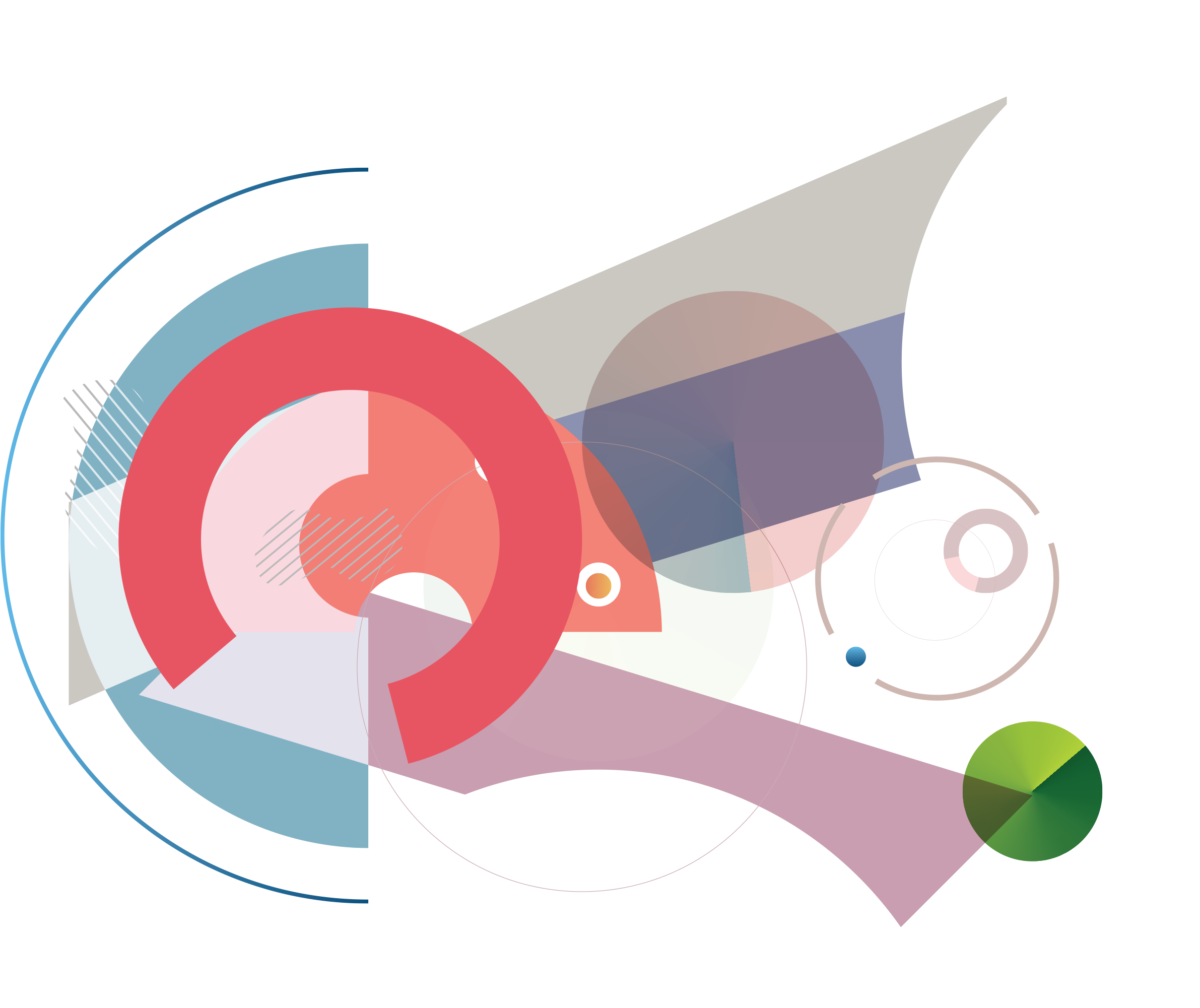
**Norwich Opportunity Area**

Transitions

Development Tools

**Audit Workbook 2**



**Current management   
structures, communication**

**and relationships**

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March 2022

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# The audit tool

The resources in the audit tool are designed to be used to help school transitions leaders to conduct an evidence-based review of current support for transitions activities as well as planning for future development. However, they will also be helpful and transferable beyond this context.

## Introduction

This is the second of four workbooks that together form the audit process designed to support ongoing evaluation and development. This workbook focuses on evaluating the Management structures, communication, and relationships that support your transitions programme. The aim of this workbook is to help you to understand who is involved in planning managing, running, attending, and evaluating your transition activities. If you already have a programme of transitions activities and are keen to consider how you might improve, this is likely to be the best workbook for you. The workbook contains sets of questions that can be used as prompts to help with the process of reviewing your provision. They have been grouped into what we think are helpful themes which will help to guide your focus and plan your audit processes. Please remember that the questions are not exhaustive.

## Audit workbook 2 - Current management structures, communication, and relationships

The aim of this workbook is to help you to understand who is involved in planning managing, running, attending, and evaluating your transition activities. It will help you to generate evidence to help you to draw conclusions about strengths and gaps in your provision and will help to identify key individuals and groups whose views may be absent or over-emphasised by your current processes.

*Audit workbook 2 action steps*

* **Step 1: management structures.** This step will help you to create an evidence-based picture of your current context and is about who manages activities, how you make sure they are effective and how you ensure that they are continually improving. The intention is to help you to understand your school context and to think about areas of need and development that you may or may not have considered before.
* **Step 2: communication and relationships.** The most successful projects and interventions have a high degree to collaboration between different people who represent different groups. Alongside this, clear and multiple channels of communication are essential ingredients of successful projects and interventions. This step will help you to consider where and how you can improve collaboration, representation, and communication.
* **Step 3: bringing it together.** This step is to help you to make judgements about the effectiveness of your transitions management structures, communication and relationships. In this step you will be guided to set priorities and draw these priorities together in a way that identifies realistic opportunities for development.
* **Step 4: planning.** This will step help you to develop a set of actions that will guide the continuation and development of existing management structures, communication, and relationships and that will support the growth of new provision.
* **Step 5: summary action plan.** In this step, you will pull out the key aspects of your planning that need to be communicated to a wider audience. This step provides the overview of the capacity needed for implementation, as well as monitoring (and potentially reporting) deadlines.

# Step 1: management structures

In this step you will create an evidence-based picture of your current context and is about who manages activities, how you make sure they are effective and how you ensure that they are continually improving.

Use the following table (Table 1) to help you to create an evidence-based picture of your current context. The intention of each question is to highlight different possible areas for consideration. If it is not relevant you can leave it blank. If you think of other areas that are relevant, then add them to the bottom of the list. Please complete Table 1 as follows:

* ***Questions****: List relevant questions here. One per table row. Some are added for you.*
* ***This year****: Write your answer to the question for this year.*
* ***Last year****: Write your answer to the question for last year.*
* ***2 years ago****: Write your answer to the question for 2 years ago.*
* ***3 years ago:*** *Write your answer to the question for 3 years ago.*
* ***Note any changes over time****: Note significant differences across columns 2-5 that were planned.*
* ***Note any unplanned outcomes/changes****: Note significant differences across columns 2-5 that were unplanned.*
* ***Needs identified****: Write down any student transitions needs that arise from the situation this year (column 2) and changes over time (columns 3-5).*
* ***Evidence 1****: note down where you found the evidence to support your statement in columns 2-5*
* ***Evidence 2****: note down where you found the evidence to support your statement in columns 2-5*
* ***Evidence 3****: note down where you found the evidence to support your statement in columns 2-5*

## Key transitions management questions in Table 1

The questions in the table below seek to support your thinking as you complete the table. It is not an exhaustive list. Neither do they all need to be answered. You may wish to go through each question in turn, pick out some key questions, add your own or group them differently. Remember that the intention is to help you to understand your school context and to think about areas of need and development that you may or may not have considered before. It is a good idea to speak with colleagues as you develop your answers. These questions are about who manages activities, how you make sure they are effective and how you ensure that they are continually improving.

## Table 1: management structures

\*An example is given in row 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Details** | **This year** | **Last year** | **2 years ago** | **3 years ago** | **Note any change over time** | **Note any unplanned outcomes/changes** | **Needs identified** | **Evidence 1** | **Evidence 2** | **Evidence 3** |
| Does the school have a named transitions lead? | Ms Adams | Mr Bell | Ms Carter | Ms Carter | Lots of change in leadership | Mr Bell moved schools so could not continue in the role. | Maintain continuity in transitions staff or mitigate by having multiple staff involved | Meeting minutes (4 years) | Staffing list or responsibilities for last 4 years. | Staff diary (4 years) |
| **Leadership** | | | | | | | | | | |
| Does the school have a named transitions lead? |  |  |  |  |  |  |  |  |  |  |
| Is the transitions lead a member of the senior leadership team? |  |  |  |  |  |  |  |  |  |  |
| Has the transitions lead been in post for at least one year? |  |  |  |  |  |  |  |  |  |  |
| Has the transitions lead attended training in the last year? |  |  |  |  |  |  |  |  |  |  |
| Does the school have a transitions strategy? |  |  |  |  |  |  |  |  |  |  |
| Does the school have a transitions development plan that is reviewed annually? |  |  |  |  |  |  |  |  |  |  |
| Is the transitions development plan linked to the school’s strategic development priorities? |  |  |  |  |  |  |  |  |  |  |
| Is there a ring-fenced budget to support the school transitions strategy? |  |  |  |  |  |  |  |  |  |  |
| Are activities supported by external funding? Is this sustainable? |  |  |  |  |  |  |  |  |  |  |
| Are transitions activities evaluated annually by activity leads? |  |  |  |  |  |  |  |  |  |  |
| Are transitions activities reviewed termly by activity leads? |  |  |  |  |  |  |  |  |  |  |
| **Inter-school Collaboration** | | | | | | | | | | |
| Is/Are the link school/s involved in the review of the school transitions development plan? |  |  |  |  |  |  |  |  |  |  |
| Is/Are the link school/s involved in the review of school transitions activities? |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Is/Are the link school/s involved in the evaluation of school transitions activities? |  |  |  |  |  |  |  |  |  |  |
| Has the transitions lead met with other peer transitions leads (not feeder/destination school leads) in the last year? |  |  |  |  |  |  |  |  |  |  |
| Are transitions activities planned collaboratively between and across schools and phases? |  |  |  |  |  |  |  |  |  |  |
| **Whole staff involvement?** | | | | | | | | | | |
| How do you ensure that all school staff are involved in the school’s transitions activities? |  |  |  |  |  |  |  |  |  |  |
| What is the process to ensure that all school staff can feed into the evaluation of transitions activities? |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Parents** | | | | | | | | | | |
| How are parents made aware of transitions support activities? |  |  |  |  |  |  |  |  |  |  |
| How are parents involved in the review of transitions activities? |  |  |  |  |  |  |  |  |  |  |
| How are parents involved in the evaluation of transitions activities? |  |  |  |  |  |  |  |  |  |  |
| Which parents are involved in the review of transitions support activities? How are they involved? |  |  |  |  |  |  |  |  |  |  |
| Which parents are not involved in the review of transitions support activities? Why? |  |  |  |  |  |  |  |  |  |  |
| **Pupils** | | | | | | | | | | |
| How are pupils made aware of transitions support activities? |  |  |  |  |  |  |  |  |  |  |
| How are pupils involved in the review of transitions activities? |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| How are pupils involved in the evaluation of transitions activities? |  |  |  |  |  |  |  |  |  |  |
| Which pupils are involved in the review of transitions support activities? How are they involved? |  |  |  |  |  |  |  |  |  |  |
| Which pupils are not involved in the review of transitions support activities? Why? |  |  |  |  |  |  |  |  |  |  |
| **How effective is the support?** | | | | | | | | | | |
| Is a system of evaluation in place that uses evidence to identify the effectiveness of transitions activities? |  |  |  |  |  |  |  |  |  |  |
| Do evaluations of the effectiveness of transitions activities use different forms of evidence? |  |  |  |  |  |  |  |  |  |  |
| Do evaluations of the effectiveness of transitions activities make clear links to school development priorities? |  |  |  |  |  |  |  |  |  |  |

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| Do evaluations of the effectiveness of transitions activities feed into a clear development plan? |  |  |  |  |  |  |  |  |  |  |
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\*\*Add extra table rows as needed.

# Step 2: communication and relationships

When completing the following step, you may like to consider the differences between communication, consultation, and collaboration. **Communication** can be thought of as one way communication outlining details of plans. **Consultation** can be thought of as two-way communication, at least one before plans are finalised. **Collaboration** can be thought of as a continual cycle of two-way communication including planning, delivery details, monitoring and evaluation. The most successful projects and interventions have a high degree to collaboration between different people who represent different groups across a school community. Sometimes this is not possible and so consultation is carried out instead. Alongside this, clear and multiple channels of communication are essential ingredients of successful projects and interventions.

This section helps you to create an evidence-based understanding of your current communication structures and relationships. The intention of each question is to highlight different possible areas for consideration. If it is not relevant you can leave it blank. If you think of other areas that are relevant, then add them to the bottom of the list. Please complete Table 2 as follows:

* ***Questions****: List relevant questions here. One per table row. Some are added for you.*
* ***This year****: Write your answer to the question for this year.*
* ***Last year****: Write your answer to the question for last year.*
* ***2 years ago****: Write your answer to the question for 2 years ago.*
* ***3 years ago:*** *Write your answer to the question for 3 years ago.*
* ***Note any changes over time****: Note significant differences across columns 2-5 that were planned.*
* ***Note any unplanned outcomes/changes****: Note significant differences across columns 2-5 that were unplanned.*
* ***Needs identified****: Write down any student transitions needs that arise from the situation this year (column 2) and changes over time (columns 3-5).*
* ***Evidence 1****: note down where you found the evidence to support your statement in columns 2-5*
* ***Evidence 2****: note down where you found the evidence to support your statement in columns 2-5*
* ***Evidence 3****: note down where you found the evidence to support your statement in columns 2-5*

## Key transitions communications and relationships questions for Table 2

The questions in the table below seek to support your thinking as you complete the table. It is not exhaustive, neither do they all need to be answered. You may wish to go through each question, pick out key questions, add your own or group them differently. Remember that the intention is to help you to understand your school and to think about areas of need. It is a good idea to speak with colleagues as you develop your answers.

## Table 2: communication and relationships

\*An example is given in row 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Details** | **This year** | **Last year** | **2 years ago** | **3 years ago** | **Note any change over time** | **Note any unplanned outcomes/changes** | **Needs identified** | **Evidence 1** | **Evidence 2** | **Evidence 3** |
| Has the transitions lead met with feeder/secondary transitions leads in the last term | Yes – termly meeting with Ms Adams | Yes – Termly meeting with Mr Bell | No – only one meeting per year | No – only one meeting per year | Moved form once to 3x per year | N/A | Maintain termly transitions link meetings. | Meeting minutes (last 4 years) | Spreadsheet monitoring transitions contacts (to check all have been contacted) | N/A |
| **Inter-school Collaboration** | | | | | | | | | | |
| Has the transitions lead met regularly with feeder/secondary transitions leads? |  |  |  |  |  |  |  |  |  |  |
| Has the transitions lead met regularly with other peer transitions leads (rather than feeder/destination school leads)? |  |  |  |  |  |  |  |  |  |  |
| **Whole staff involvement** | | | | | | | | | | |
| Are all staff aware of who the transitions lead is? |  |  |  |  |  |  |  |  |  |  |
| How are school staff made aware of the school’s transitions strategy? |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Parents** | | | | | | | | | | |
| Which parents are involved in transitions support activities? How are they involved? |  |  |  |  |  |  |  |  |  |  |
| Which parents are not involved in transitions support activities? Why? |  |  |  |  |  |  |  |  |  |  |
| **Pupils** | | | | | | | | | | |
| How are pupils made aware of transitions support activities? |  |  |  |  |  |  |  |  |  |  |
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\*\*Add extra table rows as needed.

## Step 3: bringing it together

This section is to help you to make judgements about provision for the needs identified in Tables 1 and 2 above. It will also help you to set priorities and draw these together in a way that identifies realistic opportunities for development.

## Analysis of needs

1. Table 3 (below) is designed to help you to make judgements about provision for the needs identified above.
2. Transfer details from the two green needs columns from Tables 1 and 2 above into the first (green) column of the table below.
3. Then complete the table as follows:

* ***Areas where needs have been Identified****: This will be the details from the green ‘Needs identified’ columns in the tables above.*
* **Level of need:** Make an initial judgment about the severity of the need (the degree to which specific intervention is essential to support effective educational progress). Draw on your evidence from above. Answer = High/medium/low
* ***Number of pupils involved:*** *You may use RAW numbers or choose to categorize as follows: Over 90%, Between 75% and 90%, Between 50% and 74, Between 25% and 49%, Between 10% and 25%, Less than 10%,*
* ***Strength of evidence:*** *Make a judgement on the strength of your evidence - do you think your evidence is Strong, Moderate or Weak*

1. Now use the blue columns as follows:

**High need column: c**heck this box if the ‘Level of need’ column (column 2) is **HIGH** and you have *either* three pieces of evidence or *at least* two pieces of evidence that are **moderate** or **strong**.

**High impact column: c**heck this box if the ‘Number of pupils involved’ column (column 3) involves the **highest numbers of pupils** (compared to other areas of need)and you have *either* three pieces of evidence or *at least* two pieces of evidence that are Moderate or strong.

**School priority column:** check this box if after steps A and B above the row is not checked and you feel that this should still be a priority. If you check this box, you should provide a clear rationale for inclusion of this area in Table 4. For example, this area may be a school priority but be low need, involve low numbers or have a low evidence score.

## Table 3: context and needs analysis

\*Examples are given in rows 1 – 3

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas where needs have been Identified** | **Level of need** | **Number of pupils involved** | **Strength of evidence 1** | **Strength of evidence 2** | **Strength of evidence 2** | **How many forms of evidence?** | **Is this high need** | **Is this high impact** | **Is this a school priority?** |
| Maintain continuity in transitions staff or mitigate by having multiple staff involved | Moderate | 100% | Strong | Strong | Moderate | 3 |  |  |  |
| Maintain termly transitions link meetings. | High | 100% | Moderate | Strong | N/A | 2 |  |  |  |
| \*\*\*We would like to get a more diverse range of parents involved in transitions activities | N/A | N/A | N/A | N/A | N/A | N/A |  |  |  |
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\*\*Add extra table rows as needed.

\*\*\* See School Priority note above for instructions that relate to this example row

## Table 4: rationale for making a school priority

\*An example is given in row 1

|  |  |  |
| --- | --- | --- |
| **Number** | **Details** | **Rationale** |
| *\*Example* | *We would like to get a more diverse range of parents involved in transitions activities* | We tend to see the same parents at events, and we think that some parents and pupils are missing out. Widening parent engagement is a school priority on the school development plan. |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |

\*\*Add extra table rows as needed.

## Analysis for development

In Table 3 (above) you now have a table of evidence-based needs and priorities. At this stage you will decide what you ARE able to change within your current capacity, and what you are NOT able to change in this development cycle. Draw on your evidence from above to help inform your decisions.

1. Transfer the first (green) column of Table 3 columns into the first (green) column in Table 5.
2. Transfer the blue columns from Table 3 into the blue columns 2, 3, and 4 in Table 5.
3. Consider the risk and opportunity for each, and check each (yellow) column as follows
4. **Current provision (potential risk):** check this box if this need is met by current provision.
5. **Current provision (opportunity for growth): c**heck this box if this need can be is met using current provision.
6. **New provision (potential risk):** check this box if this need cannot be met by current provision and capacity will not allow for new provision.
7. **New provision (opportunity for growth): c**heck this box if this need cannot be met using current provision and you have capacity and resources to support new activities.

## Table 5: transition provision risk and opportunity matrix

\*Examples are given in rows 1-3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas where needs have been Identified** | **Is this high need** | **Is this high impact** | **Is this a school priority?** | **Current provision (potential risk)** | **Current provision (opportunity for growth)** | **New provision (potential risk)** | **New provision (opportunity for growth)** |
| Maintain continuity in transitions staff or mitigate by having multiple staff involved |  |  |  |  |  |  |  |
| Maintain termly transitions link meetings. |  |  |  |  |  |  |  |
| We would like to get a more diverse range of parents involved in transitions activities |  |  |  |  |  |  |  |
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\*\*Add extra table rows as needed.

# Step 4: planning

This will section help you to develop a set of actions that will guide the continuation and development of any existing provision and that will support the growth of new provision. This section will help you to develop a set of actions that will guide the continuation and development of existing provision and that will support the growth of new provision. You may want to include several actions for each area. Try to be specific about your next steps. Keep going until you feel you have reached capacity. If there are areas still left to add at that point, you may need to go back to the previous exercise and move some into the New Provision/Risk category. Complete Table 6 as follows:

* **Area of need:** Transfer this from provision/risk/opportunity matrix green column 1
* **Action steps:** What task will be done?
* **Who will be responsible:** Who will do it?
* **Deadline for completion or review:** By when?
* **Resources needed:** What do you need to complete this step? (People, money, tools, etc.)
* **Potential barriers:** What could get in the way of task completion? How will you overcome them?
* **Result:** What will be the outcome of the task? How will you know it is done?

There are two additional columns that you will not complete at this stage. These will be revisited after the action steps have been taken and you have gathered evidence to evaluate their success:

* **Was the result achieved?:** Complete after date in column 4 Yes/No
* **Unplanned effects:** Complete after date in column 4Give details.

## Table 6: planning to address new and developing areas of need

\*Examples are given in rows 1-3

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas where needs have been Identified** | **Action steps** | **Who will be responsible** | **Deadline for completion or review** | **Resources needed** | **Potential barriers** | **Result** | Was the result achieved? | Unplanned effects |
| Maintain continuity in transitions staff or mitigate by having multiple staff involved | Develop transitions team to mitigate staff changes. | Ms Adams, Ms Ball | April 2050 | Shared online drive. Meeting time. | Multiple changes in staff. Staff time. | Knowledge of transitions work is retained over time. |  |  |
| Maintain termly transitions link meetings. | Set up meetings with links, monitor attendance. | Ms Adams, Ms Ball | Sept 2050 | Staff time & travel. | Staff absence. | Regular meetings in place and well attended. |  |  |
| We would like to get a more diverse range of parents involved in transitions activities | Use parent consultation evening to consult underrepresented groups. | Overseen by Ms Van | Sept 2050 | Room, communication, Identification of target groups. | Attendance, staff availability | More group of parents represented. |  |  |
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\*\*Add extra table rows as needed.

# Step 5: summary action plan

In this section, you will pull out the key aspects of your planning that need to be communicated to a wider audience. This section provides the overview of the capacity needed for implementation, as well as monitoring (and potentially reporting) deadlines. The aim of this section is to present an overview of development actions in relation to areas of need to support school transfer and transition in your school community. This table should be shared with the wider school leadership team to help with monitoring, support, resource allocation and appraisal.

To construct your summary report and action plan, gather together the action plans from the reviewing section of Table 6 (blue columns) and put them onto Table 7 below. You will need the information from the ‘Area of need’, ‘Who will be responsible’, ‘Resources needed’, and Deadline for completion or review’ columns. This will give you a good overview of the capacity needed for implementation, as well as monitoring (and potentially reporting) deadlines.

## Table 7: summary of context and needs actions

\*An example is given in row 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas where needs have been Identified** | **Who will be responsible** | **Deadline for completion or review** | **Resources needed** |
| Maintain continuity in transitions staff or mitigate by having multiple staff involved | Ms Adams, Ms Ball | April 2050 | Shared online drive. Meeting time. |
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\*\*Add extra table rows as needed.

# Notes pages

Use this page for any additional notes you would like to attach to your audit.

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