clear professional learning agenda mapped out at least one semester in advance |
|---|---|---|---|
| Support school priorities through strategic allocation of resources.<br><br>Budgeting processes reviewed and revised processes in place<br>Support school priorities through strategic allocation of resources.<br><br>Budgeting processes reviewed and revised processes in place<br><br>Create & resource a professional learning agenda | | 12 month targets | ▪ All budget managers in-serviced in accountability process<br>▪ All budgets are not in deficit<br>▪ All areas are adequately resourced<br>Priorities directly funded<br><br>All teachers have completed at least 6 formal observations in 2016<br><br>Clear professional learning agenda mapped out at least one term in advance |

| KIS | ACTIONS:<br>what the school will do | HOW<br>the school will do it<br>(including financial and human resources) | WHO<br>has responsibility | WHEN<br>timeframe for completion | SUCCESS CRITERIA:<br>Markers of success reflecting observable changes in practice, behaviour, and measures of progress |
|---|---|---|---|---|---|
| Establish a working party of members of staff and councillors to review current budget disbursement and funding of priorities | - Call for interested people to join committee and approach those with particular expertise<br>- Have KLAs put together a proposed budget for the principal | - Provide meeting time and support (expenses and time) for visits to other schools if required<br>- Bring an expert to the College to outline alternates endorsed by DET<br>- Provide time to KLA leaders and us Curriculum Committee to upskill KLA leaders | Principal<br><br>KLA Leaders<br><br>Business Manager | Semester 1<br><br>Semester 2 | Committee formed<br>Action line established<br>Research completed<br>2017 Draft Budget prepared |
| Examine previous spending patterns: resources and timing | - Look at previous years of allocations and spending<br>- Collect budgets from schools of similar size | Review by Sub-committee, KLAs, Finance Committee and Council | Principal, KLA leaders and Business Manager | Semester 1 | Three years of spending patterns compiled<br>List of advantages and disadvantages of various alternatives compiled |
| Establish School Improvement Team (SIT) | Plan and monitor implementation of the College Strategic Plan | - AIP a standing order for review in SIT agenda | Principal, Assistant Principal & Leading Teachers | Term 1, week 1 | Progress of AIP targets, actions and success criteria tracked in minutes SIT meetings |
| Create & resource a professional learning agenda | - Plan and implement regular classroom observations by all teachers. Observations are used to monitor strategies to address needs identified through analysis of data.<br>- Regular feedback given to and received from students<br>- Teachers report back to staff after all professional development | - 2 meeting free weeks timetabled a term<br>- Whole staff PD to review non-judgemental observations<br>- Teachers observe others who teach in other KLA's<br>- Teachers observe other teacher's practice to increase own repertoire<br>- Observations written into teacher PDP s<br>- Staff in serviced on different feedback tools<br>- Staff meeting time privileged for PD reports<br>- Staff Meeting calendar published a term in advance with key AIP strategies on the agenda . | Assistant principal and<br>P&D Leading teacher | Termly<br>Term 2<br><br>Monthly | - All teachers observe another colleague at least twice a term to ascertain effectiveness of strategies<br>- Teachers have evidence of the feedback they have given and received at mid and end of cycle reviews<br>- Staff Meeting calendar published a term in advance with key AIP strategies on the agenda . |
| | | Equity funding for:<br>• Coaching $49893<br>• CRT for classroom observations $15000<br>• Introduction of VCAL program $78840<br>• Reengagement of students $47327<br>• Literacy Intervention $5140 | | | - |

# 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 | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |