2016 Annual Implementation Plan: for Improving Student Outcomes

5365
WESTGROVE PRIMARY SCHOOL
2016

Based on Strategic Plan 2015-2018

Endorsements

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed: Name: Helen Fraser</th>
<th>Date: March 08, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endorsement by School Council</td>
<td>Signed: Name: Amber Vidler</td>
<td>Date: March 08, 2016</td>
</tr>
<tr>
<td>Endorsement by Senior Advisor</td>
<td>Signed: Name: Helen Hobley</td>
<td>Date: March 2016</td>
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</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><strong>Excellence in teaching and learning</strong></td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
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<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>
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<tr>
<td><strong>Professional leadership</strong></td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
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<tr>
<td><strong>Positive climate for learning</strong></td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
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<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><strong>Community engagement in learning</strong></td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
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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.

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<td></td>
<td>Building communities</td>
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</table>

### 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.

Following an evaluation of the 2015 school data, the progress against SSP targets and an ‘agreed place’ that we are currently at in relation to the 4 priorities, our next level of work is to ensure we:

- Build excellence in teaching, learning and assessment practices across the ‘whole’ school.
- Strengthen our whole school culture of collaboration.
- Master the use of learning interventions, student data and enhanced feedback to students and staff.
- Engage students in the development of positive and self-regulating behaviours.

### 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>
</table>
| Building practice excellence                   | - To build consistency and quality of teaching practice across the school to lower instances of in-school variation of student performance.  
  - Embed a culture of professional learning and collaboration.                |
| Curriculum Planning and Assessment.           | - Plan curriculum and assess the impact of learning programs adjusting them to suit individual student needs.  
  - Implement a dynamic reporting process.                                   |
| Positive climate for learning.                | - Engage students in the development of positive and self-regulating behaviours. |
## ACHIEVEMENT

### Goals
- To improve the learning growth in English and Mathematics for every student.

### Targets
- **School NAPLAN results** will indicate Relative Growth to be at the following levels:
  - Reading: 30% of students achieve high growth and 20% low growth.
  - Number: 35% of students achieve high growth and 15% low growth.
  - Writing: 25% of students achieve high growth and 25% low growth.

  **Year 3 School NAPLAN** results will indicate:
  - Reading: 50% or more students to be in bands 5 & 6.
  - Number: 50% or more students to be in bands 5 & 6.
  - Writing: 60% or more students to be in bands 5 & 6.

  **Teacher Judgements**, informed by triangulation of several data sources including on-line-on-demand testing and common assessment tasks will indicate all students deemed capable will demonstrate a learning growth of at least 1 AusVELS level per year in reading, writing and number and Algebra.

  Italics = changes made in 2016

### 12 month targets -2016
- **School NAPLAN results** will indicate Relative Growth to be at the following levels:
  - Reading: 23% of students achieve high growth and 22% low growth.
  - Number: 33% of students achieve high growth and 17% low growth.
  - Writing: 18% of students achieve high growth and 28% low growth.

  **Year 3 School NAPLAN** results will indicate:
  - Reading: 36% or more students to be in bands 5 & 6.
  - Number: 45% or more students to be in bands 5 & 6.
  - Writing: 53% or more students to be in bands 5 & 6.

  **Teacher Judgements:**
  - All students to demonstrate learning growth in reading, writing and number over the year.
  - Those students deemed capable to demonstrate one year’s growth in their learning in reading, writing and number as evidenced by the Curriculum.

## 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>
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| **To build consistency and quality of teaching practice across the school to lower instances of in-school variation of student performance.** | - Align Instructional Leaders to PLTs.  
- PLTs (Year Level Professional Learning Teams) implement Westgrove’s Instructional Model.  
- Implement a school-wide PLT coaching program.  
- Implement a school-wide multi-tiered system of support (MTSS).  | - Appoint an additional LT Instructional Leader for 2016 (additional x1 LT – Equity $s = $105,535). Total =6 LTs  
- Instructional Leaders to support the embedding of Westgrove’s Instructional Model in teacher practice.  
- Instructional Leaders to coach members of their PLT.  
- Instructional Leaders to mentor/coach Middle Managers and Graduate teachers.  
- Instructional Leaders provide whole school professional learning in their area of expertise.  
- Resource Westgrove’s RTI model. | Principal.  
Instructional Leaders.  
Instructional Leaders.  
Instructional Leaders.  
Leadership Team.  
PCO Team. | In place for 2016 school year.  
Throughout 2016.  
Throughout 2016.  
Throughout 2016.  
In place for 2016 school year and revised following confirmed budget. | - Westgrove’s Instructional Model embedded in classroom practice, evidenced by inclusion in planning documents, classroom observations, coaching program and improved student outcomes.  
- Consistent RTI model - Tier 1, 2 & 3, embedded in each PLT which results in 1 year’s growth in their learning in Reading/Number and Algebra.  
- Increased percentage of students making 1.0 growth in English & Mathematics learning as evidenced by the curriculum. (December 2015-2016). |

| **Embed a culture of professional learning and collaboration.** | - Participation in the ‘Network Instructional Leaders Professional Learning Program’ for Leading Teachers and Middle Managers (or something similar)  
- Form PLTs (Year levels), IFTs; English, Mathematics, Student Wellbeing, eLearning, Assess & | - Fund and release LTs ($2) and Middle Managers ($7) Equity $s = $100,000  
- Timetable, Meeting Schedule and Classroom Observation arrangements in place to support PLT planning, Professional Learning, IFT & SIL work and Classroom Observations. | Principal.  
Leadership Team.  
| Throughout 2016.  
In place for 2016 school year and then termly. | - School wide pedagogy practice/ instructional model embedded in evidence based P&D processes.  
- Classroom observations seen as a powerful form of professional learning leading to changes in teaching behaviours as evidenced based in P&D processes. |
| Plan curriculum and assess the impact of learning programs adjusting them to suit individual student needs. | • Review and amend whole school curriculum planner in line with Victorian Curriculum and Reporting Requirements.  
• Revise Yearly English and Mathematics Planners to support the implementation of the Victorian Curriculum.  
• Develop a consistent framework to guide planning process.  
• Revise the current Whole School Assessment schedule to include Common Assessment Tasks (CATs).  
• Continue the development of Essential Learnings in reading and number  
• Begin the development of Proficiency Scales aligned to Essential Learnings and SMART goals. | Instructional Leaders will review planning documents, cross reference all curriculum documentation to produce final copies of the Westgrove Curriculum Program.  
• Instructional Leaders will support PLT members to implement a Guaranteed and Viable Curriculum directed at student needs using the Victorian Curriculum.  
• Instructional Leaders will develop a consistent framework to guide planning based on data to drive differentiation of curriculum to cater for individual students needs including RTI - Tier 1, 2 & 3.  
• English and Mathematics IFTs will continue 2015 work to produce revised copies of Essential Learnings  
• PLTs develop Proficiency Scales to support the achievement of their SMART goals. | Instructional Leaders.  
Instructional Leaders.  
Instructional Leaders.  
Instructional Leaders.  
Team Leaders. | In place for 2016 school year.  
Throughout 2016.  
Draft in place for 2016 school year.  
Reviewed for Term 2.  
Throughout 2016. | • Victorian Curriculum is embedded in curriculum, planning and assessment documents.  
• Reporting Schedule is reflective of Victorian Curriculum Reporting Requirements.  
• Differentiation of curriculum evidenced in work programs and RTI and classroom practice and evidenced in P&D discussions.  
• Planning Framework in use across all PLTs.  
• 2016 Whole School Assessment schedule includes CATs.  
• Essential Learnings updated.  
• Proficiency Scales developed in PLT SMART goal focus and evidenced in professional conversations about best practice teaching and in P&D discussions. |
| Implement a dynamic reporting process. | • Make available to all staff understanding of Dynamic Reporting using Compass.  
• Develop Common Assessment Tasks (CATs) linked to learning essentials.  
• Activate Parent/Carer portal of Compass.  
• Professional Learning on Dynamic Reporting within meeting schedule.  
• Asse & Reporting IFT to investigate best practice for CATs. (theory/research)  
• PLTs develop timelines and format of CATs.  
• Articles, face to face sessions made available to parents/carers through school Newsfeed and information sessions. | Professional Learning on Dynamic Reporting within meeting schedule.  
• Asse & Reporting IFT to investigate best practice for CATs. (theory/research)  
• PLTs develop timelines and format of CATs.  
• Articles, face to face sessions made available to parents/carers through school Newsfeed and information sessions. | Leadership Team.  
Assess & Reporting Leader.  
Team Leaders.  
Leadership Team. | Semester 1.  
Term 1.  
Throughout 2016. | • All staff have participated in the Professional Learning on Dynamic Reporting.  
• Staff have contributed to the developments of CATs in PLTs.  
• Feedback from parents/carers and access on the usage of the portal. |
**Engagement**

**Goals**

To improve student engagement in learning.

**Targets**

**Student Attitude to School Survey** will indicate improved outcomes in the Teaching and Learning variables; Learning Confidence, School Connectedness, Stimulating Learning, Student Motivation, Teacher Effectiveness and Teacher Empathy. Improvement will be evidenced by an average score of 4.7 or higher.

**Parent Survey** will indicate improved outcomes in the Stimulating Learning, Learning Focus and School Connectedness variables. Improvement will be evidenced by an average score of 5.78 or higher.

*2015 Transition results reported in Percentiles not Mean Factor Scores – 2015 Percentile 21.9
2015 results reported in Percentiles not Mean Factor Scores in Student Engagement (connectedness to peers, student motivation, social skills and school connectedness) – 2015 Percentiles 11.5, 14.7, 7.2, 12.5

**School Staff Survey** will indicate high levels of Teacher Engagement (collective participation 2018 - 85% endorsement) (no data for 2015) identified the need to change to School Climate in 2016.

**12 month targets**

**Attitude to Schools Survey** - improve the average of the Teaching and Learning variables to 4.6.

**Parent Opinion Survey** – increase variables of:
1. Transition from 21.9 in 2015 to at least the 50th Percentile or greater in 2016.
2. Student Engagement (Connectedness to Peers, Student Motivation, Social Skills and School Connectedness) all sub-variables in the Student Engagement Variable to at least the 50th percentile or greater in 2016.

**School Staff Survey** - School Climate overall mean score in Prin/Teacher from 67.92 in 2015 to be at or greater than the All Primary Schools Prin/Teacher score.

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**KIS**

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</table>
| **Engage students in digitally rich learning.** | • Extend BYOD program to include Year levels 3 to 6.  
• Build digitally learning in Year levels 3 to 6. | • Employ a Leading Teacher: Student Outcomes Improvement - Instructional and Digitally Rich Learning Leader.  
• Instructional and Digitally Rich Learning Leader coaches PLT members to include digitally rich learning in their teaching practice.  
• Instructional and Digitally Rich Learning Leader provides school-wide professional learning in their area of expertise. | Principal.  
Instructional and Digitally Rich Learning Leader.  
Instructional and Digitally Rich Learning Leader. | In place for 2016 school year.  
Throughout 2016.  
Throughout 2016. | • Leading Teacher: Student Outcomes Improvement – Instructional Digitally Rich Learning Leader selected.  
• Positive feedback from PLT members evidenced by improvement survey.  
• Improved student learning outcomes in identifiable variables in Surveys; Student, Staff and Parent/Carers. |
## WELLBEING

### Goals

- **Build the connectedness across the school between students, staff, families and the community.**

### Targets

- **Student Attitude to School Survey** will indicate improved outcomes in Student Relationships variables of classroom behaviour, Connectedness to Peers and Student Safety. Improvement will be evidenced by an average score of 4.0 or higher.

- **Staff Survey** to indicate an increase in the Connectedness of Families, Staff and Students in the variables of School Climate:
  1. Trust in Students and Parents to 75% in 2018.
  2. Parent and Community Involvement to 80% in 2018.

- **Absences** will be reduced to an average of 15 days or below per student F-6.

### 12 month targets

- **Student Attitude to School Survey** - improve average of the Student Relationships variables to be 3.88 or better in 2016.

- **School Staff Survey** to indicate an increase in the Connectedness of Families, Staff and Students in the variables of School Climate
  1. Trust in Students and Parents overall mean score in Prin/Teacher from 62.15 in 2015 to be at or greater than the All Primary Schools Prin/Teacher score.
  2. Parent and Community Involvement overall mean score in Prin/Teacher from 68.44 in 2015 to be at or greater than the All Primary Schools Prin/Teacher score.

- **Average days absence** reduced to below 18.

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</table>
| Engage students in the development of positive and self-regulating behaviours. | • Build staff understanding of positive classroom behaviour and engagement practices.  
  • Ensure students have the tools, skills and modelling to enable them to develop positive and self-regulating behaviours. | • IFT Student Wellbeing conduct an audit of teacher’s behaviour management skills and their confidence in managing challenging classroom behaviour and then schedule targeted professional learning.  
  • IFT Student Wellbeing will review PBS program to include additional focussed social skills programs. | IFT Student Wellbeing Leader.  
  IFT Student Wellbeing Leader. | End of February.  
  Schedule in place from March.  
  End of Term 1. | • Improved outcome in identified Surveys; Student, Staff and Parents / Carers.
  • Implementation of Teacher judgement against Victorian Curriculum, Personal and Social capability to establish benchmark data.
  • Implementation of additional social skills programs.
  • Decrease in recorded behaviour incidents on Compass in Chronicle functionality. |

| Improve student attendance. | • Monitor and respond to student attendance in a timely manner. | • Implement fully the Absence functionality of Compass.  
  • IFT Student Wellbeing rewards 'House Team' monthly for highest attendance.  
  • IFT Student Wellbeing rewards 100% termly attendance students. | Asses & Reporting Leader.  
  IFT Student Wellbeing Leader. | In place for Term 2.  
  Monthly.  
  Termly. | • Fully operational Absence functionality on Compass.
  • 2016 data analysis shows improvement.
  • Individual (chronic) students show improvement in attendance. |
## Annual Implementation Plan: for Improving Student Outcomes

### PRODUCTIVITY

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
</tr>
</thead>
</table>
| Maximise the school resources to ensure the achievement of the strategic plan priorities. | **Staff Survey** to indicate an increase in the Professional Learning module: Maintain the applicability of PL at 92% or better in 2018. Maintain active participation at 80% in 2018. 
(no data for 2015) Identified the need to change the Module Component to Guaranteed and Viable Curriculum in 2016. 
**Parent Survey** will indicate a school mean score to be 5.8 or higher on the School Improvement variable. 2015 results reported in Percentiles not Mean Factor Scores – 2015 Percentile 25.7 |

### 12 month targets

| Parent Opinion Survey | School Staff Survey to indicate an increase in the Guaranteed and Viable Curriculum component from 71.84 in 2015 to be at or greater than the All Primary Schools Prin/Teacher score. |

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<tr>
<td>Develop school-wide practices to effective teaching and learning to realise student outcomes improvement.</td>
<td>• Maximise the school’s Financial and Human resources. • Manage fiscal resources to directly support learning and teaching. • Optimise operational resources of the school to directly support the teachers and leaders. • Essential Learning payments aligned with curriculum. • Budget accountability aligned to AIP. • Update technology resources aligned to Westgrove’s ICT Progression Implementation and Support Plan.</td>
<td>Principal. Principal. Principal. Principal. ICT Leader.</td>
<td>In place for 2016 school year with ongoing evaluation throughout the year. As per timeline in Plan.</td>
<td>Successful SRP management to optimise staffing, class sizes, specialist program and equity provision. Improvement in student learning outcomes evidenced in NAPLAN results and Teacher Judgements. Compliance of School ICT Progression Implementation and Support Plan.</td>
</tr>
</tbody>
</table>
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>Actions</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>Align Instructional Leaders to PLTs.</td>
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<td>PLTs (Year Level Professional Learning Teams) implement Westgrove's Instructional Model.</td>
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<td>Implement a school-wide PLT coaching program.</td>
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<td>Implement a school-wide multi-tiered system of support (MTSS).</td>
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<td>Participation in the 'Network Instructional Leaders Professional Learning Program' for Leading Teachers and Middle Managers (or something similar)</td>
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<td>Form PLTs (Year levels), IFTs; English, Mathematics, Student Wellbeing, eLearning, Assess &amp; Reporting and Integrated (representation of Year levels) &amp; SIL and</td>
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<td>Leadership Team (Instructional Leaders &amp; PCOs).</td>
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<tr>
<td>Support teachers to undertake classroom observations and provide critical feedback to each other to inform improvements in teacher practice in line with Westgrove’s Instructional Model or agreed teaching approaches.</td>
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<tr>
<td>Provide targeted whole school professional learning program to support quality of teaching practice.</td>
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<td>Implement a P&amp;D process that changes the behaviour of teaching to impact student learning.</td>
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<tr>
<td>Review and amend whole school curriculum planner in line with Victorian Curriculum and Reporting Requirements.</td>
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<td>Revise Yearly English and Mathematics Planners to support the implementation of the Victorian Curriculum.</td>
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<td>Develop a consistent framework to guide planning process.</td>
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<td>Revise the current Whole School Assessment schedule to include Common Assessment Tasks (CATs).</td>
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<td>Continue the development of Essential Learnings in reading and number</td>
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<td>Develop Common Assessment Tasks (CATs) linked to learning essentials.</td>
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<td>Activate Parent/Carer portal of Compass.</td>
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**ENGAGEMENT**

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<thead>
<tr>
<th>Actions</th>
<th>Status</th>
<th>Evidence</th>
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<th>Evidence</th>
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<td>Extend BYOD program to include Year levels 3 to 6.</td>
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<td>Build staff understanding of positive classroom behaviour and engagement practices.</td>
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<td>Ensure students have the tools, skills and modelling to enable them to develop positive and self-regulating behaviours.</td>
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**PRODUCTIVITY**

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<td>Monitor and respond to student attendance in a timely manner.</td>
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