

Dungog Public School Annual Report



2017



1792

Introduction

The Annual Report for **2017** is provided to the community of **Dungog Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

We believe that Dungog Public School should be a safe and friendly environment that encourages and fosters happy and confident students.

Our vision is to create a culture in which all students and staff are valued. This is underpinned by the belief that we are all life-long learners. Teaching practices are underpinned by the Quality Teaching Framework and produce dynamic learning environments where every student has the opportunity to succeed. The school is a centrepiece of the local community and actively seeks and supports community activities.

Our vision is built upon our school values which are:

- Respect
- Responsibility
- Personal Best

Finally, we believe that all students have access to the highest quality of educational programs. Programs that inspire students to achieve their best and that will develop them into great citizens in the future.

Our school motto is; "Our Best Always".

School context

Dungog Public School serves the community of Dungog and is a proud member of the Dungog and District Community of Schools. It is the largest primary school in the community. The school's catchment area includes north to Barrington Tops National Park, east to Main Creek, south to Brookfield and west to Bingleburra. Students come from a wide variety of socio economic backgrounds. 75% of our students are placed in the bottom half of the Index of Community Socio Educational Advantage. Key Factors surrounding this figure include students' family background, parent's occupation, school education, the geographical location of the school and the proportion of Indigenous students.

The school has a population of 275 students in 11 regular and staged classes and offers 1 Multi-Categorical support class. Aboriginal students make up 9% of the population. The school has 16.6 equivalent fulltime teaching staff and 5 non teaching staff. Students are supported by a non-teaching Principal, 3 Assistant Principals, a fulltime learning and support teacher and school counsellor support 1 day per week.

The school is host to our Play 2 Learn Early Childhood playgroup, Train 4 School which helps prepare both children and families for 'big school', and has strong collegial relationships with both Dungog based Pre-schools. Dungog Public School is an active member of the Dungog Shire Family and Child network. As a result, the school has been a part of community programs that include Doug the Reading Bug and the Dungog Festival. These programs have strengthened the relationships between the school, families and the wider community. Our school has a strong support base from our school community with an active parent body which plays an aart in ur school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Learning domain the self assessment process indicated that the school was delivering in all areas.

Learning Culture – As evidenced by IEPs, PLPs, LST referrals in addition to programs to address deficits in learning such as L3, Behavioural Reading, Reading Recovery, Quicksmart and iMaths. Through delivery techniques in Explicit

Direct Instruction the school delivered curriculum to meet the learning needs of students.

Wellbeing– The school supports its students through many support channels. The school staffs an ITS: Hearing, 3 days per week, who delivers specific targeted programs, a hearing loop is installed in the school hall, signing choir and school wide music program delivered during RFF. Speech Therapy programs for all Kinder students identify areas of difficulty.. A SET has identified areas of improvement in PBL and in 2017 the school relaunched PBL beginning with the embedding of core values, development of a mascot and investigation of the processes in which behaviour data is collected and utilised.

Curriculum and Learning – The commitment of the school to the L3 program for Kinder –Year 2, including targeted planning, differentiation, modelling, tracking and assessing, and feedback to students with the expectation that this will be reflected in future NAPLAN results in literacy.

Assessment and Reporting – The school has strong reporting strategies: 3 Way reporting to parents –development of personalised learning goals (identified by both parents and teaching staff as needing to be early in each academic year), supported by twice yearly school reports, PLPs for all indigenous students, regular ‘touch base’ sessions for parents and open classroom afternoons. Teachers use data to continuously plan for learning experiences: PLAN, continuum trackers and L3 assessment data.

Student Performance Measures – Entry to school data such as Best Start, information from pre-school (Early Years Framework) allows careful planning of curriculum to meet early learning needs. Whole school analysis of NAPLAN growth and trends has enabled rigorous analysis of curriculum delivery methods, teaching strategies and directions for learning. Specialist teacher support for students through the Learning Support team has ensured learning, social and emotional, and behaviour scaffolds are in place for students. These procedures were updated and implemented throughout 2018.

In the Teaching domain the self assessment process indicated that the school was delivering in all areas.

Effective Classroom Practice – The school’s extensive TPL and involvement in EDI– QT shows the use of warm ups, WALT & WILF, with specific learning intentions are in use throughout the school. This is at varying levels in classrooms, depending on the lesson, the teacher and the strategies also in use. An identified need by the school is for rigorous evaluations of programs to reflect the learning needs of students – with clear links to IEPs, PDPs and learning goals – also linked to raising academic levels of all students. Conferencing with students has been identified as a strategy for increased use in the upper levels of the school.

Data Skills and Use– This is used during 3 Way Conferences with parents and students. Rubrics are used in some programs and curriculum areas –iMaths has been trialled in a senior classroom for evaluation.

Collaborative Practice – Stage sharing of expertise as now a part of weekly meetings along with all staff expected to share knowledge and expertise. Collaborative planning with colleagues on same stage has been timetabled for the end of the school year, to ensure a successful transition into 2017 for both students and teaching staff. LST meetings are held fortnightly to meet share ideas, expertise and meet needs of all students discussed at meetings, this is also aligned to the school’s development of its wellbeing program and practices.

Learning and Development – Specific TPL indicated in PDP’s is reflective of school plan & needs of targeted students in classroom. Some teachers, K–2 are undergoing professional development in L3 for Early Stage 1 and Stage 1.

Professional Standards – School have undergone specific TPL in relation to the Professional Teaching Standards and the changes to accreditation for pre 2004 service teachers. Through collaboration with mentor and buddy teachers, staff are better able to develop specialised learning programs for identified students, drawing on specialised knowledge of colleagues.

In the Leading domain the self assessment process indicated that the school was delivering in all areas.

Leadership– The school is involved with surrounding schools through regular meetings and LMG interschool initiatives such as sports days, Virtual GATs projects and links to the High School. The school operates an Aspirants program for teaching staff and school leaders though opportunities to be involved in School Parliament process and implementation for development of school leadership opportunities through school groups such as creative arts, gardening and environmental sustainability groups.

School Planning, Implementation and Reporting – The school plan has been collaboratively developed through thorough consultation with staff and community. It is continuously monitored and adapted accordingly, supported by the school milestones and budget. The school undertakes PBL reporting to parent and school community: through celebration of achievements at PBL assemblies, activity days with the Principal and achievement days and regular recognition of achievements and successes in all school media. IEP processes and implementation practices are included in 3 way reporting to parents and regular ‘check in’ meetings are an important part of regular reporting to parents.

School Resources – Resourcing is provided for learning experiences for targeted students: QuickSmart, G&T students with additional needs through the purchase of equipment and programs. Teacher’s PDPs are monitored to ensure goals are being met and mentoring programs ensuring TPL and resourcing to meet needs are in a growth stage within the school. It is clearly evident our school grounds are well maintained and student programs are incorporated into this with Primezone and sustainability programs being two key initiatives throughout the school. Budgets are clearly aligned to school programs, directions and targets.

Management Practices and Processes –The school has undertaken involvement in the Tell Them From Me surveys for staff, students and parents this year. In addition, parent forums were held to guide the development of the 2018–2020 Strategic Plan.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Developing the Whole Student

Purpose

To provide a learning environment which is personalised for each student in a way which is purposeful, engaging and differentiated to ensure each student's stage of learning and development is catered for.

Overall summary of progress

A school wide focus on developing a quality learning environment for all students continued throughout 2017 with a particular emphasis on developing and updating learning sequences to create fluid development from Kindergarten through to Year 6. Learning and support team (LST) processes were updated and focussed on the identification of student learning needs and the provision of targeted learning accommodations and adjustments. Enhanced student record and monitoring processes were developed to support student learning programs. Staff professional learning focused upon PBL in conjunction with DOE reforms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students learn in an environment where all the curriculum is sequenced and differentiated. Teachers' planning and implementation includes regular assessment demonstrating clear engagement of students.		<ul style="list-style-type: none">• Stages planned collaborative units of work.• Curriculum Mentor Position created and underwent the development of scope and sequences.
All students identified as requiring learning adjustments are catered for including ATSI PLPs, IEPs , students on Funding Support and students identified by LST – growth evident through baseline 2014 PLAN and NAPLAN data	\$25,000	<ul style="list-style-type: none">• LST procedures updated• Students were identified as requiring learning adjustments with Access Requests completed to access funding support where appropriate• Meetings were held with parents/carers, support agencies and teachers to develop plans (IEP and PLP)
All lessons are delivered using Explicit Teaching Model guided by John Fleming, Director Haileybury Institute.		Lessons were developed and implemented using the ETM model

Next Steps

Below is Dungog Public Schools, future directions for 2018 to ensure we continue to provide high quality educational outcomes.

Continue to implement and support the Learning and Support processes and maintain the support for disability and Gifted and Talented students.

Regularly review and update NCCD register details and conduct review meetings in consultation with all stakeholders.

Develop our Positive Behaviour Learning program with a focus to achieve Tier 1.

Continue to review and develop the school Wellbeing policy, to support the changing needs of students and families.

Continue to support teachers when developing Personalised Learning Plans and Individual Learning Plans to cater for the developing learning needs.

Support and monitor the progress of Language, Learning and Literacy (L3) and Focus On Reading (FoR).

Strategic Direction 2

Fostering Quality Learning

Purpose

To develop effective teaching programs which have been developed in line with relevant professional development leading to a dynamic, integrated and engaging classroom.

Overall summary of progress

A Curriculum Mentor role was developed to align teaching practices from Kindergarten to Year 6 while 4 staff accessed individual mentoring as Beginning Teachers. A number of staff from K–2 engaged in L3 training with all K–2 staff now trained. The QuickSmart Mathematics program was implemented by an SLSO. All teaching staff also engaged with the Professional Development Plan process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff use the Quality Teaching Framework & Explicit Teaching Model to guide their practice and participate in QT Rounds, a process for collaborative professional learning, sharing their pedagogy through coded observations.	\$21,940	<ul style="list-style-type: none">• Lesson observations undertaken in all stages while incorporating ETM and QT
Implementation of school based teaching initiatives – L3 (K 2015, Y1–2 2016) embedded and sustainable by 2017; ETM (K–6 2016) and Quicksmart 3–6.	\$30,000	<ul style="list-style-type: none">• Some K–2 staff trained in L3 and embedded in teaching programs• Quicksmart program implemented in year 2 & 3.
All staff demonstrate understanding of and implement key Department of Education Reforms	\$28,000	<ul style="list-style-type: none">• School successfully migrated into LMBR• Staff development relating to SEF V2 undertaken• Process for developing 2018–2020 School Plan implemented

Next Steps

Below is Dungog Public Schools, future directions for 2018 to ensure we continue to provide high quality educational outcomes.

Effectively using our School Milestone document as a method of monitoring and self-reflection to ensure the school continues to make progress towards our identified goals.

Continue to promote high level leadership development within our executive team, essentially building and reflecting on all aspects of the school priorities.

Further develop a process where teachers and students use collaborative processes to self-assess, report and reflect on learning.

Develop and promote a culture where teachers regularly reviewing learning with each student, to ensure all students have a clear understanding of how to improve their learning and the ability to communicate their learning goals to their parents.

Revisit the School Excellence Framework and Quality Teaching Standards with staff every 6–12 months to ensure we remain aligned towards our future focused priorities and targets.

Continue to provide quality professional learning to teachers that will enhance the priorities in our School Plan.

Strategic Direction 3

Student, School and Community Wellbeing

Purpose

To consolidate student wellbeing programs that enhance student expectations, using Positive Behaviour for Learning to develop and maintain a culture where students, school and community are valued and strong community support is evident in all areas of the school.

Overall summary of progress

The school received strong positive feedback from the community through a Parent and Community forum held as in developing the 2018–2020 School Plan. PBL data processes were updated and developed in response to student need such as altering playground supervision. HSLO and Child Protection processes were followed and the school collaborated with outside agencies such as FACS and the Dungog Community Centre to provide support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in student attendance in Planning room and on Behaviour Levels evident in PBL Data, Sentral Data	\$2,600	<ul style="list-style-type: none">• PBL Systems and practices updated to reflect current school context
Increase in student attendance rates evident through HSLO checks		
Increase in resilience of students evident through Sentral Data, PBL data, increase in student satisfaction levels evident through participation in school programs, results demonstrated in Tell Them From Me survey	\$2,500	<ul style="list-style-type: none">• Resourceful Adolescent Program implemented for Year 6 Girls with 3 additional staff trained to expand the program in 2018• Rock & Water implemented for Year 6 Boys

Next Steps

Below is Dungog Public Schools, future directions for 2018 to ensure we continue to provide high quality educational outcomes.

Further utilise the School Plan to build on and strengthen parent interaction by involving them in the targeted planning to support all children as they progress through the phases of education.

Strengthening partnerships of community/school service delivery programs.

Provide and maintain multi-cultural extra-curricular activities.

Seek and promote Aboriginal and Multicultural perspectives in whole school programs across K–6.

Broaden community involvement in enrichment programs encompassing a variety of Key Learning Areas

Continue to access outside agencies to support learning and engagement opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$26,620	<ul style="list-style-type: none"> Identified students have shown growth through analysis of data. Students have been supported in learning through the provision of small group instruction delivered by a teacher. Indigenous culture is valued and clearly identified throughout the school's classrooms and lessons were implemented teaching the local Guthang language.
English language proficiency	\$1,233	<ul style="list-style-type: none"> Employment of an SLSO.
Low level adjustment for disability	\$28,439	<p>Identified students showing growth in data – numeracy and literacy.</p> <p>All targeted students working with SLSO, LAST have completed QuickSmart program and have met targets set for them.</p> <p>All K–2 staff have successfully completed either L3 or OPL with staff identified for training in 2018.</p>
Quality Teaching, Successful Students (QTSS)	\$21,940	<ul style="list-style-type: none"> Staffing allocation utilised to provide mentoring for 4 beginning teachers Increase in Semester 2 allocation utilised to create Curriculum Mentor position, focussing on Literacy and Numeracy programming
Socio–economic background	\$152,236	<ul style="list-style-type: none"> Funds were allocated to subsidise a number of school excursions throughout the year. Additional funds were also utilised to employ additional office staff to improve the school's ability to support families. An SLSO was employed to deliver the QuickSmart program.
Support for beginning teachers	\$33,720	<ul style="list-style-type: none"> Beginning teachers were supported through additional release time each week and release of a mentor teacher. Funds also utilised to provide whole day release to attend courses and complete accreditation.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	137	142	146	140
Girls	133	123	133	133

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	96.2	93.9	93.5
1	94.2	92.4	94.4	94.2
2	95.8	93.4	93.5	94.7
3	93.8	94.6	92.7	92.4
4	94.8	92.9	92.7	93
5	94.3	91.1	92.4	93.4
6	92.3	91.7	92.8	91.2
All Years	94.2	93	93.3	93.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Dungog Public School has procedures in place to monitor student attendance in line with Department of Education policies. The school works closely with parents, the Home School Liaison Officer and support agencies to support students identified at risk in terms of attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.72
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.52
Other Positions	0

*Full Time Equivalent

Dungog Public School in 2017 had one Aboriginal staff member. Dungog Public School has a good working relationship with the local Aboriginal Educational Consultative Group.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	1

Professional learning and teacher accreditation

Professional learning was undertaken as an essential element of the school plan's strategic directions.

Staff participated in structured in-school professional learning and external training courses that linked both to the school's plan and to their individual teachers' performance and development goals.

Two Permanent and Three Temporary teachers were supported with beginning teacher funding and provided time and mentoring to focus on progressing their accreditation from a provisional teacher to being a proficient teacher.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	180,165
Global funds	150,906
Tied funds	162,527
School & community sources	33,076
Interest	2,267
Trust receipts	11,822
Canteen	0
Total Receipts	360,598
Payments	
Teaching & learning	
Key Learning Areas	50,939
Excursions	5,114
Extracurricular dissections	17,293
Library	1,227
Training & Development	5,562
Tied Funds Payments	144,664
Short Term Relief	42,019
Administration & Office	32,405
Canteen Payments	0
Utilities	29,426
Maintenance	7,086
Trust Payments	10,799
Capital Programs	0
Total Payments	346,535
Balance carried forward	194,229

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	530,779
Appropriation	474,511
Sale of Goods and Services	16
Grants and Contributions	55,919
Gain and Loss	0
Other Revenue	0
Investment Income	332
Expenses	-279,546
Recurrent Expenses	-279,546
Employee Related	-150,574
Operating Expenses	-128,972
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	251,233
Balance Carried Forward	251,233

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

School finances are regularly monitored collaboratively by the school Principal and SAM. Processes are in place to ensure ethical decision making in relation to school budget decisions such as ensuring major spending is closely linked to the school strategic plan.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,875,612
Base Per Capita	43,427
Base Location	16,517
Other Base	1,815,667
Equity Total	299,343
Equity Aboriginal	42,836
Equity Socio economic	122,393
Equity Language	2,466
Equity Disability	131,648
Targeted Total	192,323
Other Total	126,652
Grand Total	2,493,928

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The following percentages represent the number of students who achieved *above* the National Minimum Standard in the corresponding content areas

Yr 3

Reading – 65.2%

Writing 89.1%

Spelling 67.4%

Grammar & Punctuation 71.7%

Yr 5

Reading 78.5%

Writing 82.9%

Spelling 78.6%

Grammar & Punctuation 61.8%

The following percentages represent the number of students who achieved *above* the National Minimum Standard in the corresponding content areas

Yr 3

Numeracy 65.1%

Number, Patterns & Algebra 63.1%

Data, Measurement, Space & Geometry 78.4%

Yr 5

Numeracy 78.5%

Number, Patterns & Algebra 73.8%

Data, Measurement, Space & Geometry 78.6%

Of the 5 Aboriginal students who sat the 2017 NAPLAN assessments, 3 achieved above expected growth with a fourth showing strong growth, however scored slightly lower than expected growth. While results for Year 3 Indigenous students has been cohort driven in recent years, Year 5 Indigenous students continue to demonstrate a trend of higher levels of achievement.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students

- 90% of students had a high sense of belonging;
- 89% of students tried hard to succeed;
- 91% of students rated teacher expectations for

academic success high;

- 85% of Aboriginal students agreed or strongly agreed that they feel good about their culture when at school.

Parents

Parents indicate that they are made to feel welcome and that the school provides an inclusive, safe and secure environment for their children. They believe that the school focuses on learning and that parents support learning at home. They indicated that they are informed about the progress of their child and the day to day events of the school.

Staff

Most Teachers believe that the school leadership drives student learning in a culture of collaboration. Most teachers feel well supported by executive and their supervisor who is available to assist them with learning strategies. The majority of teachers feel that they are provided with the resources to do their job well however some expressed a desire to make greater use of technology and data in teaching and learning.



Policy requirements

Aboriginal education

Dungog Public School continued its commitment to Aboriginal Education and to recognising and celebrating the traditional owners of the land throughout 2017.

In 2017 Aboriginal students and their families participated in support meetings to develop and review their Personalised Learning Plans (PLP). The plans were developed and stored utilising the Sentral system, allowing all staff access and the ability to develop the plans throughout the student's school career.

School funds were allocated to support the learning needs of Aboriginal students. This included the employment of additional staff to work with individual and groups of students towards their PDP and academic goals. Financial support was made available for families who experienced financial difficulties that would have otherwise prevented students from participating in school excursions, visiting shows and other activities which involved costs.

All students participated in a variety of learning activities during NAIDOC Week Celebrations. These activities provided leadership opportunities for senior Aboriginal students while increasing knowledge of Aboriginal culture for all students.

The school also continued its commitment to Country and Culture lessons. This involved Aboriginal students learning the local Indigenous Gathung language, facilitated through the school hiring Indigenous staff from the Murrook Cultural Centre.

An Indigenous Year 6 student received a Galuwa scholarship which contributed to her receiving 20 hours of tutoring in addition to funds allocated through an action plan for a variety of opportunities.

Multicultural and anti-racism education

Our school considers multicultural education and the respect of others' cultures and beliefs as being extremely important. For this reason students are taught to develop skills, knowledge and attitudes required for a culturally diverse community.

This included whole school participation in NAIDOC and Musica Viva performances and activities, with the Musica Viva program implemented throughout the whole school via the RFF program.

As part of the Dungog Public School roles and responsibilities, a staff member fulfilled the designated role of Anti-Racism Contact Officer (ARCO). No cases were referred to the ARCO.