

# 2020 Annual Report

## Dungog Public School



1792

# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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Our school has enjoyed and achieved many highlights during the unprecedented year that was 2020. This was made possible due to the dedicated staff, partnering with families and community, to provide the very best of opportunities to our students. Dungog Public School remains committed to developing and sustaining strong partnerships with our wider school community and organisations. We are fortunate to have outstanding support from our dedicated P&C and AECG who work tirelessly to provide additional resources that enhance the teaching and learning programs across many facets of school life.

COVID-19 presented a variety of challenges in 2020, home learning being one significant change. The organisation from staff with online and paper resources was impeccable to ensure our students had every opportunity to continue to enhance their learning.

In concluding, I would like to thank the very professional and dedicated staff of Dungog Public School - the executive, the teachers, the office staff and the support staff, who collectively make a fantastic team and achieve great things for our students.

Kylie Pennell

Principal

## Message from the school community

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It gives me great pleasure to write the 2020 report on behalf of the Dungog Public School P&C committee. We had a great time at the 2020 welcome disco in February which raised \$1136.70. Our school uniform shop has successfully functioned online throughout 2020 selling over \$17,000 worth of school uniforms. 2020 has been a very different year for the Dungog Public School P&C committee. COVID-19 has impacted our fundraising efforts substantially. As a result of COVID-19 restrictions, our other fundraising efforts have been limited. Our canteen (which is ordinarily a major fundraiser), needed to be closed in March 2020 and over the course of the year we have cancelled our annual Easter raffle, Mother's Day Stall, Father's Day Stall and Christmas Calendars. We hope with easing COVID restrictions, our fundraising efforts will be back bigger than ever in 2021.

The P&C have still made a number of generous donations throughout 2020 to our school to help our students. We donated up to \$10,000 for an interactive board for the computer room, donated Easter eggs for the schools Easter hunt, purchased a new fridge and freezer for the canteen, assisted with the purchase of signage for the school bus, donated \$100 towards prizes for the Dungog Public School presentation day and \$250 towards the year six farewell.

The successful running of the P&C requires involvement of a supportive executive and hard-working committee. I would like to thank the executive, uniform shop coordinator, canteen coordinator, banking coordinators and the fundraising

coordinator.

Thank you also to the wonderful staff and students of Dungog Public School and the school community who always do their best to support the P&C.

We look forward to 2021.

Philippa Hudson

President

## Message from the students

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2020, well what a year it has been! It has been a highlight for all Year 6 students as it was the last year of our primary school journey. We have had some special visitors to our school including our Director John Millburn. As leaders we get to show how great our school is and it is always fun showing visitors all the wonderful things we do and have at our school. We have participated in a number of activities like NAIDOC week, Education Week and Remembrance Day. Throughout the year DPS has held many special days that benefit our school, our school students and the community. These include: Footy Colours Day, Halloween Disco, Clean Up Schools Day, Ride to School Day, Harmony Day, National Simultaneous Storytime, Life Education, Beanies for Brain Cancer, Pyjama Day, Jeans for Genes Day and Day for Daniel.

NAIDOC Week was another highlight of the year with interesting cultural activities and learning opportunities. All stages got to experience various activities on our NAIDOC celebration day. We played some Indigenous games along with cooking some Johnny Cakes and Lemon Myrtle biscuits. We also got to experience Aboriginal cultural opportunities such as; face painting, beading, boomerang painting and cultural dance. Overall, NAIDOC Week was a great time and it will be remembered.

This year Dungog Public School held and participated in a lot of sporting events; these included: Swimming Carnival, Athletics Carnival, Cross Country, Girls and Boys League gala days and Netball and Touch gala days. These were great opportunities for our students given the COVID-19 restrictions in place throughout year that minimised so many opportunities.

Performance Day was also another great hit with the theme being 'A Day at the Movies'. Although it was a bit different this year, our students had a wonderful time and enjoyed performing for each other. We would like to say a big thank you to our teachers for their hard work teaching us our dances and for making it a day to remember. We loved celebrating Book Week, with the theme this year, 'Curious Creatures and Wild Minds'. It was wonderful to see so many students dress up for our Book Parade in Term 4. Education Week was also a lot of fun this year. Ms Pennell held a competition for all students to persuade her and allow them to be the Principal for a Day. Jemma from 3C was the lucky student and had a wonderful day leading our school. Dungog Public School was lucky enough to have 2 work experience students from Dungog High School come and work and learn from our staff for two weeks in Term 4.

That was 2020 in a nutshell, hope you all enjoyed the year with the worldwide pandemic but at least we got through the year all together. A huge thank you to every one of the Dungog Public S staff, without you, we wouldn't learn. Thanks to the P&C, who helped the school so much this year. Thank you to all the Year 6 students for being with us since Kindergarten, without you, school would be pretty boring without our mates.

Jai and Mia

2020 Prime Ministers



Year 6, 2020

## School vision

Dungog Public School will 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. We believe that we are all life long learners. Teaching practices are underpinned by the Quality Teaching Framework, Teaching Standards and producing 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 PBL values which are:

- \* Respect
- \* Responsibility
- \* Personal best

Finally, we believe that all students have access to the highest quality educational programs. Programs that inspire students to achieve their best and that will develop them into active and engaged 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 253 students in 12 regular stage based classes and offers 2 multi-categorical support classes. Aboriginal students make up 14% of the population. Students are supported by a non teaching Principal, Assistant Principals, teaching staff and non teaching staff.

The school is host to the Play 2 Learn Early Childhood playgroup which helps prepare both children and families for 'big school'. We also have strong collegial relationships with both Dungog based Pre-schools. Dungog Public School is a member of the Dungog Shire Family and Child network. As a result, the school has been a part of community based programs. 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 engaged parent body which plays an active part in our school.



Clean Up School's Day

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Authentic Partnerships - Successful School

#### Purpose

Authentic partnerships underpin effective Schools. Building effective communication, outstanding responsive relationships meet the needs now and in the future.

#### Improvement Measures

An increasing number of parents and community can indicate the school demonstrates excellent effective communication skills.

An increasing number of parents and Community feel valued, respected and an integral part of the school community.

We aim to be working towards 98% of parents feeling this way by 2020.

An increasing number of authentic partnerships, designed to maximise student learning opportunities occur at Dungog Public School.

#### Progress towards achieving improvement measures

##### Process 1: Partnership Opportunities

Evidence-based partnership opportunities are developed and implemented across all stakeholder groups.

Evaluation	Funds Expended (Resources)
Parent and community access. Parent and community feedback. Enhanced partnerships.  Due to COVID-19 restrictions we were unable to host any face-to-face information session which has impacted our ability to identify obstacles from the parent/carer perspective. This will continue to be developed as our milestones progress.	\$15,000 - IT  \$5,000 - IT resource

##### Process 2: Communication

Professional learning is provided to staff to create effective communication avenues to develop quality communication systems across the school..

Evaluation	Funds Expended (Resources)
Through the completion of Tell Them From Me surveys, internal surveys and phone surveys, we found that the majority of parents and community members were demonstrating a range of effective communication methods. Although impacted by COVID-19 restrictions, innovation communication methods were utilised to continue to include the school community in school events and to provide relevant, up-to-date information.	\$48,000 - Community Liaison Officer (CLO)  \$5,000 - Resources  \$8,000 - Teacher release IT

## Strategic Direction 2

Rich learning environments empower all

### Purpose

Quality Teaching empowers all. Passionate and skilled teachers inspire lifelong learners by building and creating well skilled students. Promoting best practice in all pedagogies and challenging teachers to be the best that they can be is our primary goal.

### Improvement Measures

An increase in teachers embedding evidence-based teaching practices in all teaching and learning programs.

We aim to be working towards all Key Learning areas by the end of 2020.

The Quality Teaching Framework is increasingly evident in all classroom practices by the end 2020.

An increase of Aboriginal and Non-Aboriginal students in the top 2 bands of NAPLAN.

To ensure high value add in Literacy and Numeracy percentages.

70% of students making expected growth in Year 3 and Year 5 Literacy and Numeracy by the end of 2020.

### Progress towards achieving improvement measures

#### Process 1: Individualised Support

Develop and implement a range of systems to support the effective individual needs of the students.

Evaluation	Funds Expended (Resources)
Throughout the year there was a strong focus on consistency across the school for all Key Learning Areas. English and Mathematics scope and sequences were drafted for all stages to trial and refine, linking to assessment processes to ensure consistency across all classes.	\$10,500 - Teacher release \$5,000 - Resource development \$118,000 - Literacy and Numeracy

#### Process 2: Rich Learning Environments

Utilise research informed professional learning to develop and implement high quality pedagogies in teaching and learning environments.

Evaluation	Funds Expended (Resources)
A range of growth mindset strategies were delivered throughout the year to enhance the skills of teachers to deliver within their classrooms. A range of students were identified to survey and monitor with significant growth in social and emotional regulation. This will continue into our new school plan.	\$5,000 - Professional learning \$4,500 - Resource development \$7,000 - Teacher release

#### Process 3: Quality Teaching and Learning

To research and implement specific Teaching and Learning programs to target the individual needs of the students.

Evaluation	Funds Expended (Resources)
Quality teaching walls were implemented across the schools with a strong focus on developing a knowledge of explicit teaching strategies. Collaborative programs started to be created across the school with a school proforma focusing on explicit teaching elements to ensure consistency and enhance	\$3,500 - Resource development \$8,250 - Teacher release

## Progress towards achieving improvement measures

learning outcomes for all students. Continued progress on quality programs will be a priority into the future.

\$5,600 - Professional development

\$120,000 - Staffing



Dungog Public School Rugby League Team.

## Strategic Direction 3

Proactive wellbeing - Positive School

### Purpose

Students who are known and cared for will underpin a positive school culture. Individualised needs are catered for as whole school systems reflect connect, thrive and succeed. The focus on personalised support will contribute towards creating happy students and whole school support.

### Improvement Measures

Positive school culture is increasingly evident in all classroom and Non-classroom settings.

An increase of students displaying the school expectations and demonstrating the schools values.

A decrease in the major negative behaviours

Students indicate an increased sense of belonging at Dungog Public School.

### Progress towards achieving improvement measures

#### Process 1: Whole School Culture

Research and implement best practice strategies to create and promote a positive school culture.

Evaluation	Funds Expended (Resources)
Staff and student wellbeing was at the forefront of planning throughout the year, with COVID-19 being a consideration for all school stakeholders. With a focus on planning across stage and Key Learning Area meetings, this enhanced communication and highlighted the need for further consistency across the school.	\$4,500 - Resources
	\$8,500 - Signage
	\$6,000 - IT

#### Process 2: Student Wellbeing

Implement a whole school integrated approach to enhance a caring and positive learning environment where students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
This year a strong focus on having a deep understanding of our students academically, socially and emotionally was a key focus. Through the enhanced understanding of student needs across all classrooms, teachers were better equipped to identify and support differentiated learning needs across the school. Collaborative data collection and review ensured all students were able to be individually supported to feel a deeper connection with the school.	\$4,500 - PBL resources
	\$3,500 - Teacher release
	\$1,500 - Professional learning

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$68,425	<p>*PLP's were developed for Aboriginal students to ensure student growth is monitored and tracked.</p> <p>*Cultural enhancement in teaching and learning programs through implementing vital cultural resources.</p> <p>*Development of Aboriginal leadership opportunities to lead the development of Aboriginal cultural opportunities across our whole school.</p> <p>*Continued support in promoting growth in Literacy and Numeracy and enhance engagement.</p>
<b>Low level adjustment for disability</b>	Staffing Support - \$118,125 Flexible - \$57,629	<p>*Supported students with additional learning and support needs.</p> <p>*Promoted inclusive school environment for all students to thrive and have opportunities.</p> <p>* Developed and supported students learning in Literacy and Numeracy with targeted support opportunities.</p> <p>*All students had an IEP, PLP or differentiated learning plans to support their academic or social needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$53,280	<p>*Promotion of Research based practices and professional learning opportunities for all staff.</p> <p>*Development of quality teaching walls and resources to promote the newly developed scope and sequence documents.</p> <p>*Resources purchased to ensure all classrooms use research based tools to track and monitor student learning and growth.</p> <p>* Development of school based teacher daily teaching and assessment record books.</p>
<b>Socio-economic background</b>	\$162,850	<p>*Tracking of student growth and development</p> <p>* Planning effective and user-friendly online learning platforms for student home-based learning.</p> <p>*Teaching and learning programs are differentiated to support students needs.</p> <p>*Additional student support for students with additional needs.</p>
<b>Support for beginning teachers</b>	\$19,225	<p>*Additional release time allowed them to liaise with executive staff and undertake individual professional learning to continue to develop their skills.</p> <p>*Additional support given with teaching and learning program development.</p>

<b>Support for beginning teachers</b>	\$19,225	*Accreditation workshops run by leadership team to provide individualised support to beginning teachers to support finalising their accreditation.  *Mentor support and teacher observations were offered to assist in skill development.
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Stage 3 Excursion

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	140	141	138	132
Girls	133	148	143	121

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	93	94.6	92.5
1	94.2	91.3	93.3	93.6
2	94.7	92.5	92.6	93
3	92.4	93.6	93.8	91.7
4	93	90.3	93.6	93.2
5	93.4	91.9	92.1	92.5
6	91.2	91.2	92.5	92.3
All Years	93.2	91.8	93.1	92.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Dungog Public School utilises a daily text messaging system that tracks student non-attendance. After attendance has been taken for the day, parents of students that are absent receive a text message about their child's non-attendance for that day. Parents can then reply to this message providing the school with an explanation for non-attendance.

Dungog Public School provides students with various attendance incentives across the school including the whole school approach of the presentation of the Weekly Attendance Cup trophy for the class with the highest percentage of attendance for the previous week. Other incentives included a whole stage attendance raffle and individual reward charts for targeted attendance students.

Dungog Public School's leadership team regularly analyse attendance data which is used to inform planning across the whole school. Partial Attendance Plans are implemented for targeted attendance students ensuring personalised attendance approaches are improving attendance rates for students.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Dungog Public School Debating Team

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.1
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	4.52

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

At Dungog Public School, the leadership team implemented a staff professional learning plan to enhance the ongoing professional development with a specific focus on Literacy, Numeracy, Staff Wellbeing and the Inclusive Education Policy. This aligned with our school plan focus of whole school improvement. The successful implementation of a staff

development day plan to support our development of teaching and learning programs and assessment and reporting processes, has been effective. This has allowed us to forward plan a whole school approach of delivering high quality teaching and learning programs developed on research-based practise to ensure our students are at the forefront in education.

In 2020, Dungog Public School developed an Accreditation Support Group that was led by the leadership team and experienced teachers. As a result of this support group and the two sessions per term, three teachers completed their Proficient Teacher Accreditation in 2020.



Staff participating in the Book Week Parade

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	552,897
<b>Revenue</b>	3,466,302
Appropriation	3,368,550
Sale of Goods and Services	2,545
Grants and contributions	94,598
Investment income	609
<b>Expenses</b>	-3,607,330
Employee related	-3,190,999
Operating expenses	-416,331
<b>Surplus / deficit for the year</b>	-141,028
<b>Closing Balance</b>	411,869

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.



Dungog Public School students participating in a Growth Mindset lesson.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
<b>Targeted Total</b>	181,008
<b>Equity Total</b>	436,321
Equity - Aboriginal	83,337
Equity - Socio-economic	177,754
Equity - Language	0
Equity - Disability	175,230
<b>Base Total</b>	2,363,768
Base - Per Capita	70,477
Base - Location	19,885
Base - Other	2,273,407
<b>Other Total</b>	345,523
<b>Grand Total</b>	3,326,620

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.



Thank you to our local IGA for their kind donation.

## 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 My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



2020 Dux of Dungog Public School.

## Parent/caregiver, student, teacher satisfaction

Throughout 2020, Dungog Public School continued our whole school focus on Growth Mindset among the students and staff. Staff were involved in multiple Staff Development opportunities to build growth mindset strategies to enhance staff and student wellbeing.

Feedback from staff and students around Growth Mindset initiatives was undertaken to determine the effectiveness of the strategies used within our school. Through the Tell Them From Me survey 93% of students indicated that their teacher encouraged their achievements and was able to provide an engaging and challenging learning environment. Our teachers were asked about how Growth Mindset activities across the school have been beneficial to themselves, their students and the staff. After receiving 13 responses, 11 teachers identified that the activities undertaken had been beneficial with some teachers commenting "I think they have been great, I know that it's helped me not only in the classroom, but in my own personal life as well" and "The use of strategies such as the Circle of Control and Size of the Problem have been effective in providing students with a means to self-regulate, recognise their situation and make good choices."

Parent and carer feedback was sought through various mediums such as online Tell Them From Me surveys. Text messages, email and phone interviews due to COVID-19 restrictions. Our parent feedback indicated that the majority of parents and carers were happy with the progression of the school. Some of the feedback from parents and carers included "Dungog Public School is a welcoming school that teaches my child to try her hardest but also her personal best. Also, that every child is different in their learning abilities" and "My child has been developing his growth mindset at school and at home which is helping cater for his learning needs." Through the various feedback forms received, a new school plan has begun for 2021-2024 highlighting strategies to continue to progress our school.

Dungog Public School is committed to continuing to receive, review and deliver back feedback from staff, students and the community. With restrictions being lifted on the community attending our school, it is our intention that we continue to seek feedback through various platforms to ensure our school continues to grow and develop.



Dungog Public School Students, Staff, Parents and Community Members who received Education Week awards.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Dungog Public School is committed to providing quality Aboriginal Education, with students highly engaged in learning traditional cultures and histories through curriculum and hands on activities and experiences. Indigenous perspectives were incorporated into various key learning programs to enhance students understanding of Indigenous history and events which have occurred across Australia. Our vision is to provide real opportunities for our students to make connections with our local Worimi area and traditional customs, some of which were lost across generations of change in Australia. The learning concepts in the classroom positively enriched the annual NAIDOC celebrations our students engaged in. Our NAIDOC Celebrations were led by an eventful day enriched with cultural activities that the students were engaged in. The teachers, staff and students involved thoroughly enjoyed the day and participating in the cultural activities. These cultural activities were led and organised by our Junior AECG group and included indigenous games, cooking Johnny Cakes and Lemon Myrtle biscuits, face painting, beading, boomerang painting and cultural dance.

At Dungog Public School we have a focus on closing the gap and accelerating our Aboriginal students in all areas. Based on Check In Assessment data, all Aboriginal target students achieved above the state average and scored over 90% in both reading and numeracy.

We will continue our journey in Indigenous Education across Dungog Public School into 2021, with a view to continue to promote Aboriginal educational experiences for our students.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Mrs Norris continued with the role of Anti-Racism Contact Officer (ARCO) in 2020, with three other trained ARCO's within the school. This role is to assist parents, staff and students who have complaints regarding racism and facilitate the complaints handling process.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Other School Programs (optional)

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### Growth Mindset

In 2020, Dungog Public School continued with our whole school focus on Growth Mindset with both staff and students. Led by teachers, we have developed strong language and strategies around Growth Mindset across all stages. These

include the introduction and consistency of the Circle of Control strategy and the Size of the Problem strategy. We have consistently used this language in all classes from K-6, as well as in the playground setting, throughout our school. Students in Stages 2 and 3 participated in whole stage days to build resilience skills to deal with various issues faced daily at school.

A whole school approach on Growth Mindset and staff wellbeing was a major focus at Dungog Public School in 2020. With the support of two staff members leading the initiative during Staff Development Days and staff meetings, teaching and non-teaching staff had a focus on developing their skills to adapt to new situations, learn from each other and show resilience in all school settings. These are skills our staff and students will continue to take with them and develop. Significant Wellbeing and Growth Mindset initiatives were established and included the inclusion of the termly coffee van, staff breakfasts and a team building Staff Development Day exercise to boost staff morale and wellbeing.



Dungog Public School Kindergarten class ready for the Book Parade.



Dungog Public School Staff Development Day Team building exercise.