# 2016 Annual Implementation Plan: for Improving Student Outcomes

**School Number: 8010**

**Mansfield Secondary College**

**2016**

Based on Strategic Plan 2013-2016

## Endorsements

<table>
<thead>
<tr>
<th>Endorsement by</th>
<th>Signed</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principal</td>
<td></td>
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<tr>
<td>School Council</td>
<td></td>
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<tr>
<td>Senior Advisor</td>
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</tbody>
</table>

## 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):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
</tr>
<tr>
<td></td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
</tr>
</tbody>
</table>

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

| 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    | 
| Community engagement in learning              | Setting expectations and promoting inclusion     | 
|                                                | 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.

Overarching both the Strategic Plan and the Annual Implementation Plan is a school-wide desire to positively impact on student achievement data. The particular key improvement strategy being impacted on in 2016 is:

- ‘Implement a whole school approach to teaching and learning based on the accurate assessment of student ability and the delivery of a differentiated curriculum program that engages and challenges all students.’

In 2015, we have changed the curriculum structure from a vertical modular system from 8-12, to:

- Horizontal structure for 7&8, with English and Mathematics units respectively, blocked together to foster peer observation and team teaching, with a particular focus on the differentiation of curriculum
- ‘Core and elective’ structure for 9&10, with core units blocked together to foster peer observation and team teaching, with a particular focus on the differentiation of curriculum
- Vertical structure for 11&12

The reasons for the change are to:

- Enable the development of professional learning teams, improving the culture such that sharing professional practices occurs more readily
- Ensure appropriate pathways for students
- Provision for the differentiation of curriculum within (rather than between) units, in order to improve student outcomes at both end of the academic spectrum

In 2016 we will need to embed this change. The restructuring of the curriculum offering should enable better provision of student assessment and differentiated curriculum, but will need time and deliberate effort to embed as culture.

**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.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>KIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Planning and assessment</td>
<td>Implement a whole school approach to teaching and learning based on the accurate assessment of student ability and the delivery of a differentiated curriculum program that engages and challenges all students.</td>
</tr>
</tbody>
</table>

**Key Messages**

- **Teaching and Learning:** Strengthening the T&L agenda; a self-reflective culture where staff know their impact on student learning
- **Curriculum:** Developing and documenting the curriculum 7-10, as a result of the revised curriculum structure
- **Literacy and Numeracy:** Addressing NAPLAN results around literacy and numeracy
- **Strategy and Direction:** Developing the Strategic Plan 2017 - 2020
## ACHIEVEMENT

### Goals

To maximise the achievement of high quality learning outcomes for all students 7-12, with a strong focus on literacy and numeracy

### Targets

(Growth of learning of same cohort Year 7 to year 9 by NAPLAN - mean scaled scores)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Writing</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50</td>
<td>50</td>
<td>50</td>
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</tbody>
</table>

Proportion of year 9 students in top two bands by NAPLAN %

<table>
<thead>
<tr>
<th>Subject</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>25</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

Proportion of year 9 students in bottom two bands by NAPLAN %

<table>
<thead>
<tr>
<th>Subject</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>10</td>
<td>24</td>
<td>10</td>
</tr>
</tbody>
</table>

12 month targets

<table>
<thead>
<tr>
<th>NAPLAN Relative Growth, both 5-7 and 7-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Over the three year period 2014 to 2016, decreasing trend for low growth, increasing trend for high growth</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Over the three year period 2014 to 2016, decreasing trend for low growth, increasing trend for high growth</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>Over the three year period 2014 to 2016, decreasing trend for low growth, increasing trend for high growth</td>
</tr>
</tbody>
</table>

**for all of these the target is ‘below 25% for low growth and above 25% for high growth’, but this is not practical to achieve over a 12 month period**

### AusVELS teacher judgements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>35.0</td>
<td></td>
<td></td>
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</tbody>
</table>

### KIS

**Actions:** what the school will do

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>28.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>32.0</td>
<td></td>
<td></td>
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</tbody>
</table>

### HOW the school will do it (including financial and human resources)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Mean Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All study</td>
<td>30.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>28.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>33.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>32.0</td>
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<td></td>
</tr>
</tbody>
</table>

### WHO has responsibility

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Teaching and Learning</td>
<td>Mid-year</td>
<td></td>
<td></td>
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<tr>
<td>Mid-year</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>End of Semester 1</td>
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<td></td>
</tr>
</tbody>
</table>

### WHEN timeframe for completion

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Year for goals, end of year for review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of term 1</td>
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<tr>
<td>Data for individual students is accessible from SMT</td>
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<tr>
<td>Staff are able to identify high and low achievers and develop appropriate learning strategies</td>
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<tr>
<td>Adjusted curriculum outline</td>
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</tbody>
</table>

### SUCCESS CRITERIA:

Markers of success reflecting observable changes in practice, behaviour, and measures of progress

- An articulated and consistent approach to classroom practice
  - Teacher behaviours
  - Student feedback
  - Staff reflection through PDP process

- All staff express shared responsibility for student outcomes
| Addressing NAPLAN Literacy | • Conduct item analysis to identify common areas of difficulty for students  
• Cross reference to English scope and sequence  
• Adjust curriculum outline as required  
• Seek opportunities to spread the responsibility for instruction across the whole school  
Provision of financial support for enabling the development of a whole school literacy program, but the actual cost is not yet determined | Head of English | End of semester 1 | Adjusted curriculum outline  
All staff express shared responsibility for student outcomes |
## Engagement

### Goals

To enhance the engagement of all students (cognitively, behaviourally, emotionally and socially), with a particular focus on their connection to the school and staff.

<table>
<thead>
<tr>
<th>Targets (Directly from Strategic Plan)</th>
<th>Mean student absence rate</th>
<th>Student attitudes to School Survey – years 7-12</th>
<th>12 month targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher Empathy</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>in the years 2014 – 2016, a positive trend in the percentile trend analysis breakdown for each year level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learning Confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in the years 2014 – 2016, a positive trend in the percentile trend analysis breakdown for each year level</td>
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</tbody>
</table>

### Mean student absence rate

- **Year 7**: 15.9 (11.61 in 2014)
- **Year 9**: 21.4 (19.54 in 2014)
- **Year 10**: 20.3 (22.98 in 2014)
- **Year 7 – 10**: 17.5 (18.04 in 2014)

### Student attitudes to School Survey – years 7-12

- **Student Safety**: 4.65 (4.20 in 2014)
- **Teacher Empathy**: 3.90 (3.42 in 2014)
- **School Connectedness**: 4.00 (3.58 in 2014)
- **Learning Confidence**: 4.20 (3.79 in 2014)

### 12 month targets

- **Teacher Empathy**
- **Learning Confidence**

### KIS

<table>
<thead>
<tr>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
</table>
| Build the capacity of teachers to engage students in stimulating learning. | - All staff to include an element of data analysis in their 2016 P&D plan  
- School to look for opportunities for whole school professional development around data literacy  
Whole school data literacy PD will be costly, but look to share opportunities with cluster schools to minimise cost impact | Principal, with support of Leading Teachers | Mid Year for goals, end of year for review | All staff are able to articulate how their professional practice has changed as a result of their data analysis |
| Seek feedback from students on their classes – teaching strategies, feedback received from teachers, level of challenge | All staff to include an element of student feedback on their professional practice in their 2016 P&D plan | Principal, with support of Leading Teachers | Mid Year for goals, end of year for review | All staff are able to articulate how their professional practice has changed as a result of student feedback |
| Continue to develop engaging units of work and explore scope for developing student initiated inquiries | Scope and sequence across year 7-10, in line with the new curriculum structure  
- Develop the template  
- Plan for implementation  
- One unit for faculty, per year level, by end of year (minimum)  
Time working in professional learning teams will be needed and scheduled into the meeting structure | Head of Curriculum | End of Year | Completed scope and sequence  
- For one unit (eg a semester of Humanities) per faculty |
## Wellbeing

### Goals

To enhance the wellbeing of all students, cognitively, behaviourally, emotionally and socially, with a particular focus on their connection to the school and staff.

### Targets

#### Mean student absence rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Absence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>15.9 (11.61 in 2014)</td>
</tr>
<tr>
<td>Year 9</td>
<td>21.4 (19.54 in 2014)</td>
</tr>
<tr>
<td>Year 10</td>
<td>20.3 (22.98 in 2014)</td>
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<tr>
<td>Year 7 – 12</td>
<td>17.5 (18.04 in 2014)</td>
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#### Student attitudes to School Survey – years 7-12

- **Student Safety**: 4.65 (4.20 in 2014)
- **Teacher Empathy**: 3.90 (3.42 in 2014)
- **School Connectedness**: 4.00 (3.58 in 2014)
- **Learning Confidence**: 4.20 (3.79 in 2014)

#### 12 month targets

- **Student Safety**: in the years 2014 – 2016, a positive trend in the percentile trend analysis breakdown for each year level
- **School Connectedness**: in the years 2014 – 2016, a positive trend in the percentile trend analysis breakdown for each year level
- **School Attendance**: year 9 absence data to be below 25 days per year (28.22 days in 2015)

### KIS

<table>
<thead>
<tr>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct an annual evaluation of the student engagement and wellbeing policies and programs, invite community participation and make changes as necessary.</td>
<td>Use School Council and student focus groups to review the documentation</td>
<td>Assistant Principal, PBS leader</td>
<td>End of year</td>
<td>Reviewed documentation</td>
</tr>
<tr>
<td>Conduct regular student forums to explore student opinion and develop appropriate programs to address issues, including gender differences as required.</td>
<td>Use SRC as a focus group to explore the Student Attitudes to School survey data with the key questions of: what works well and what could be improved. Leading Teacher appointed to PBS role, with a focus around student wellbeing and engagement</td>
<td>PBS leader</td>
<td>First round of interviews prior to the end of term 1??</td>
<td>A PMI chart with respect to the Student Attitudes to Schools survey data with student reflections on how the school could improve</td>
</tr>
</tbody>
</table>
| The school continues to engage in and implement PBS to build student engagement, motivation and school connectedness. | - PBS to deliver a range of explicit lessons developing pro-social behaviours  
- PBS to provide framework for supporting staff with 6:1 agreement (Postcards, other acknowledgements…?)  
- Source the PBS survey from Nathalia SC via Karen McNamara at region  
Leading Teacher appointed to PBS role, with a focus around student wellbeing and engagement | PBS leader | Throughout the year | Look for evidence in the ‘student safety’ and ‘school connectedness’ indicators of the student attitudes to school survey  
Delivery of explicit lessons on pro-social behaviour |

### Addressing attendance

- **Promote 95% attendance as senior school (VCE and VCAL) requirement**
- **Employ ESS person for term 1 as an attendance officer, and re-evaluate both the need and the affordability at the end of term 1**  
Assistant Principal and the wellbeing team  
Attendance improvement through monitoring and parent collaboration
## PRODUCTIVITY

### Goals

**Use school resources (physical, financial and human) to deliver strategic goals**

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the Human resources of the school to support the delivery of the achievement, engagement and wellbeing goals</td>
<td>Get the right people in to the appropriate jobs. Look for the gaps in our collective skills and plan to acquire or retrain people to fill these gaps Refine the induction process for new staff and apply this to the new staff in 2016 Implement the P&amp;D process for 2016</td>
<td>Prioritise splitting year 8 into four groups using the equity funding Leverage student outcomes from the smaller groups, particularly for the PSD students Ensure that staff understand the implications of running a deficit year Track the performance of the students targeted with Equity Funding to see if their academic performance has improved</td>
<td>Principal</td>
<td>Term 1</td>
<td>Minimise deficit for the year, below $25,000 if possible</td>
</tr>
<tr>
<td>Use the Financial resources of the school to support the delivery of the achievement, engagement and wellbeing goals</td>
<td>SRP – Cash SRP – Credit Equity funding Use finances to support the learning of students</td>
<td></td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertake inclusive consultation and action to optimise benefit of a school review.</td>
<td>Distribute responsibility and voice in undertaking of school self-evaluation</td>
<td>Action plan outlining steps with delegated responsibilities</td>
<td>Principal</td>
<td>Term 2</td>
<td>All responsible delegates clear about action and confident about consultation. Action plan implemented effectively.</td>
</tr>
<tr>
<td>Gather feedback from stakeholders</td>
<td>Dedicated time at staff meetings. Student forums Parent feedback – phone poll and survey monkey School based survey</td>
<td></td>
<td>Leadership Team</td>
<td>Term 2</td>
<td>All stakeholders feel they have a voice in evaluation. Record of consultation sessions. Comprehensive feedback notes. Benchmark data for school based survey</td>
</tr>
<tr>
<td>Prepare and publish self-evaluation</td>
<td>Release time for leadership to compose , review and publish – 2 CRT days</td>
<td></td>
<td>Leadership Team</td>
<td>Term 2</td>
<td>Valid and constructive school self-evaluation document that demonstrates evidence based reflection.</td>
</tr>
<tr>
<td>Share self-evaluation with college council and seek feedback</td>
<td>College council meeting</td>
<td></td>
<td>Principal</td>
<td>Term 3</td>
<td>Feedback on quality and content of self-evaluation ensures best process before submission</td>
</tr>
<tr>
<td>Engage school community in review process</td>
<td>Release staff to participate in review discussions 4 CRT days ?? Engage students in review discussions Engage parents in review discussions</td>
<td></td>
<td>Principal</td>
<td>Term 3</td>
<td>School community engage positively in review process as active contributors to planning for school improvement.</td>
</tr>
<tr>
<td>Commit quality time to review days</td>
<td>Implement leadership support to allow leadership team to fully engage in process</td>
<td></td>
<td>Principal</td>
<td>Term 3</td>
<td>Leadership team confident about implementation of review process and their engagement in it. Leadership team demonstrate high levels of reflection and insight about school operation and improvement.</td>
</tr>
<tr>
<td>Share outcomes of review with community</td>
<td>Share and promote school improvement activities with the community via newsletter and with staff at dedicated meetings</td>
<td></td>
<td>Leadership team</td>
<td>Term 4</td>
<td>Community feel informed about review and are confident about school improvement</td>
</tr>
<tr>
<td>Include all stakeholders in consultation for new strategic plan</td>
<td></td>
<td></td>
<td></td>
<td>Term 4</td>
<td>Completed Strategic Plan</td>
</tr>
</tbody>
</table>
### Monitoring of Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions:</td>
<td>Status</td>
<td>Evidence</td>
<td>Status</td>
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<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
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<td>Evidence</td>
<td>Status</td>
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<table>
<thead>
<tr>
<th>WELLBEING</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions:</td>
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<td>Evidence</td>
<td>Status</td>
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<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
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<td>Evidence</td>
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