

GRAY PRIMARY SCHOOL STRATEGIC IMPROVEMENT PLAN 2014 – 2017

Our Vision, Purpose and Values

VISION:

Gray Primary School vision is to motivate and equip our students with the skills to succeed as resilient, global citizens.

PURPOSE:

Our purpose is to:

- Ensure that teachers and tutors have high quality vibrant teaching and learning programs, Marzano pedagogy and quality student assessment
- Maximise student engagement and learning outcomes in a safe, healthy, inclusive and collaborative environment
- Develop resilient students through a strong focus on wellbeing, pastoral care and social/emotional learning programs.

STAFF VALUES:

Respect:	For all students, colleagues, parents/carers and community members.
Responsibility:	For your actions, words and attitudes. Contribute to the good of the school community.
Excellence:	In all that we do. Seek to do your best, and work hard for excellence.
Compassion:	For others by being kind, giving to others, including others, cooperating with others – pay it forward.
Tolerance:	Acceptance of the multi-cultural diversity of our school community. Be inclusive of others and their cultures.

STUDENT VALUES LINED UP WITH “YOU CAN DO IT” PROGRAM:

Getting Along:	Getting along with others, including those who are different.
Organisation:	Setting a goal to do my best in my schoolwork, planning my time and having all my supplies ready.
Confidence:	Not being afraid to make mistakes or to try something new. Standing tall and speaking with a clear voice.
Persistence:	Trying hard and not giving up when something feels like it is too hard to do.
Resilience:	When faced with difficult and challenging situations and people being able to calmly resolve the issue and bounce back.

Wellbeing

Through Pastoral Care Lessons that focus on the skills in the “You Can Do It” Wellbeing program we believe we will foster a sense of belonging, which we consider is vital to a student’s ability to feel safe, respected and willing to take risks. Students who feel part of our Gray School community, who value and respect each other and their teachers, create an optimum environment for learning.

Family and School Partnerships

We believe if an effective partnership is developed between the family and school, our students will improve and achieve. This relationship is based on trust and mutual respect. The school acknowledges families are the first educators of young people and are a significant influence on young people’s growth, development and educational success. The school expects parents/carers to take an active involvement in their child’s education. The school expects staff to keep the family informed of any concerns with the child.

Literacy and Numeracy

To achieve quality and consistent teaching, learning and assessment practices and to maximise student learning achievement across all year levels the school is committed to using the Australian Curriculum and First Steps Literacy Resources and Envision Maths as the key resources.

Information Communication Technologies (ICT)

Gray Primary School is committed to providing our students with an education that embeds ICT throughout our learning programs to enable students to successfully participate in an ever-changing technological world. Staff and students are continually developing their ICT skills to engage in innovative practices to achieve this.

Environmental Awareness

Gray Primary School will provide authentic learning experiences where students develop an appreciation of, and respect for sustainable practices. Our school policy of recycling food scraps for the chickens and paper/cardboard/plastic recycling.

Monitoring and evaluation of programs	An Explicit Improvement Agenda	A sharp focus on shared school vision	Data is used to drive school-level decisions	Analysis and Discussion of Data	A school wide assessment schedule	An attractive learning environment	A Culture That Promotes Learning	Promote intellectual rigour
High expectations	Whole school approaches	Understanding of a pedagogical framework	Data is used in building a culture	Leaders work with teams	Professional development of staff	Behaviour management policy	Student / staff wellbeing	Mutually respectful partnerships
Resources are targeted	School wide policies, practices and programs	Flexible structures and processes	Building professional teams	School-wide shared responsibility for student learning	Continuous professional improvement	Coherent, sequenced plan for curriculum delivery	Consistent teaching practices	Clear process for monitoring learning across the year levels
Alignment of school budget	Targeted Use of School Resources	Application of discretionary school funds	Professional learning plans and associated budget	Expert Teaching Team	Mentoring and coaching	Alignment of curriculum, pedagogy and assessment and reporting	Systematic Curriculum Delivery	Evidence based teaching practices
Transparent process with broader community	Use of physical environment	Flexible curriculum delivery	Formal processes for managing unsatisfactory performance	School leadership team leads and models professional learning	Recruitment of highly able teachers	Assessment processes supports teachers to construct learning experiences	Curriculum delivery is shared with the community	Alignment of assessment and reporting
Classroom teachers are supported to identify and address needs of individual students	Progress of individual students is monitored	Teachers are able to identify the starting points for teaching	Pedagogical practices are the key to improving student learning	Strong leadership roles in establishing researched based teaching practices	All teachers understand and use effective teaching methods	Develop strategies and processes re discrimination	Engage with families	Student learning experiences are linked to the community
Tailored, early and sustained interventions	Differentiated Classroom Learning	Students are engaged, challenged and extended	Teachers provide regular and timely feedback to students	Effective Teaching Practices	Leadership team establishes and communicates highly effective teaching strategies	Actively seek feedback from families	School -Community Partnerships/ People Business, Infrastructure & Financial Management	Cooperate& work with different agencies
Using resources beyond the school	Teachers assisting students to monitor their own learning	Teachers are monitoring students and adjusting their teaching	High expectations and ambitious targets	Ongoing feedback and modelling to teachers	Focus on priority areas	People Business . Right people . Developing people . Valuing people . People Data	Infrastructure . Physical space . Classroom furniture . WH&S processes . Power & water use	Financial Management . Alignment of \$. Policies & systems . Monitored

Gray Primary School Improvement Plan 2014 – 2017

AN EXPLICIT IMPROVEMENT AGENDA

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
There is a sharp focus on a shared school vision by all stakeholders	All staff are committed to the SIP and take responsibilities to reach targets	2014: Implement SIP team meetings to meet and manage actions to reach the agreed targets	Goal 3 Quality leaders, quality teachers, quality schools	Perception surveys and general feedback
All staff have a firm understanding of the Marzano pedagogical framework	All staff implementing Marzano pedagogy in their classrooms	2014-2017: Ensure that all new staff have the necessary pd and that programs follow the Marzano pedagogy	Goal 3 Quality leaders, quality teachers, quality schools	Teacher programs Class walk throughs Coaching conversations
The school follows very clear whole school approaches for all curriculum areas	All staff following the curriculum map and the assessment map and using the recommended resources	2014-2017: Ensure that all new staff have the necessary orientation to follow whole school curriculum and assessment approaches	Goal 3 Quality leaders, quality teachers, quality schools	Teacher programs Class walk throughs Coaching conversations
The school has high expectations in academic results and social skills for all students	All staff believe every student is a learner and have the high expectations clearly in place in line with expectations from Visible Learning	2014-2017: Continued pd for all staff in Visible Learning – The Visible Learner, Know thy Impact, Inspired and Passionate Teaching, Feedback, School Climate, Strategic Planning, Responsibilities, Assessment, Professional Development, Meetings, Lesson Planning, Tracking, Walk Throughs and Observations, Appraisals	Goal 3 Quality leaders, quality teachers, quality schools	Visible Learning survey comparison with 2013 data Visible Learning approaches to be clearly identifiable in every classroom
Explicit school wide targets are an expectation in all classes	Every teacher sets learning targets with every student in Literacy and Numeracy and those students who need a learning target in behaviour	2014: class targets for English and Maths 2014: behaviour and attendance targets 2014-2017: Ongoing pd in setting and monitoring learning targets	Goal 3 Quality leaders, quality teachers, quality schools	Teacher programs Class target displays SAMS behaviour and attendance data

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All staff at Gray School are committed to understanding and following the Gray School Strategic Plan and Operational Plan

ANALYSIS AND DISCUSSION OF DATA

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
All staff receive the appropriate Professional development to enable them to be excellent teachers	Data is used by all teachers to inform their teaching in Literacy and Numeracy	2014: PD for all staff in moderating reading assessment for their reading groups and then using that information to move students to next learning 2015-2017 PD in writing, spelling and maths	Goal 2 Every student a successful learner	Baseline reading and writing assessment terms 1 and 4
The Leadership Team strengthens the capacity of all staff	The Leadership Team works with staff regularly to review achievement data	2014: Leadership Team to work with staff at least once a term to review achievement data in reading 2015-2017: data in writing, spelling and maths	Goal 3 Quality leaders, quality teachers, quality schools	Achievement data in reading – PM Benchmark, Torch And in writing -
All staff are able to analyse and interpret data	Data is consistently used throughout the school to identify gaps in student learning	2014: Teachers are able to identify those students who need additional support and those students who need extension in reading 2015-2017: support in writing, spelling and maths	Goal 2 Every student a successful learner	Baseline data Moderation tasks Ongoing class assessments
The school uses school wide analysis of data to make decisions	The school uses data to review intervention programs and school wide programs	2015-2017: Review of Quicksmart Literacy, Toe by Toe, Mini Lit 2015-2017: review writing processes, Soundwaves, Envision	Goal 3 Quality leaders, quality teachers, quality schools	Effect sizes in all students undertaking Quicksmart Literacy, Toe by Toe and Mini Lit

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All teachers at Gray School are committed understanding and embedding data into their daily teaching programs.
- All teachers at Gray School are committed to using data to inform the next level of teaching for each student group in English and Maths.

A CULTURE THAT PROMOTES LEARNING

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
To maintain a focus on building positive relationships	All staff, students and parents are committed to continuing to develop respectful relationships	2014: Continue with snippets in the newsletter from Michael Grose 2014: Continue with class Meet and Greets for students and parents 2015-2017: Review through parent surveys	Goal 5 Building productive partnerships	Monitor the number of parents turning up to class Meet and Greets in terms 1 and 3 Parent surveys
To have a happy, healthy, positive staff through excellent wellbeing	More events organised by social club	2014: Social club to become more active in organising an event once a term 2015-2017: Survey staff	Goal 3 Quality leaders, quality teachers, quality schools	Numbers of staff who attend events in term 1 compared to the other terms Staff absences through BIC
Gray Primary School is a safe learning environment for students and staff	All staff are committed to a safe school based on restorative justice practices	2014: Linking some Kids Matter strategies/ideas with our SWPBS 2014: SWPBS handbook 2015-2017: Restorative Practices pd	Goal 5 Building productive partnerships	Reduction in suspensions for assault on students/staff Reduction in lunch time detentions for assault
Gray School tutors understand their roles and responsibilities	All Tutors are committed to understand their roles and responsibilities and to undertaking ongoing pd	2014: All tutors have a job description explaining their roles and responsibilities and are given ongoing professional development 2015-2017: Review our use of tutors	Goal 3 Quality leaders, quality teachers, quality schools	Survey tutors at beginning and end of the year
To have happy, healthy students through excellent wellbeing	Students in Year 1 and 2 who are not achieving at level in English or Maths to have health checks hearing and sight	2014: All Early Years teachers to identify students who are not at level in English or Maths and send home through the Special Ed teacher a note for hearing and sight tests .	Goal 1 A great start for children	Identify those students at the beginning of the year and monitor their progress throughout the year
The School Values are embedded in everyday life of the school	Students, staff and parents are able to articulate the school values	2014: All awards recorded in Gradexpert 2014: Values taught every term 2015-2017: Review awards system and school values	Goal 2 Every student a successful learner	Monitor the teaching of values
Students to be engaged in positive, healthy games at recess and lunch supervised by student leaders	Student leaders take on responsibility for providing supervised games Student leaders given "real" leadership within the school	2015-2017: Student leaders to be given the training to supervise games in the playground 2014-2017: Teachers identify student leaders to attend Grip leadership	Goal 3 Quality leaders, quality teachers, quality schools	Monitor the games and those engaged in them and the supervision

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All staff at Gray School are committed to a safe, welcoming, valued school environment where students can learn and teachers can teach.
- All teachers at Gray School are committed to embedding the school values, Restorative Practices, SWPBS and YCDI into their daily teaching.
- All staff are committed to working in a collaborative and respectful environment.

TARGETED USE OF SCHOOL RESOURCES

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
The School Leadership and Council ensures the school budget is transparent and totally aligned with local and system priorities and resources are targeted	The budget is applied to initiatives and programs aimed at improving outcomes for students	2014: Set up a finance team 2014: Tutors are employed in classes to support reading, writing and maths groups 2014-2017: The budget is transparent with staff and parents and targets human and physical resources to the needs of students	Goal 4 Responsive services and systems	Finance Team is working as a team from School Council
The School regularly reviews all school wide policies, practices and programs	All school wide policies are reviewed by the staff	2014: Review the photocopy budget for all classes 2014-2017: Review of all curriculum and other school wide policies	Goal 4 Responsive services and systems	All school policies are reviewed and updated in a timely manner
The school uses the available facilities to good use	All school facilities are used to maximise and enhance student learning outcomes	2014: Open up Library in wet season at lunch and recess with Wii and table tennis	Goal 4 Responsive services and systems	All facilities in the school are used for student learning

RESOURCES TO BUY

- Black and white printer in each teaching block
- Two way mirrors in the office for line of sight
- PM benchmark kits in teach teaching block
- Updated home readers in Early Years
- Student desks with lift up lids

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All staff at Gray School are committed to ensuring that we live within our budget.
- All staff at Gray School are committed to following school wide policies, practices and programs.

EXPERT TEACHING TEAM

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
Mentoring and coaching is a focus of all staff at the school and is embedded in the school culture	All teachers are coached by Cognitive Coaches within the school and admin staff and tutors are provided with mentoring	2015-2017: Cognitive Coaches provided for all teachers 2015-2017: Mentors provided for all admin staff and tutors	Goal 4 Quality leaders, quality teachers, quality schools	Survey of staff
All staff have professional learning plans and an associated budget	The school has a culture of continuous professional learning by all staff	2014-2017: Within the school budget there are finances provided for all staff to undertake professional learning associated with the direction of the school	Goal 4 Quality leaders, quality teachers, quality schools	Budget Professional learning plans Professional learning school plan
The Principal knows the right people for the school who can support the building of professional teams	The ongoing development of staff into an expert and coherent school-wide teaching team is essential to the improvement of student outcomes	2015-2017: Myers Briggs for all staff 2015-2017: List of principles for teaching staff and non teaching staff	Goal 4 Quality leaders, quality teachers, quality schools	Myers Briggs List of qualities needed to work at Gray School
The Leadership Team take personal and collective responsibility for improving student outcomes	The Leadership roles are clearly defined and all staff understand them	2014-2017: Roles and responsibilities of all leadership team are clearly defined and understood by staff	Goal 4 Quality leaders, quality teachers, quality schools	Roles and responsibilities updated each term

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All staff at Gray School are committed to a culture of mentoring and coaching.
- All staff at Gray School are committed to lifelong learning for themselves.
- All staff at Gray School are committed to improving student learning outcomes.

SYSTEMATIC CURRICULUM DELIVERY

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
There is complete alignment of curriculum, pedagogy, assessment and reporting with Australian Curriculum	Gray School's Curriculum Map aligns with the NT Scope and Sequence which aligns with the Australian Curriculum	2015-2017: Continuous review of Curriculum Map, Assessment and Reporting Timeline	Goal 4 Quality leaders, quality teachers, quality schools	Australian Curriculum NT Scope and Sequence Gray Curriculum Map
The school community understands the whole school Curriculum delivery	Most parents have a good understanding of what is expected learning outcomes in English and Maths at the year level of their child	2014: 1 page b-b for all parents on what students need to achieve in English and Maths by the end of each year level	Goal 4 Quality leaders, quality teachers, quality schools	Survey parents
The school has clear processes for monitoring learning across the year levels	All staff understand the processes and timelines for monitoring each student	2015-2017: Review of assessment practices and inter school moderation	Goal 4 Quality leaders, quality teachers, quality schools	Assessment timeline
Students will have access to a range of sporting activities	The Early Years teachers are committed to an ongoing swimming program The Primary Years teachers are committed to an inter school sports program and an electives program	2015-2017: Provision of ongoing swimming program for Early Years 2015-2017: Provision of Electives program for Primary Years 2015-2017: Involvement of any inter school sports programs	Goal 2 Every student a successful learner	Review of swimming, electives and interschool sports

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All teachers at Gray School are committed to following the Gray School Curriculum Map that identifies curriculum, teaching hours per week and resources.
- All teachers at Gray School are following the Marzano pedagogy.
- All teachers at Gray School are following the Gray School Assessment Timeline.

DIFFERENTIATED CLASSROOM LEARNING

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
Teachers are able to identify the starting points for teaching in English and Maths	All teachers are able to group students for English and Maths according to ability using First Steps continuum	2014: All teachers to plot their students on First Steps English Reading continuum by week 5, T1 2015-2017: Plotting of students in writing, spelling and maths	Goal 2 Every student a successful learner	Class programs Coaching conversations
Teachers are monitoring students and adjusting their teaching	All teachers are using in class assessment, school moderation and other assessment to monitor student progress	2014: All teachers to show in reading coaching conversations how they are monitoring student progress and adjusting their teaching 2015-2017: coaching conversations for writing, spelling and maths	Goal 3 Quality leaders, quality teachers, quality schools	Class programs showing the differentiated learning Coaching conversations
Teachers are assisting students to monitor their own learning	90% of students across the school are taking responsibility for monitoring their learning	2014: Every student to be plotted on a PM reading chart and a Maths timetables chart within the classroom	Goal 2 Every student a successful learner	Class walk throughs
Tailored, early and sustained interventions are embedded in the school for students in English and Maths	85% of students in an intervention program will have an effect size of 0.4 in their learning	2014: Mini Lit to be taught to all transition students; Toe by Toe to be taught to students in Years 1 and 2 who are on a D or E; Quicksmart for students in Year 3-6 who are on a D or E; Mathletics for students in Years 1-6 who are on a D or E 2014: Special Education Reading groups for students on a D or E 2015-2017: Review of special education and early intervention	Goal 2 Every student a successful learner	Baseline data from terms 1 and 4
Interventions for special needs students	All funded students have an updated EAP or IBP	2014: All funded and other students are monitored against their goals and there is evidence of EAP and IBP in class	Goal 2 Every student a successful learner	Monitoring of their learning goals each term Evidence of EAP and IBP

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All teachers at Gray School are committed to ensuring that differentiation is a real practice in their English and Maths lessons
- All teachers understand they can differentiate through – content, process, product, affect and learning environment
- All teachers understand they can differentiate according to students’ – readiness, interest and learning profile
- All teachers understand they can use a wide range of instructional strategies to differentiate

EFFECTIVE TEACHING PRACTICES

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
All teachers have high expectations and ambitious targets	All staff are committed to high expectations for all students and setting targets for learning	2014: Teachers will set individual targets with every student every term in Reading, Writing and Maths 2015-2017: Visible Learning Know Thy Impact	Goal 2 Every student a successful learner	Monitoring of target setting and achievement
All teachers regularly provide written and verbal feedback to students	All staff are committed to providing written and verbal feedback to students	2014: Teachers receive ongoing Visible Learning pd in regards to feedback	Goal 3 Quality leaders, quality teachers, quality schools	Visible Learning survey comparison 2013 to 2014
All teachers are provided with ongoing written and verbal feedback and modelling regarding highly effective teaching strategies	Coaches will become more specific around data and moving students to next level in their feedback to staff	2014: Ongoing coaching conversations using reading data 2014: Ongoing coaching and team teaching in Early Years on Oral Language 2015-2017: ongoing coaching conversations using writing, spelling and maths data	Goal 3 Quality leaders, quality teachers, quality schools	Staff survey at the end of the year

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All teachers at Gray School are committed to provide every opportunity within their classroom for each student to reach their full potential.
- All teachers understand that their program preparation, explicit teaching and the strategies they use will have a direct impact upon how much each student in their class will progress.
- All teachers understand that their expectations for each student will set the learning bar for the student.
- All teachers will collaboratively with the student set learning goals each term in English and Maths.
- All teachers understand the impact of frequent, specific and informative feedback to their students.
- All teachers have stimulating classrooms that reflect the learning outcomes.

SCHOOL/COMMUNITY PARTNERSHIPS BUILDING AND MAINTAINING POSITIVE AND CARING RELATIONSHIPS WITH FAMILIES, CARERS, STUDENTS AND ALL THOSE ASSOCIATED WITH THE SCHOOLS BROADER COMMUNITY

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
Seek opportunities to engage with families and to link families to community groups for support	The Gray Family Centre engages with families and supports them by referring families to other PEGS partners where this is relevant.	2014: One after school event per term where PEGS partners are also invited to display their services 2015-2017: Open preschool to the public for a big event to attract enrolments 2015-2017: Once a year big fundraiser 2015-2017: Link community garden , school garden and kitchen, canteen	Goal 5 Building productive partnerships	Survey families Survey PEGS partners
Create and maintain effective partnerships with families to support and improve students' achievements at school	The Gray Family Centre will support families and students by providing programs and events that will help families engage with the school.	2014-2017: Regular reading group and oral language groups for mums/dads with bubs, FAST program, Healthy Eating programs, Meet and Greets , 1,2,3 Magic and other relevant parent programs 2014-2017: Create a fenced outdoor yarning circle in the outdoor space of Gray Family Centre with appropriate outdoor furniture	Goal 5 Building productive partnerships	Survey families Survey PEGS partners

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- All staff at Gray School are committed to enhancing student wellbeing and academic achievements by partnering with families.
- All staff at Gray School are committed to partnering with families, The Gray Family Centre and the PEGS group to support family needs.

PEOPLE BUSINESS, INFRASTRUCTURE AND FINANCIAL MANAGEMENT

<i>Goal</i>	<i>Improvement Target/Milestone</i>	<i>Actions</i>	<i>DoE Strategic Link</i>	<i>Measures/Outcomes</i>
People The school has thorough induction processes, effective performance review program and professional development for staff that is linked to the school priorities.	The school has a culture of developing people in an effective and safe learning environment	2014: Review performance review program for all admin staff 2014: Ensure all staff are aware of the school priorities and the need to link all pd with these priorities	Goal 3 Quality leaders, quality teachers, quality schools	BIC staff attendance Staff surveys and feedback
People Leadership development is a focus in the school.	The school will identify staff with high potential for leadership opportunities. All staff will be supported to develop their skills.	2014: Coaching and mentoring programs	Goal 3 Quality leaders, quality teachers, quality schools	BIC staff attendance Staff surveys and feedback
Infrastructure The school grounds and play equipment are maintained to Australian Safety Standards.	The school buildings, gardens and play equipment are clean and safe.	2014: Review signage around the school, name the teaching blocks 2014: Redesign the mural in the hall and install a projector and screen 2014-2017: Clean up one major garden bed every year through removal of trees/plants, replanting, irrigation and mulch 2015-2017: Repaint all outdoor tables and chairs and add more in shady areas 2015-2017: Buy and use actual recycle bins rather than the crates 2015-2017: Buy new lounge chairs for the staffroom	Goal 3 Quality leaders, quality teachers, quality schools	
Finance Appropriate staff and School Council have the training in financial management to perform their financial responsibilities effectively.	The appropriate school staff and the School Council have sufficient training in financial management to ensure that all policies, procedures and financial matters are in order.	2014: Implement a Financial Team 2015: Review the Canteen financial viability and the canteen menu	Goal 3 Quality leaders, quality teachers, quality schools	

WHAT DOES THIS LOOK LIKE AT GRAY SCHOOL?

- The school has a culture of learning, coaching and mentoring.
- The staff and the School Council are committed to ensuring that all infrastructure is clean and safe and meets all safety standards.
- The staff and the School Council are committed accountable, sustainable, efficient and effective use of financial resources.

FUTURE CAPITAL WORKS

- Replace classroom air conditioners – the current ones are extremely noisy
- Whole school irrigation
- Drop off zone at the front of the school
- New fixed play equipment in preschool
- More car parking in car park near oval
- Extend verandah at back of Rooms 5-12
- Drop off zone at the back of the school
- Renovate girls and boys toilets near Gray Family Centre
- Create a kitchen/cooking area that could be used as an Art area also