

2016 Annual Implementation Plan: for Improving Student Outcomes

[School Number 2367]

[Epsom Primary School]
[2016]

Based on Strategic Plan [2015-2018]

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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.

In 2014 Epsom Primary School was involved in a priority review, as a result of this there were several areas that needed addressing. During 2014/15 the school implemented School Wide Positive Behaviours and Star Values. This has significantly curbed the number of level 2 and 3 behaviours. When reviewing the recommendations from the review alongside the strategic plan, it was evident that our next area of focus needed to primarily focus on Building teacher capacity and curriculum planning/ assessment. When John Sloan came in as a consultant to review the implementation of the school values and SWPB, his sentiments also on building teacher capacity.

The Leadership team reviewed the Relative growth of 2015 in the NAPLAN to analyse effectiveness and to set achievable goals for 2016. These targets are to be seen as stepping-stones towards our long-term goals. We saw a major focus on reducing low growth, to move it towards medium growth. It is important to note that strategies that are implemented in 2016 may have some short term effect, however, growth is likely to be more evident in data from 2017 and possible internal data such as on demand.

NAPLAN Relative Growth% students high and low growth				
	Low		High	
Mode	2015	2016	2015	2016
Reading	57.14	30	9.52	20
Spelling	23.81	20	4.76	20
G and P	38.10	30	14.29	20
Numeracy	38.10	30	23.81	25
Writing	14.29	10	23.81	25

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
Building practice Excellence	<ul style="list-style-type: none"> Build capacity of all teachers in the use of data to plan and deliver a differentiated curriculum catering for individuals point of learning Build a strong school culture by raising the expectations of behaviours and learning outcomes throughout the whole school community Embed the School Wide Positive Behaviour (SWPB) plans across the whole school. Build a whole school structure that provides effective communication and embraces feedback from the community.

Curriculum Planning and Assessment	<ul style="list-style-type: none">• For Literacy and Numeracy develop and document a scope and sequence chart F-6, a whole school instructional model and term planners• Build engagement through learning through inquiry across the curriculum
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Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																													
Goals	To improve student learning outcomes in Literacy and Numeracy	Targets	40% or more students (deemed capable) to be above expected level in Reading as measured by Fountas & Pinnell assessments.	95% or more students (deemed capable) to be at or above expected level in Reading as measured Fountas & Pinnell assessments.																																									
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">Fountas and Pinnell</th> <th style="background-color: #d9e1f2;">2014</th> <th style="background-color: #d9e1f2;">2015</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>25%</td> <td>27%</td> </tr> <tr> <td>One</td> <td>35%</td> <td>32.26%</td> </tr> <tr> <td>Two</td> <td>25%</td> <td>46.67%</td> </tr> </tbody> </table>	Fountas and Pinnell	2014	2015	Prep	25%	27%	One	35%	32.26%	Two	25%	46.67%	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">Fountas and Pinnell</th> <th style="background-color: #d9e1f2;">2014</th> <th style="background-color: #d9e1f2;">2015</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>63%</td> <td>95%</td> </tr> <tr> <td>One</td> <td>55%</td> <td>93%</td> </tr> <tr> <td>Two</td> <td>53%</td> <td>84%</td> </tr> </tbody> </table>		Fountas and Pinnell	2014	2015	Prep	63%	95%	One	55%	93%	Two	53%	84%																
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		All students (deemed capable) progress at expected growth of AUSVELs score 1.0 over an academic year. NAPLAN - Increase the % of students experiencing high relative growth in Reading and Numeracy from 6% in 2014 to 30% in 2018, Decrease the % of students experiencing low relative growth in Reading and Numeracy from ~35% to 10%																																											
	12 month targets	Increase the % of students experiencing high relative growth in Reading and Numeracy to 20% & 25% 2016 Decrease the % of students experiencing low relative growth in Reading and Numeracy to 30%	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5" style="background-color: #d9e1f2;">NAPLAN Relative Growth% students high and low growth</th> </tr> <tr> <th style="background-color: #d9e1f2;"></th> <th colspan="2" style="background-color: #d9e1f2;">Low</th> <th colspan="2" style="background-color: #d9e1f2;">High</th> </tr> <tr> <th style="background-color: #d9e1f2;">Mode</th> <th style="background-color: #d9e1f2;">2015</th> <th style="background-color: #d9e1f2;">2016</th> <th style="background-color: #d9e1f2;">2015</th> <th style="background-color: #d9e1f2;">2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57.14</td> <td>30</td> <td>9.52</td> <td>20</td> </tr> <tr> <td>Spelling</td> <td>23.81</td> <td>20</td> <td>4.76</td> <td>20</td> </tr> <tr> <td>G and P</td> <td>38.10</td> <td>30</td> <td>14.29</td> <td>20</td> </tr> <tr> <td>Numeracy</td> <td>38.10</td> <td>30</td> <td>23.81</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>14.29</td> <td>10</td> <td>23.81</td> <td>25</td> </tr> </tbody> </table>			NAPLAN Relative Growth% students high and low growth						Low		High		Mode	2015	2016	2015	2016	Reading	57.14	30	9.52	20	Spelling	23.81	20	4.76	20	G and P	38.10	30	14.29	20	Numeracy	38.10	30	23.81	25	Writing	14.29	10	23.81	25
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Build capacity of all teachers in the use of data to plan and deliver a differentiated curriculum catering for individuals point of learning	To develop a whole school Numeracy approach focussing on differentiation and use of data.	Employ a .5 Maths Science specialist <ul style="list-style-type: none"> facilitate moderation of common assessment task against number use evidence-based school improvement strategies and teacher professional practice activities document Mathematics curriculum including term planners develop shared pedagogical approach through work with Kate and Jake develop protocols around classroom observations and trialled in T3 or 4. Reflect on the instructional model and ensure teaching in classrooms reflect this. Ensure all staff have access to collated numeracy data. 	Maths specialist – Kate and Jake Leadership team (Jake and Tilby)	By the end of 2016	<ul style="list-style-type: none"> all staff will have a performance and development plan goal based around differentiation in Mathematics. Documented maths curriculum evident – Term planner Professional developed aligned with Mathematics priority. All staff are engaged in Lesson studies Teaching / planning reflects identified numeracy data needs By the end of 4th term all year levels will have at least one term planner aligned with the Victorian curriculum. 																																								
	Provide PD and Protocols for implementation of lesson studies (peer obs)	<ul style="list-style-type: none"> Research best method of peer observations Provide Professional Learning for all staff around Lesson studies 	Leadership (Jake and Tilby) & Staff	By the end of 2016	Lesson studies are trialled in second semester																																								
For Literacy and Numeracy develop and document a scope and sequence chart F-6, a whole school instructional model and term planners	Develop Scope and Sequence charts Ensure Literacy and Numeracy have common planners	<ul style="list-style-type: none"> facilitate moderation of common assessment task use evidence-based school improvement strategies and teacher professional practice activities document curriculum employ Kaye Parker to facilitate Literacy Look into Michael Ymen term planners 	Leadership (Jake and Tilby)	By the end of 2016	Scope and Sequence evident All staff and referring to and utilising scope and sequence																																								
	Review and implement the instructional model	<ul style="list-style-type: none"> ensure all new staff are aware of the instructional model by providing PD run a PD early term 1 to revise expectations, including observational walks Review the instructional model 	Leadership (Jake and Tilby)	Term 1 Term 3	Instructional Model is hanging in a prominent position in the school Teacher planning reflecting the instructional model Staff meeting notes re reflecting and reviewing the instructional model																																								
	Utilise term templates to develop planners for each term, with a particular focus on Literacy planners.	<ul style="list-style-type: none"> Look at models and determine the best planner (non-negotiables) Present new planners to staff Trial new planners Edit and make adjustments to the planner 	Leadership (Jake and Tilby)	Examples Implemented by end of the year.	Term planners are created All staff will be utilising these and they are stored on a central point such as google drive																																								

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Goals	To improve student engagement and connectedness with their learning and the school community.	Targets	Improve Student Attitudes to School survey data for the following measures: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.23</td> <td>4.50</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.14</td> <td>4.40</td> </tr> <tr> <td>Student Motivation</td> <td>4.71</td> <td>4.90</td> </tr> <tr> <td>Classroom Behaviour</td> <td>2.47</td> <td>2.70</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.28</td> <td>4.40</td> </tr> </tbody> </table>		2014	2018	School Connectedness	4.23	4.50	Stimulating Learning	4.14	4.40	Student Motivation	4.71	4.90	Classroom Behaviour	2.47	2.70	Connectedness to Peers	4.28	4.40	Improve Parent Opinion survey data for the following measures: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Connectedness to Peers</td> <td>5.45</td> <td>6.00</td> </tr> <tr> <td>Student Motivation</td> <td>5.33</td> <td>5.90</td> </tr> <tr> <td>Social Skills</td> <td>5.47</td> <td>6.00</td> </tr> <tr> <td>School Connectedness</td> <td>5.51</td> <td>6.10</td> </tr> </tbody> </table>				2014	2018	Connectedness to Peers	5.45	6.00	Student Motivation	5.33	5.90	Social Skills	5.47	6.00	School Connectedness	5.51	6.10										
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Build engagement through learning through inquiry across the curriculum	Refine and reflect on the through lines for inquiry learning	<ul style="list-style-type: none"> Provide documentation on the Inquiry model that we utilise Run a discussion on how the throughlines are going audit the Victorian Curriculum and link the Inquiry to it. Upload Inquiry units onto google drive to be able share planning. 	Engagement Leader (Kate) All staff	Term 1 Rest end of year	Scope and sequence evident for inquiry and in a central location Links made to the Victorian curriculum Staff planning reflects the throughlines an uploaded onto google drive Student Attitude to School data improve from 2015 data																																												
	Focus on the Instructional Model in relation to the Factors that will influence the Learning Process.	<ul style="list-style-type: none"> Provide PD to new staff about what the factors each mean Where possible create a supplementary document that explains factors further to make it explicit. 	Engagement Leader (Kate)	Term 1 End of 2016	Teachers are all aware of the factors such as the 6 C's Planning reflects the 6 C's and the influences on the learning process																																												
Build a strong school culture by raising the expectations of behaviours and learning outcomes throughout the whole school community	Embed the school's STAR values into everyday whole school practice.	<ul style="list-style-type: none"> Explicit leading of positive behaviours Work with leader of Wellbeing in relation to inducting new staff and parents into the values. Review with John Sloan Term 3 	Engagement Leader (Kate) and Wellbeing Leader (Lea)	Ongoing Term 3	The values are referred to by staff and students The values are recognised at weekly assemblies through awards Review report back from John Sloan end of term 3 Achievement of target in SAS POS																																												
	Build strong knowledge of goal setting with students. Build capacity of teacher's to set goals in relation to ILP's and SSG's	<ul style="list-style-type: none"> Work with the Department to provide PD on SMART goal setting for ILP's Create an expectations policy around goals, what they need to be set for and a minimum. 	Engagement Leader (Kate) and Wellbeing Leader (Lea)	Semester 1 End of 2016	PD arranged with DEECD around SMART goals with Denise Connor (student wellbeing at DEECD) ILP's reflect the PD's sentiments ILP's in a central location – such as Sentral and the server																																												
Provide opportunities for critical transitions throughout the primary school and beyond into secondary school	Review the effectiveness of current transition processes across the school in all transition areas with a view to implement identified changes to the process.	<ul style="list-style-type: none"> Update transition policy Document transition program across the school. Implement changes either 2016/17 	Engagement Leader (Kate) and Prep Teacher (Tilby)	End of the year 2016	Transition program reviewed and approved by school council Documented Transition processes are approved and in a central location																																												
	Continue to implement and embed interviews into the Kinder / Prep transition process	<ul style="list-style-type: none"> Contact all prospective Prep / parents and conduct an interview with them 	Prep teacher (Tilby) and Principal (Lyn)	Term 4 2016	Time scheduled for interview Evidence from interviews collected																																												

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WELLBEING																			
Goals	Provide a safe and supportive learning environment for all members of the school community.	Targets	<ul style="list-style-type: none"> Reduce RISC incident reports by 50% from 2013 data. (2014 benchmark data not available) Improve % endorsement for Shielding and Buffering in the Staff Climate Survey from 26% in 2014 to equal the 2014 state mean of 64% in 2018 Improve Attitudes to School Survey data for the following measures: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student Safety</td> <td>4.16</td> <td>4.70</td> </tr> <tr> <td>Student Distress</td> <td>5.75</td> <td>6.00</td> </tr> <tr> <td>Student Morale</td> <td>5.77</td> <td>6.00</td> </tr> </tbody> </table>				2014	2018	Student Safety	4.16	4.70	Student Distress	5.75	6.00	Student Morale	5.77	6.00		
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Develop meaningful and positive home/school partnerships through the implementation of a Chaplaincy Program, the Healthy Schools Achievement Program and the promotion of Student safety.	Wellbeing team and Chaplain work collaboratively to identify students and families in need of the program and provide appropriate support. Review the chaplaincy program with the view of continuing it for another 2 years	-provide appropriate set time for the leader to meet with the chaplain -have a list of students that will be reviewed by the wellbeing leader and by Principal -support from the chaplaincy provider to the chaplain in relation to PD and programs available. -where appropriate a feedback system for parents of students involved in programs. -wellbeing team to attend relevant PD.	Wellbeing leader- Lea Chaplain – Vicki Centercare – chaplaincy provider.	Whole year but review in Term 3	Documentation of student attending program Well being data improves														
	Review benchmark from Healthy Priority Areas and work towards embedding 2 areas of Healthy eating and Bullying.	-continue lunch meetings with students -involvement with Bully stoppers -team to review what has been done and where to next -sending in appropriate documentation to be accredited. -Review SWPB to ensure a bullying component and ICT agreement is included and the policy is updated and ratified.	Wellbeing leader- Lea (oversee) Michelle (healthy schools committee) School council to ratify policy Jenny	Completed by the end of term 4	Improved well being data Accreditation achieved in two areas SWPB reviewed to ensure a bully component is included														
Develop meaningful and positive home/school partnerships through the implementation of a Chaplaincy Program, the Healthy Schools Achievement Program and the promotion of Student safety.	Collect data/ incident reports for level 2 & 3 incidents and enter onto Sentral and develop Behaviour Support Plans for individual students identified by Level 2 and 3 incidents and relevant funded students	-support staff in the use of Sentral for recording incident reports -wellbeing team to attend relevant PD. -PD staff and refer staff back to the SWPB	Wellbeing leader- Lea (oversee) All staff	Commence Term 1 and then ongoing	Incident reports are consistently used and recorded on a given location Appropriate follow ups are done and recorded														
	Review the Self assessment tool targeting areas to become more proficient at	The school will utilise the department document to review where they are at and what we can improve. This will be reported back to Leadership.	Wellbeing Leader (Lea), Lyn and Tilby	Every year, end of year	That we have evidence to show that we have moved from below expected to expected or expected to exceeds expected.														
Embed the School Wide Positive Behaviour (SWPB) plans across the whole school	Induct new staff, students and families into the SWPB practices and revision for existing new students	-providing an induction for SWPB to new staff (a PD session for them) -Send home the SWPB booklets to all new families	Wellbeing leader- Lea (oversee)	Term 1	The SWPB is sent out to new families There are copies to be sent home to new families throughout the year New staff refer to the SWPB														
	Continue to build staff awareness and consistency in the implementation of SWPB	-Providing PD to discuss and clarify components of the SWPB (big focus second semester to ensure it doesn't slide) - Review with John Sloan and where to next.	Wellbeing leader- Lea (oversee) John Sloan	Ongoing Review in Term 3	Review reflects changes in the school Culture in school demonstrates more consistency														

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY																																									
Goals	To improve communication within the school and broader community. To Increase the capacity of the school to function strategically, with a focus on school improvement.	Targets	Improve % endorsement in the Staff Climate survey to the 2014 state mean for the following measures: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Parent and Community Involvement</td> <td>43%</td> <td>79%</td> </tr> <tr> <td>Collective Responsibility</td> <td>49%</td> <td>89%</td> </tr> <tr> <td>Staff Trust</td> <td>40%</td> <td>72%</td> </tr> </tbody> </table>		2014	2018	Parent and Community Involvement	43%	79%	Collective Responsibility	49%	89%	Staff Trust	40%	72%	Improve Parent Opinion survey data for the following measures: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Approachability</td> <td>5.70</td> <td>6.00</td> </tr> <tr> <td>Reporting</td> <td>5.25</td> <td>5.60</td> </tr> <tr> <td>General Satisfaction</td> <td>5.89</td> <td>6.10</td> </tr> <tr> <td>Parent Input</td> <td>5.41</td> <td>5.75</td> </tr> </tbody> </table>			2014	2018	Approachability	5.70	6.00	Reporting	5.25	5.60	General Satisfaction	5.89	6.10	Parent Input	5.41	5.75									
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KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress																																				
Build a whole school structure that provides effective communication and embraces feedback from the community.	Begin the implementation of the Student Management System and link to the Insight Assessment Profile	-commit to Sentral (or a program of the like) -PD to relevant lead users -PD to all staff - use attendance, well being and reports modules -provide PD to parents on how it will work	Productivity Leader – Jenny (oversee) Lead users All staff	Attendance to be on new system term 1 Reporting Term 2 PD teachers T1 & T2 PD parents Term 2	-the new program is up and running and all stakeholders are utilising and accessing it -feedback from staff and parents about the new system - attendance is recorded both am and pm daily - wellbeing is recorded as needed																																				
	Review and develop communication across the school	<p>New Staff -create a staff handbook -provide an induction program to new staff</p> <p>Home / School link -review and implement new SMS -implement 3 way conferences -review newsletter -review the app -website</p> <p>In school communication -calendar (ensure important dates are in one spot, including ILP's reporting, meetings, etc) -Utilising Sentral as a form of communication -create a flowchart of how communication works across the school (for example: Leadership / Consultative, Teams, Staff)</p> <p>New students -induction -transition -documentation sent home for enrolling</p>	<p>Lyn and Jenny</p> <p>Lyn and Jenny</p> <p>Productivity Leader – Jenny</p>	<p>End of Semester 1</p> <p>Term 1</p> <p>End of the year</p>	<p>New staff book created and distributed Induction program documented and policy written and endorsed</p> <p>The new SMS is beginning to be used 3 way conferences are introduced Newsletter, app and website are updated where appropriate.</p> <p>The calendar is filled out and important learning dates are included. A flow chart is available explaining how communication works throughout the school.</p> <p>Are there better ways to send out information to new parents? Ensure book is updated and printed in term 2.</p>																																				
Build capacity of Leadership team through a distributed leadership model to drive school improvement.	Continue to develop the distributed leadership model that focuses on the implementation of the AIP / Strategic plan	-Use a consultant to develop the leadership skills of the leadership team -Formalise Schedules and Protocols for the leadership team -Provide regular time at Leadership meetings to evaluate Leadership's progress.	Lyn to arrange consultant Mr Roger Dingle (consultant) Leadership team	Starts Term 1, ongoing for 2016	-PD dates set for the consultant -documentation around leadership and the expectations at Epsom																																				

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						
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