

**School Strategic Plan (SSP) 2018-2020**  
**for**  
**Albany Junior High School (6948)**

## Strategic Direction

### Purpose:

Goals and targets for improvement in the four stated strategic areas of focus, along with key improvement strategies to achieve those goals and targets, define a school's strategic direction. In New Zealand, schools have significant flexibility in defining their goals, targets and key improvement strategies according to the school context, needs and expectations of their community. Typically, a School Strategic Plan (SSP) will have one or two goals against each outcome area.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

### Strategic Goal #1: A Great Education

A great education cannot be said to occur without increasing a learner's achievement. Achievement refers to both the absolute levels of learning attainment and progress (growth) in student learning that AJHS strives to support. Recognising that literacy and numeracy are essential for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements. The school charter identifies the following general aims towards a 'great education', for 2018-2020:

- ◆ A relentless focus on improving the quality of teaching and learning
- ◆ Personalised lessons based on learner needs and using best practice pedagogy
- ◆ Support personalisation through technology use, including the online learning progressions
- ◆ Support best practice with the introduction of teaching teams — focused on improvement— aligned with the 'Performance and Development Process' (PDP) goals
- ◆ Introduce a School Improvement Team to embed an agreed Theory of Action
- ◆ Meet or exceed the expected learning growth for every student through continuous assessment and a whole-school focus on literacy and numeracy

### Key improvement strategies (KIS)

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. KIS are broad and are likely to take several years to implement successfully and sustainably.

Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Plan (AIP).

<p><b>Goals</b></p> <p>Goals are aspirational statements. They define what outcomes AJHS is striving to achieve. Goals evolve from AJHS' purpose, values and context and build on the analysis of student outcomes undertaken through a self- review process.</p>	<p>To maximise individual student learning growth across all curriculum areas and year levels.</p>	<p>Build the capability of every teacher to adopt a whole school approach to instructional practice and an agreed instructional framework.</p> <p>Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.</p>
<p><b>Targets</b></p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and will focus on both the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, and the outcomes of a smaller group of students, such as Maori and Pasifika</p>	<ul style="list-style-type: none"> <li>◆ 85% of students in each year level perform at or better than expected against chronological expectations and predicted data</li> <li>◆ Over 75% of students making medium to high relative growth in e-asTTle Reading and Mathematics and in writing as assessed by writing samples.</li> <li>◆ Annual growth for all students reflects one year's growth for one year of input (0.4 effect size or ES) with over 50% achieving an ES of 0.6)</li> <li>◆ Attendance in Years 7 – 10 at or above 95%.</li> </ul>	
<p><b>Theory of action/Rationale</b></p> <p>A Theory of Action (ToA) refers to the expectation that when a particular action is taken, there is a particular consequence. The expected consequences are evidence- and research-based.</p> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals</p>	<ul style="list-style-type: none"> <li>◆ When schools and teachers adopt consistent teaching and learning protocols and practices across all classrooms, then in-class variability is reduced and student achievement will increase</li> <li>◆ When teachers constantly acquire a wider and richer repertoire of pedagogic practices, students' learning constantly deepens</li> <li>◆ When teachers reflect on student performance and purposefully act on data and evidence about learning, then the student learning experience</li> </ul>	

<p>articulated in the Plan</p>	<p>deepens and outcomes improve</p> <ul style="list-style-type: none"> <li>◆ When data and evidence is used to monitor, provide feedback about, and enhance student performance then students' progress accelerates more quickly</li> <li>◆ When there is a deliberate, whole school plan to improve literacy and numeracy and all teachers take responsibility for the teaching of literacy and numeracy, then literacy and numeracy outcomes for all students at all levels of ability will improve.</li> <li>◆ When teachers commit to assessment for and as learning (formative assessment), then student engagement, learning and achievement will accelerate.</li> </ul>	
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<b>Theory of Action</b>  <b>Build the capability of every teacher to adopt a whole school approach to instructional practice and an agreed instructional framework</b>	<b>Actions</b>  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	<b>Success criteria</b>  Success criteria are markers of success, useful in demonstrating whether the strategies and actions have been successful. They reflect observable changes in practice or behaviour. To aid progress, only a limited number are set.
Year 1	<ul style="list-style-type: none"> <li>◆ Develop staff knowledge and understanding of the purpose and value of an instructional model</li> <li>◆ Incorporate the teaching protocols,, according to the Theory of Action</li> <li>◆ Incorporate the 6Cs approach of th New Pedgogies for Deep Learning (Fullan, Quinn, and McEachen, 2018)</li> <li>◆ Raising awareness of ‘global audience’ practices into the curriculum</li> <li>◆ Develop teacher expertise in using LEAP online progressions using the SchoolTalk application to differentiate and personalise student learning</li> <li>◆ Develop Learning Area specific Professional Learning opportunities for teachers to enhance skills in effectively using formative assessment and scaffolding of instruction, including appropriate classroom practices</li> <li>◆ To implement structures to empower teachers to collaborate purposefully and strategically on practices that improve learning depth</li> <li>◆ Implement a School Improvement Team, utilising the CoL within school lead teachers, to coach teachers in using the Theories of Action for improved learning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers with a common understanding and language to describe effective teacher practice</li> <li>◆ Development of progression skills using the online learning progressions (LEAP), and the accomanying 6Cs, across Years 7-10</li> <li>◆ Discussions of global audience practices recorded for relevant learning areas</li> <li>◆ All Learning Area Common Assessment Tasks (CATs) and assessment rubrics are utilised by all teachers to ensure consistency of curriculum instruction</li> <li>◆ All teachers participate in workshops during AJHS Professional Learning.</li> <li>◆ Liaison with the Community of Learning to ensure alignment with CoL and school targets and</li> </ul>

Year 2	<ul style="list-style-type: none"> <li>◆ Further develop the AJHS Instructional Model including related protocols and procedures</li> <li>◆ Continue to build the capacity of teachers to work together to build shared understanding of effective practice using Teaching Teams and Development Teams</li> <li>◆ Further develop whole school curriculum to embed and develop relevant global audience practices.</li> </ul>	<ul style="list-style-type: none"> <li>◆ AJHS Instructional model in place</li> <li>◆ Teacher moderation of learning tasks regularly occurs in all Learning Areas</li> <li>◆ Teachers working in Teaching Teams targeting key achievement priorities.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>◆ Teachers utilise AJHS Instructional Model in Performance and Development planning</li> <li>◆ Evaluate the success of Teaching and Development Teams.</li> </ul>	<ul style="list-style-type: none"> <li>◆ AJHS Instructional model closely aligned with Performance and Development goals</li> <li>◆ Collective teacher efficacy embedded in the work of Teaching and Development Teams</li> </ul>
Year 4 (Towards the end of the three year cycle of this SSP, as the basis for next steps for the following SSP)	<ul style="list-style-type: none"> <li>◆ Evaluate the key improvement strategy to determine success in achieving improved student learning across the School.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review achievement milestones.</li> </ul>

<b>Theory of Action</b>  <b>Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning</b>	<b>Actions</b>	<b>Success Criteria</b>
Year 1	<ul style="list-style-type: none"> <li>◆ Identify the data sets that will be used to measure learning growth</li> <li>◆ Targeted coaching in the use of quantitative and qualitative data and training in the use of peer feedback and formative assessment to inform future teaching</li> <li>◆ Develop more effective and consistent practices around teacher judgments</li> <li>◆ Commence the development of curated learning resources that assist teachers to target students at their point of learning need</li> </ul>	<ul style="list-style-type: none"> <li>◆ All staff actively involved in sessions where data, including e-asTTle, PATs, and NCEA is unpacked and areas of strengths and weaknesses analysed and strategies for development explored</li> <li>◆ Improved consistency between Overall teacher Judgements (OTJs) and summative assessment data</li> <li>◆ Curated learning resources published for at least one learning area.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>◆ Increase the use of diagnostic self assessment by students</li> <li>◆ Continue to build the capacity of teachers to reflect on their own practice and engage in peer feedback to inform future teaching</li> <li>◆ Continue the development of curated learning resources that assist teachers to target students at their point of learning need</li> </ul>	<ul style="list-style-type: none"> <li>◆ Self assessment tools are in place</li> <li>◆ Teachers use multiple forms of data to guide their practice and differentiate student learning</li> <li>◆ Curated learning resources are available for most learning areas.</li> </ul>

## Strategic Goal #2: Great Student Experiences

Great experiences result in higher levels of engagement. Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving positive learning experiences.

The school charter identifies the following general aims towards 'Great Student Experiences', for 2018-2020:

- ◆ Take a student centred approach, which actively involves students in decision-making
- ◆ Align all learning programs and pathways to meet the changing needs of our community and students
- ◆ Ensure the provision of core, extra, and specialised support so that all students exceed expected learning growth
- ◆ Ensure that students have the tools and skills to develop positive and self-regulating learning and social behaviours
- ◆ Implement a shared approach to positive classroom behaviour and engagement practices
- ◆ Implement a shared approach to well-being and inclusion

### Goals

- ◆ Enhance the level of student cognitive engagement in their learning
- ◆ Nurture the social and emotional development of all students.

### Targets

- ◆ Stimulating Learning data in Student Attitudes to School Survey to be above 3.5 for all year levels
- ◆ 100% of Year 9 and 10 students engaged in an independent or self directed learning project

## Key improvement strategies (KIS)

- ◆ Build a rich, relevant, challenging, and stimulating learning environment that promotes independence and self-directed inquiry for deep learning and thinking
- ◆ Develop and formalise feedback and reflection processes for teachers and students
- ◆ Strengthen a culture of participation, involvement, belonging, and respect for self and others.

	<ul style="list-style-type: none"> <li>◆ 100% completion of Wellbeing Profile to identify and set future targets for improvement and determine implementation of a whole school approach to well being</li> <li>◆ Student Attitudes to School Survey – Resilience diagnostic to be at or above the 65th percentile</li> </ul>	
<p><b>Theory of Action</b></p>	<ul style="list-style-type: none"> <li>◆ When schools and teachers prioritise high expectations and authentic relationships, then all students will experience a learning environment where they can excel.</li> <li>◆ When schools and teachers continue to foster a safe and supportive environment and culture, one that promotes positive, respectful relationships, values diversity and supports the development of students’ social and emotional skills, then students will be well placed for success now and beyond school</li> <li>◆ When students believe their intelligence and talent can be developed through dedication, effort, persistence and hard work, then the love of learning and the higher levels of resilience achieved will lead to enhanced learning, engagement and wellbeing outcomes.</li> <li>◆ When students are actively involved in their learning and take greater charge of their own and each other’s learning, then engagement and achievement will improve.</li> </ul>	

<b>Theory of Action</b>  <b>Build a rich, relevant, challenging, and stimulating learning environment that promotes independence and self-directed inquiry for deep learning and thinking</b>	<b>Actions</b>	<b>Success Criteria</b>
Year 1	<ul style="list-style-type: none"> <li>◆ Identify a range of tangible measures for student cognitive engagement</li> <li>◆ Provide professional learning opportunities to develop tasks and learning activities that include choice for students</li> <li>◆ Develop strategies that set appropriate challenges, focus on improvement, growth and development and recognises success.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers know and understand measures for student cognitive engagement</li> <li>◆ Evidence of student voice and choice in learning activities</li> <li>◆ Curriculum scope and sequence documentation includes measures that recognise student cognitive engagement.</li> <li>◆ Inclusion of student activists in curriculum design and membership of curriculum committee</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>◆ Benchmark levels of student cognitive engagement</li> <li>◆ Continue to provide professional learning opportunities to develop tasks and learning activities that include choice for students</li> <li>◆ Continue to develop strategies that set appropriate challenges, focus on improvement, growth and development and recognises success.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Utilisation of benchmark data to modify approaches to student engagement</li> <li>◆ Targeted professional learning opportunities delivered</li> <li>◆ Mapped student growth shows improvement.</li> </ul>

<b>Theory of Action</b>  <b>Develop and formalise feedback and reflection processes for teachers and students.</b>	<b>Actions</b>	<b>Success Criteria</b>
Year 1	<ul style="list-style-type: none"> <li>◆ Develop practices that can more actively engage students in their learning</li> <li>◆ Embed the use of AJHS' Learning Expectations for Achievement and Progress (LEAP) online progressions tool</li> <li>◆ Explore the use of an online tool for student reflection of their work.</li> <li>◆ Establish language that is consistent and supports the view that everyone can learn and improve, e.g., Learning Pit</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers effectively meeting student feedback needs by providing comments on what is being done well, areas for improvement and strategies for improvement (Where am I? Where am I going? How do I get there?)</li> <li>◆ Teachers and students utilising both hard copy and online feedback tools to promote feedback and reflection.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>◆ Develop teacher capacity in building productive relationships with students and empower teacher cognitive engagement</li> </ul>	<ul style="list-style-type: none"> <li>◆ All teachers actively seeking student feedback and input to action changes within the classroom</li> <li>◆ Teachers demonstrating use of student feedback and data to inform goals and targets in their Individual Learning Plan.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>◆ Review the practices to determine the effectiveness of strategies in increasing student cognitive engagement and whether other changes are required to improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student voice is widely recognised as a significant influence on teaching and learning practices and student self-directed learning groups are operating throughout the School.</li> </ul>
Year 4 (the basis for next steps for the following SSP)	<ul style="list-style-type: none"> <li>◆ Evaluate the effectiveness of the key strategies to determine success in improving student engagement across the School.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review student engagement milestones.</li> </ul>

<b>Theory of Action</b>  <b>Build a safe and supportive environment and culture, one that supports the development of students' social and emotional skills</b>	<b>Actions</b>	<b>Success Criteria</b>
Year 1	<ul style="list-style-type: none"> <li>◆ Implement a well-being profile and benchmark measures of student wellbeing</li> <li>◆ Expand wellbeing (whanau) system to enhance positive school culture and determine long term plans for all</li> <li>◆ Ensure Professional Learning opportunities that build capacity in resilience, well-being, and student management.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Trends and data tracked to determine success of well-being programmes</li> <li>◆ Increased student leadership and participation in Whanau and leadership system</li> <li>◆ Resilience Education introduced to all staff members and in teacher induction programme</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>◆ Integrate resilience principles into the broader curriculum and implement targeted programs that improve student wellbeing</li> <li>◆ Further develop connections with community organisations</li> <li>◆ Implement Year 1 plans for Whanau system</li> <li>◆ Continue to ensure Professional Learning opportunities that build capacity in resilience, well-being, and student management.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Enact suggestions for change to the well-being programmes within the School</li> <li>◆ The School working more closely with the parent community to support student wellbeing</li> <li>◆ All teachers taking responsibility for student wellbeing and participating in regular wellbeing professional learning.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>◆ Review the School well-being programmes to determine whether key strategies are being met.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Rewritten wellbeing programs are consistent with review findings.</li> </ul>
Year 4 (next steps)	<ul style="list-style-type: none"> <li>◆ Evaluate the effectiveness of the key strategies to determine success in improving student wellbeing across the School.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review student wellbeing milestones</li> </ul>

### Strategic Goal #3: Great Learning Partnerships

In a rapidly growing school, additional proactive steps need to be taken to ensure students do not fall through the gaps. The School has developed and plans to implement a series of monitoring and reporting structures to support students to improve outcomes academically and in relation to wellbeing. One of the issues for rapidly growing schools has been the loss of the 'small' identity, where all members of the community once felt they knew one another. The SSP intends to introduce initiatives undertaken and opportunities for further development to build the School community, including students, staff, parents/whanau and the wider community.

Every teacher makes a difference. Every student can achieve. Positive environments value all students and their whanau. This happens when teachers generate and sustain authentic relationships. Acceptance and respect are intrinsic rights – they are not contingent. Our students know these rights are extended without prejudice, simply because we are with them as individuals and as learners.

The school charter identifies the following general aims towards 'Great Learning Partnerships', for 2018-2020:

- ◆ A focus on partnering with all members of the Community of Learning (CoL) to provide a comprehensive and integrated educational experience across all schools in the CoL
- ◆ Increase AJHS learners' engagement through a strong parent-school partnership
- ◆ Develop parent involvement methods that would allow meaningful contribution to school improvement
- ◆ Partner with community organisations, including charities and businesses, to build connections and increase services delivered inside the school gate

### Key improvement strategies (KIS)

- ◆ Expand SSP measures of success to ensure that improvement effort in relation to AJHS Goals can be effectively monitored and evaluated
- ◆ Review and redesign of the school induction programme
- ◆ Link the NZ Curriculum Key Competencies to ILP collaborative learning assessment tasks in order to strategically support improved levels of student and community connectedness.
- ◆ Investigate and implement opportunities for connectedness within students' projects with the wider community.

<b>Goals</b>	<p>Increase our outreach to groups outside of the school for the betterment of our learners' education, experiences, and environment.</p>	
<b>Targets</b>	<ul style="list-style-type: none"> <li>◆ Develop an Attitude To School Survey domain for school connectedness</li> <li>◆ Maintain Parent and Community satisfaction as measured by Parent Opinion Survey.</li> <li>◆ All parents access and interact with the School using SchoolTalk and KAMAR, for learning feedback and assessment</li> <li>◆ Parent Opinion Data mean score for students being well prepared for the next stage of their education to be above 75%</li> </ul>	
<b>Theory of Action</b>	<ul style="list-style-type: none"> <li>◆ When teachers and schools strengthen the three-way education partnership and establish strategic relationships with the broader community, an effective and powerful learning community and culture is established which enables enhanced achievement, engagement and wellbeing outcomes. When schools and teachers prioritise authentic relationships, then all students will experience a learning environment where they can excel.</li> <li>◆ When schools and teachers continue to foster a safe and supportive environment and culture, one that promotes positive, respectful relationships, values diversity and supports the development of students' social and emotional skills, then students will be well placed for success now and beyond school.</li> </ul>	

	Actions	Success Criteria
Year 1	<ul style="list-style-type: none"> <li>◆ Develop connections and partnerships with community organisations</li> <li>◆ Expand Whanau system to community outreach to enhance positive school culture and determine long term plans</li> <li>◆ Expand parent and whanu learning opportunities, using the school, that build capacity in parenting, positive education, resilience and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Trends and data tracked to determine appropriateness and success of resilience/wellbeing programmes</li> <li>◆ Increased number of parent/whanau education evenings</li> <li>◆ Increased student leadership and participation in school systems</li> <li>◆ Resilience Education introduced to all new staff members by student wellbeing team in teacher induction program.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>◆ Further develop connections and partnerships with community organisations</li> <li>◆ Continue to ensure learning opportunities for community that build capacity in parenting, positive education, resilience and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Enact suggestions for change to the Resilience programs within the School</li> <li>◆ The School working more closely with the parent community to support student wellbeing and progress</li> <li>◆ Increased range of activities and organisational structures that support an expanded whanau system</li> <li>◆ All teachers taking responsibility for student resilience/ wellbeing and participating in regular professional learning.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>◆ Review the School wellbeing programmes to determine whether key strategies are being met.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Rewritten wellbeing programs are consistent with review findings.</li> </ul>

## Strategic Goal #4: Great Learning Environments

‘Great Learning Environments’ refers to the effective allocation and use of resources, supported by evidence, and adapted to the unique contexts of the school. The school charter identifies the following general aims towards ‘Great Learning Partnerships’, for 2018-2020:

- ◆ Build flexible, high quality, and sustainable environments
- ◆ Communicate and consult with staff and provide rewards, feedback, and recognition
- ◆ Provide learning and leadership opportunities for staff, and a process for working parties such that teachers are seen as learners in their own right
- ◆ Ensure optimal use of resources across the school through a curriculum and timetable review
- ◆ Build collective capacity through high-impact collaboration
- ◆ Ensure the effective induction of new staff

<b>Goals</b>	<ul style="list-style-type: none"> <li>◆ Increase the capacity of the school to function as a strategic organisation.</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>◆ A redeveloped organisational and leadership structure, with clearly defined roles and responsibilities, which meets current school needs</li> <li>◆ All staff participating in ongoing targeted professional learning relating to Professional Development Plan, Goals and targets.</li> </ul>
<b>Theory of Action</b>	<ul style="list-style-type: none"> <li>◆ When resource allocation is aligned with achieving the strategic intent as set out in the SSP, then the school is likely to achieve its goals and targets related to achievement, engagement and wellbeing.</li> </ul>

## Key improvement strategies (KIS)

- ◆ Articulate and implement processes that support quality planning & decision making aligned to the strategic plan and optimal use of resources.

	Actions	Success Criteria
Year 1	<ul style="list-style-type: none"> <li>◆ Review leadership and organisational structures, including the roles and responsibilities of all leaders, to meet changing needs</li> <li>◆ Continue to prioritise investment in leadership development and staff professional learning, focusing learning on the achievement of the School goals</li> <li>◆ Resource the development of an AJHS instructional framework, LEAP, other initiatives and the Wellbeing Profiler</li> <li>◆ Continue to refine LEAP to enhance learning in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ All job descriptions reflect roles being undertaken</li> <li>◆ New performance and development plans in place and all staff have an agreed plan</li> <li>◆ All staff using LEAP to assess, report and provide ongoing feedback</li> <li>◆ All students have access to their own digital device to support their learning.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>◆ Implement revised organisation and leadership structure</li> <li>◆ Prioritise the placement of teacher expertise across the School</li> <li>◆ Continue to develop programmes and targeted professional learning</li> <li>◆ Continue resourcing of priority areas.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Structure in place with appropriate allowances for all positions</li> <li>◆ All students exposed to rich learning experiences delivered by cohesive teacher teams</li> <li>◆ Data more accessible to effectively track / monitor student progress</li> <li>◆ Appropriate resourcing of student support and ESOL programmes.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>◆ Continue to provide appropriate resourcing for implementation of key priorities.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Resourcing is meeting key improvement strategies.</li> </ul>