

Annual Implementation Plan: for Improving Student Outcomes – 2016

7647

Brentwood Secondary College 2016

Based on Strategic Plan 2013 - 2016

Endorsements

Endorsement by School Principal	Signed.....  Name: Vicki Forbes Date: 23 March 2016
Endorsement by School Council	Signed.....  Name: Kerry Whitehand Date: 23 March 2016
Endorsement by Senior Advisor	Signed:  Name: Allen McAuliffe Date: March 16 2016

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.		
<u>Building Practice Excellence</u> We will continue to work together to build a culture of highly effective teacher collaboration that is based on professional respect, trust and the exchange knowledge and ideas. Our focus will be to further develop and strengthen teaching and assessment practices and to master the use of student data to inform teaching and design learning interventions. We will prioritise the use of feedback to support the growth of both students and staff. Consistent with staff feedback, the Action Research Teams meeting structure will cater for both faculty teams and cross faculty teams. The Staff Opinion Survey Teaching and Learning module indicates that the use of high effect evidence-based teaching strategies could be broadened. Staff Opinion Survey results also indicate that feedback, collaboration and trust could be strengthened.		
<u>Building Leadership Teams</u> We will continue to improve and strengthen the capacity of our leadership teams to enhance teaching practice. We will continue to build the capacity of our leaders to enhance staff collaboration and to develop others by applying proven coaching techniques and feedback methodologies. The aim is to build a culture of highly effective leadership that fosters a culture of continuous improvement in staff growth, learning and expertise. The data from the 2015 Staff Opinion Survey identifies the following areas significantly below other secondary schools: leading change, cultural leadership, flexibility and visibility. The turnover of experienced leaders at the end of 2015 highlights the importance of succession planning and continuing to develop aspiring leaders so they can confidently progress to leadership positions. We will strengthen the induction of new staff and further align professional development with teacher growth and increasing expertise.		
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 – from the School Strategic Plan 2013 – 2016	
Building practice excellence	<ol style="list-style-type: none">1. Implement a purposeful and relevant curriculum.2. Implement high quality teaching practices that ensure the growth in learning of all students.3. Build the capacity of leaders to continually improve teaching and learning.4. Develop a whole school approach to building students’ capacity to be disciplined, reflective and resilient learners.5. Implement a program to build student’s capacity to transition with confidence from one year level to the next.6. Implement a junior school pathways program with a view to building students’ capacity to be future focussed in their learning.7. Enhance the senior school careers program with a view to building students’ capacity to be future focussed in their learning.8. Establish a role for student voice with regard to learning both inside and outside the classroom.9. Strengthen strategies to support student wellbeing.10. Design and implement strategies to enhance staff wellbeing.11. Build the capacity of teachers to continually improve their teaching practice.	
Building leadership teams	<ol style="list-style-type: none">3. Build the capacity of leaders to continually improve teaching and learning.	

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals

From School Strategic Plan:

To improve student learning growth as indicated by progress.

To improve student literacy skills across all disciplines.

To improve student achievement in the post compulsory years.

Targets

NAPLAN Performance

- Increase of 5% per year in Growth in Learning of matched cohort year 7 to year 9: mean scaled score in reading, writing and numeracy
- Increase of 5% per year of Year 9 students in top two bands
- Decrease of 5% per year of Year 9 students in bottom two bands

AusVELS Performance

- Increase by 20 percentile points by 2016 the number of VELS A & B teacher judgement scores

VCE Performance

- Increase by 5% by 2016 mean VCE VCAA study scores and the percentage of study scores above 40

12 month targets

NAPLAN Performance

NAPLAN Reading	2012	2013	2014	2015	2016
Growth in learning of matched cohort year 7 to year 9: mean scaled score	24	44	40	51	35.4
Year 9 students in top two bands (%)	30.7	26.2	34.3	36.2	34.6
Year 9 students in bottom two bands (%)	13.7	11.8	14.3	12.6	12.6

NAPLAN Writing	2012	2013	2014	2015	2016
Growth in learning of matched cohort year 7 to year 9: mean scaled score	34	7	23	45	40.8
Year 9 students in top two bands (%)	32.8	26.7	25.9	25.7	43.2
Year 9 students in bottom two bands (%)	16.6	23.0	24.2	20.4	13.8

NAPLAN Numeracy	2012	2013	2014	2015	2016
Growth in learning of matched cohort year 7 to year 9: mean scaled score	31	39	43	49	38.2
Year 9 students in top two bands (%)	40.3	41.2	37	44.4	51.0
Year 9 students in bottom two bands (%)	14.0	9.3	12.1	9.1	6.8

AusVELS Performance

Years 7 - 10 combined % A & B scores	2012	2013	2014	2015	2016
English Reading	16.7	17.6	17	25.2	37.6
English Writing	14.3	13.3	10.4	21.7	33.3
Mathematics Measurement, Chance & Data	13.2	4.3	9	n/a	24.3

VCE Performance

VCE Measure	2011	2012	2013	2014	2015	2016
Mean study score: All studies	31.85	30.84	30.69	31.06	31.05	33.4
Mean study score: English	31.6	30.5	30.49	30.62	30.38	33.2
Mean study score: Further Mathematics	32.8	32.4	31.66	31.13	31.48	34.4
Mean study score: Mathematical Methods	32.9	30.6	31.55	32.20	31.78	34.5
Study scores at or above 40 (percentage)	9.8	7.4	7.9	9.4	7.5	10.3

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
1. Implement a purposeful and relevant curriculum.	<ul style="list-style-type: none"> Provide a curriculum with intellectual rigour, discipline and high expectations. Provide a differentiated curriculum that ensures all students are challenged and able to achieve growth in their learning. Provide a curriculum that clearly articulates criteria for success and improvement (growth). 	<ul style="list-style-type: none"> Continue to review curriculum to ensure differentiated opportunities and explicit success criteria. Document the faculty curriculum. Monitor faculty teams and share the work of faculty teams with the faculty and all staff. In consultation with colleagues, implement an agreed guaranteed and viable curriculum. Engage in action research to explore and experiment with teaching strategies that achieve the best possible student outcomes. 	AP Curriculum Heads of Faculty Teachers	End 2016	<ul style="list-style-type: none"> The curriculum is documented and stored on T:drive and reflects: <ul style="list-style-type: none"> preparation for the implementation of VicVELS a guaranteed and viable curriculum. An audit of student work by HoFs reflects the implementation, by all teachers, of the guaranteed and viable curriculum. Collation of the faculty teams' goals and outcomes reflects the application of action research using data to improve student learning. Collation of the cross faculty teams' goals and outcomes reflects the application of action research using evidence-based strategies to improve student learning.
2. Implement high quality teaching practices that ensure the growth in learning of all students	<ul style="list-style-type: none"> Build the capacity of teachers to improve student literacy skills across all studies. Benchmark and evaluate literacy skills of students across the curriculum to inform the effectiveness of the program. Develop of clear set of principles to guide teachers in the use of formative assessment to inform teaching practice and to improve student learning. Develop a model for feedback that reduces the discrepancy between learning intentions and what students know, understand and are able to do. 	<ul style="list-style-type: none"> Schedule On Demand Testing, benchmarked and tracked for all students across years 7 – 9. Support teachers in the use of data and formative assessment to inform teaching practice and to improve student learning. Monitor the use of explicit literacy skills and the Writers Notebook. Use data and formative assessment to inform teaching practice and to improve student learning. Subject specific literacy skills will be incorporated into teaching practice, including the use of a Writers Notebook. 	AP Curriculum Heads of Faculty Director of Staff Development Teachers	End 2016	<ul style="list-style-type: none"> NAPLAN and VELs data improves. VCE outcomes data improves. Literacy skills are assessed, including On Demand Testing, benchmarked & tracked for all students across yr 7 – 9 and this data is stored on T:drive. Lesson observations by the Director of Teaching and HoFs, along with an audit of student work by the HoFs, will provide evidence that: <ul style="list-style-type: none"> teachers are using formative assessment and student feedback to inform teaching practices teachers are using data to inform the design of lessons to assess student progress all teachers are explicitly teaching literacy skills. The Head of English observes classroom practice to assess whether students are able to articulate what they need to do to improve their literacy skills. All year 7 students will use a Writers Notebook which will be monitored by the year 7 teachers.
3. Build the capacity of leaders to continually improve teaching and learning.	<ul style="list-style-type: none"> Build the capacity of leaders to support the work of faculty teams. Promote a high level of accountability within faculty teams. Evaluate the outcomes of the work of faculty teams. Develop a clear plan around the different types of student data and its use – a data management plan. Expand the use of the computer management system (Compass) to support student learning. 	<ul style="list-style-type: none"> Design meetings, curriculum and leadership, that focus on improving teaching practice using evidence-based strategies and the latest research. Identify and promote professional learning opportunities for leading teachers. Provide high level leadership of the Performance and Development Review process. Build the capacity of teachers to collaborate effectively in faculty teams. Heads of Faculty will prepare Faculty Action Plans that detail strategies to achieve the goals in the 2013-2016 School Strategic Plan 	Principal APs Director of Staff Development Leading Teachers	End 2016	<ul style="list-style-type: none"> Evidence of building the capacity of LTs will be demonstrated by the 2016 PD Report listing PD undertaken by LTs which specifically focuses on improving teaching and learning. The quality of Faculty Action Plans will demonstrate high level evidenced-based strategies, as assessed by the AP Curriculum and Principal. Heads of Faculty will be introduced to and share best practice in curriculum meetings as evidenced by meeting minutes and notes. The Performance and Development Review process will be implemented consistently and aligned with the School Strategic Plan as evidenced by teacher plans which are reviewed by the principal class. Heads of Faculty will monitor the work of faculty teams. Goals of the Faculty Action Plan will be monitored by the AP Curriculum and Principal.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals

From School Strategic Plan:

To improve student engagement with the learning culture.

To improve internal transitions for all students.

To ensure a guaranteed pathway for all students.

Targets

Engagement with learning

- Increase by 5% by 2016 select variables on the Student Attitudes to School Survey and Parent Opinion Survey

Engagement with transitions and pathways

- Maintain zero unknown exit destinations
- Increase to 100% student exit destinations to education, training or employment

12 month targets

Student Attitudes to School Survey Years 7 - 12 and Parent Opinion Survey

ATTS Variable/Score (5 point scale)	2012	2013	2014	2015	2016
Teacher effectiveness	3.52	3.60	3.61	3.55	3.70
Teacher empathy	3.52	3.62	3.63	3.59	3.70
Stimulating learning	3.01	3.11	3.10	3.09	3.16
Learning confidence	3.70	3.72	3.71	3.66	3.88
Peer connectedness	3.91	3.97	3.94	3.91	4.10
Parent Opinion Survey (7 point scale)					
Transitions	5.32	5.26	5.29	5.17	5.40

Unknown exit destinations

Year Level/Percentage	2012	2013	2014	2015	2016
Year 10 students	0	0	0	0	0
Year 11 students	2	0	0	0	0
Year 12 students	0	0	0	0	0

Exit destinations continuing in education/training/employment

Year Level/Percentage	2012	2013	2014	2015	2016
Year 10 students	100	100	100	100	100
Year 11 students	100	100	100	100	100
Year 12 students	98.4	99.6	99.6	99	100
Year 12 International Students	100	100	100	100	100

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
4. Develop a whole school approach to building students' capacity to be disciplined, reflective and resilient learners.	<ul style="list-style-type: none"> Promote the college values as a framework to guide behaviours both inside and outside the classroom. Develop a common language for the classroom that explicitly references the college values. 	<ul style="list-style-type: none"> Organise posters of Brentwood values. Reference Brentwood values regularly and reach agreement about their application to learning. Implement reflective practice strategies in all subjects. Implement feedback practice strategies in all subjects. 	AP Curriculum	Start 2016	<ul style="list-style-type: none"> The Brentwood values for learning and values for community will be published in every classroom.
			AP Curriculum Director of Teaching Heads of Faculty Teachers	End 2016	<ul style="list-style-type: none"> Identified variables on the Attitude to School Survey will improve. A common language referencing the values will form part of the lexicon of the college consistent with the values behaviours published in the Student Planner and Staff Planner. The Director of Teaching and HoFs will observe an increasing consistency in and prevalence of: <ul style="list-style-type: none"> teachers using the language of high expectations teachers differentiating lesson activities teachers using reflective practices and feedback strategies with students.
5. Implement a program to build student's capacity to transition with confidence from one year level to the next.	<ul style="list-style-type: none"> Develop an age and stage appropriate orientation program for each year level. Ensure all junior school students, especially year 9, have access to careers counselling with a view to focusing on their learning future. Ensure all senior school students have access to careers counselling and an appropriate senior school pathway such as VCE, VET or VCAL. 	<ul style="list-style-type: none"> Prepare an appropriate orientation program at each year level. Initiate a careers action plan with year 9 students. Ensure all senior school students complete a careers action plan. Conduct a MIPs parent counselling session. 	Heads of School Director of Student Pathways	End 2016	<ul style="list-style-type: none"> Identified variables on the Attitude to School Survey will improve. All students will participate in an orientation program in preparation for the next school year coordinated by the Heads of School in consultation with the Director of Student Pathways. All students in year 9 will begin a Careers Action Plan, incorporating specific goals for learning as evidenced on Compass. All senior school students will complete a Careers Action Plan as evidenced on Compass
6. Implement a junior school pathways program with a view to building students' capacity to be future focussed in their learning.	<ul style="list-style-type: none"> Ensure all junior school students, especially year 9, have access to pathways counselling with a view to focusing on their learning future. 	<ul style="list-style-type: none"> Initiate a careers action plan with year 9 students. Organise a year 9 careers pathways program. 	Director of Student Pathways	End 2016	<ul style="list-style-type: none"> Exit destination data will remain consistent. All students in year 9 will begin a Careers Action Plan as evidenced on Compass. All year 9 students will participate in a career pathways program in December coordinated by the Director of Student Pathways.
7. Enhance the senior school careers program with a view to building students' capacity to be future focussed in their learning.	<ul style="list-style-type: none"> Ensure all senior school students have access to careers counselling and an appropriate senior school pathway such as VCE, VET or VCAL. 	<ul style="list-style-type: none"> Ensure all senior school students complete a Careers Action Pan. 	Director of Student Pathways	End 2016	<ul style="list-style-type: none"> Exit destination data will remain consistent. All senior school students will complete a Careers Action Plan as evidenced on Compass. All year 10 students will attend a VCE and tertiary information expo at the end of semester one coordinated by the Director of Student Pathways.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING							
Goals	From School Strategic Plan: To improve student engagement with the learning culture.	Targets	Student Absence Rate <ul style="list-style-type: none">Decrease by 10% each year the average no. of days students are absent				
			Student and Parent Opinion <ul style="list-style-type: none">Increase by 5% by 2016 select variables on the Student Attitudes to School Survey and the Parent Opinion Survey				
		12 month targets	Student Absence Rate				
			Ave no. days absent/student & % attendance rate	2012	2013 (%)	2014	2015
Year 7	12.44		92	11.72	10.80	9	
Year 8	17.41		93	14.89	15.12	12	
Year 9	23.09		93	18.58	13.66	14	
Year 10	18.03		91	14.99	12.15	12	
Year 11	10.09		91	12.22	9.05	10	
Year 12	12.11		94	11.23	10.44	6	
Years 7 - 12 combined/Ave	15.5		92	14.13	12.06	11	
Student Attitudes to School Survey Years 7 - 12							
Variable/Score	2012	2013	2014	2015	2016		
Student morale (7 point scale)	4.75	4.83	4.69	4.60	4.98		
School connectedness (5 point scale)	3.52	3.62	3.55	3.57	3.70		
Student motivation (5 point scale)	4.19	4.29	4.33	4.27	4.40		
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		
8. Establish a role for student voice with regard to learning both inside and outside the classroom.	<ul style="list-style-type: none">Establish a role for student voice about learning within the classroom environment.Use regular targeted feedback from students at all levels to inform curriculum programs and teaching.Expand peer mentoring and teamwork within classrooms.Provide opportunities for student voice on college decision making committees.	<ul style="list-style-type: none">Teachers will implement deliberate strategies that provide students with choice and voice.Teachers will implement deliberate strategies that seek feedback from students about their learning.Teachers will implement teaching strategies that provide opportunities for cooperative learning and peer mentoring.Continue to promote and initiate opportunities for student leadership and participation.Continue SRC representation on School Council.Continue Principal's Junior and Senior Advisory Groups, and SRC Principal Advisor roles.	Heads of Faculty All teachers Principal Director of Student Leadership	End 2016	<ul style="list-style-type: none">Relevant Attitude to School Survey results will improve.The Director of Teaching and HoFs will observe, through peer observations, assessment audits and student classroom surveys, an increasing consistency in and prevalence of:<ul style="list-style-type: none">students being able to articulate learning intentionsstudents being able to articulate what they know, understand and are able to dostudents being able to clearly articulate what they need to do to improve.Student participation in leadership and involvement opportunities will increase as evidenced by the Director of Student Leadership's annual report.		
9. Strengthen strategies to support student wellbeing.	<ul style="list-style-type: none">Clarify staff understandings of adolescent development and wellbeing.Implement strategies to improve student attendance and wellbeing.	<ul style="list-style-type: none">Promote the Student Engagement Policy.Further enhance the Student Wellbeing Program.Conduct the Resilience Survey, analyse the results and develop a response.	APs/Heads of School Manager Student Wellbeing	End 2016	<ul style="list-style-type: none">Relevant Attitude to School Survey results will improve.Student attendance will improve as evidenced by absence dataSchool refusal will decrease as evidenced by absence data.Student wellbeing will improve as evidenced by the Attitude to School Survey.		

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals

New Goals:

To create a professional working environment that supports staff health and wellbeing.

To enhance staff professional learning, growth and expertise.

Targets

Staff Opinion Survey

- To increase by 5% all variables on the School Staff Safety and Wellbeing module.
- To increase by 5% all variables on the Professional Learning module.
- To increase by 5% all variables on the Teaching and Learning module.

12 month targets

School Staff Safety and Wellbeing

Variable / % Endorsement Whole School	2015	2016
Staff psychological safety	33.7	
Staff professional safety	38.4	
Staff social behaviour	59.6	
School support for staff physical safety	65.7	
Staff safety and wellbeing consultation and participation	49.6	
Build resilience and a resilient, supportive environment	45.2	

Professional Learning

Variable / % Endorsement Whole School	2015	2016
School level support	60.4	
Renewal of knowledge and skills	70.0	
Applicability of professional learning	66.1	
Collective participation	54.4	
Active participation	55.1	
Coherence	70.6	
Feedback	51.0	

Teaching and Learning

Variable / % Endorsement Teachers	2015	2016
Identifying similarities and differences	57.1	
Summarising and note taking	70.6	
Homework and practice	63.3	
Non-linguistic representation	58.8	
Cooperative learning	67.4	
Setting objectives and providing feedback	71.6	
Generating and testing hypotheses	45.9	
Cues, questions and advance organisers	71.3	

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
10. Design and implement strategies to enhance staff wellbeing.	<ul style="list-style-type: none"> Develop a Staff Wellbeing policy. Review DET OHS guidelines and processes within the BSC workplace. 	<ul style="list-style-type: none"> Establish a Staff Wellbeing Working party to develop a BSC policy including procedures and practices. Audit OHS procedures and practices. Ensure HSR accesses best practice training. 	Principal AP Resources Director of Staff Development HSR	End semester 1.	<ul style="list-style-type: none"> The Staff Opinion Survey School Staff Safety and Wellbeing module results will improve. The independent audit of OHS practices demonstrates best practice for government school workplaces.
11. Build the capacity of teachers to continually improve their teaching practice.	<ul style="list-style-type: none"> Build the capacity of teachers to improve student literacy skills across all studies. Provide continual opportunities for teachers to enhance their ICT teaching skills. Provide opportunities for continuous growth and development of teacher expertise. 	<ul style="list-style-type: none"> Strengthen the faculty team model of action research and improvement. Implement cross faculty team action research. Implement an improved approach to professional development. Improve feedback opportunities through the teacher review process and an improved model of lesson observation. 	Principal AP Curriculum Director of Teaching Director of Staff Development Heads of Faculty	Ongoing	<ul style="list-style-type: none"> Student outcomes (see Achievement Success Criteria) Relevant Attitude to School Survey results will improve. The Staff Opinion Survey Professional Learning module results will improve. The Staff Opinion Survey Teaching and Learning module results will improve.

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
	<div><div></div><div></div><div></div></div> Status	Evidence	<div><div></div><div></div><div></div></div> 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
	<div><div></div><div></div><div></div></div> Status	Evidence	<div><div></div><div></div><div></div></div> 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
	<div><div></div><div></div><div></div></div> Status	Evidence	<div><div></div><div></div><div></div></div> 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
	<div><div></div><div></div><div></div></div> Status	Evidence	<div><div></div><div></div><div></div></div> Status	Evidence	

