

2022 Annual Report

Dungog Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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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Message from the principal

2022 has been another wonderful year of success and progress at Dungog Public School in every discipline of academic, sporting and cultural endeavour. We have continued to enhance our curriculum and extra-curricular opportunities and further expand and embed our wellbeing programs.

The dedication and enthusiasm of our staff and students have created many opportunities to participate in various extra curricula activities this year such as: choir, debating, dance groups, sporting clinics, Star Struck and visiting performances. All of these activities would not be possible if it wasn't for the ongoing support from our devoted teachers and parents/carers who work together to coordinate transport to and from events and volunteer their time.

Dungog Public School remains committed to developing and sustaining strong partnerships with our wider school community. We are fortunate to have a dedicated P&C and AECG, who work tirelessly to provide additional support that enhance the teaching and learning programs across many facets of school life.

I would like to take this opportunity to recognise all of Dungog Public School's staff, who display their dedication and commitment daily to provide opportunities to the students and work extra hard to improve our whole school. I anticipate 2023 will be another busy and exciting year, and I look forward to the challenge of continuing to enhance our school achievements and opportunities.

As a result of our commitment to quality learning Dungog Public School provides a stimulating and challenging environment that nurtures children to reach their full potential and become global citizens.

Ms Kylie Pennell

Message from the students

WOW! What a year 2022 has been!!

It has been a year finally where we get back to somewhat a normal school routine. Limited worries of COVID, no more Home Learning, we welcomed back assemblies and best of all sport!

We have learned many new skills and have been a part of a lot of new opportunities. We have promoted respect and responsibility in all experiences with the students and staff of our school.

A few memorable moments for our school across 2022 have been:

- The community engagement in school activities such as Book Week, Easter Hat Parade.
- Attending Star Struck and the Choir coming back
- Organising our LMG Cultural Days
- Running our Athletics and Swimming fun days
- Changing our Cross Country course to run up the common mountain
- Holding our very first Cross Country Fun Day with exciting obstacles
- Having our Netball, Rugby League, Rugby Union and League Tag gala days
- Welcoming our new Kinder Transition Students for 2023
- And Planning our School Mini Fete

We appreciate all of the opportunities this school has provided to us. With the removal of COVID restrictions it has allowed us to have a successful year with learning, sport and so many extra-curricular activities like coding, game jam, STEM days, Film festivals, Cultural Dance, NAIDOC Week and who can forget the memorable excursions for each Stage!

Stage 3 Canberra Excursion was one of the best opportunities we have had at school, visiting important landmarks, going to the snow and making memories with great friends!

We would like to thank the staff, students and community for making their continued support at our school and this awesome leadership experience we have had the opportunity to be part of.

This year our School Parliament has had an interesting and fun year and we have been involved in many activities across our school. This year we have organised and run so many fundraising events and have been able to successfully hold our Halloween Disco and our Christmas Fete is ready to go! We have worked in partnership with the P&C and put forward the student perspective and ideas!

We thank the parents, students and staff members who have supported in making these events successful.

We have jointly promoted PBL with the staff to ensure that all students are aware of our school expectations of Respect, Responsibility and Personal Best. We have aimed to lead by example on the weekly focus expectation to ensure that all Dungog students use the various areas of our school safely and respectfully.

We are lucky to have such hardworking staff who are supportive and do an amazing job. They have continued to support us in making our school a better place by trying to organise as many events and fundraisers across the school as we were able to organise.

We would like to also commend and thank the 2022 Parliamentary Ministers for their hard work, and responsible attitude across the year.

We thank you for your effort and valuable contributions in 2022 and I am sure the 2023 Parliament will ensure another successful year for Dungog Public School.

Dungog Public School is a fantastic school and has amazing teachers and responsible and respectful students.

During our time here, we are thankful for everything we have been taught across the whole school learning environment.

We have been offered so many opportunities and experiences which has helped to shape us into the responsible and respectful leaders of your school. It has been the core foundation and laid the stepping stones for us to now extend our journey next year into high school.

On behalf of all the Year 6 students we would like to thank all the amazing staff for not only a great year, but also for all the years of Primary School. We have all had a memorable time at Dungog Public School. The opportunities and programs we have at our school are fantastic and we consider ourselves very lucky to have had them.



School vision

Our shared commitment is for staff to work collaboratively to know and value our students as learners and commit to a culture of high expectations underpinned by the Quality Teaching Framework, What Works Best and Australian Professional Standards for Teachers, in order to promote, challenge and encourage all learners to achieve continuous success. Through explicit teaching and differentiation, we support all students' needs and learning abilities.

Our vision at Dungog Public School is to build and promote a safe, supportive and inclusive environment where there is comprehensive and integrated support for all students to connect, succeed and thrive. An integral component will be engagement with parents and the whole school community to support student learning and wellbeing.

Our school motto of 'Our Best Always' will encompass our school vision to ensure every student, every teacher and every leader improves every year. Every student will be able to succeed in their learning environment, feel valued and have a strong sense of belonging.

School context

Dungog Public School serves the community of Dungog and is a proud member of the Dungog and District Community of Schools. Students come from a wide variety of socio-economic backgrounds. We are a rural and remote school situated 60km from our regional centre. Being the centre hub for a network of small schools surrounding the Local Management Group, school numbers have fluctuated over the last 9 years. With a trend around economic and social issues, we anticipate this trend to continue to fluctuate into the future. 75% of our students are placed in the bottom half of the Index of Community Social Educational Advantage. Dungog Public School 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.

The school has a population of 215 students (February 2022) in 11 regular and staged 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. Our Executive staff is stable with over 45% of our staff are in their early career as teachers and there is a 8% turnover of staff in the past 4 years.

The school has been a part of community-based programs which 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. We also have strong collegial relationships with Dungog based pre-schools. Dungog Public School is an active member of the Dungog Shire Family and Child network and the Dungog Community Centre.

Dungog Public School has built mutual respectful partnerships with the local AECG and P&C groups, who play an active role in strategies implemented across the school for Literacy, Numeracy and extra-curricular activities. The joint aspirations have moulded a shared vision between the school and the community with the use of continual monitoring of student performance data to determine areas of need and success at a class and school level. The involvement of whole school community in this process will be essential for success.

As a result of our comprehensive situational analysis, we have identified high level areas of improvement in expected growth in reading, numeracy and wellbeing. This plan will address these areas and give them a deep focus for improvement. We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to support teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs including the identified system-negotiated target areas in Reading and Numeracy. Work will continue to take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within and across the school. 2017 TTFM survey results revealed a concerning level of student disengagement. Students reported learning was not engaging. Parents discussed concerns that their children were often unable to articulate what they learnt at school. The school leadership team decided to respond with a suite of whole school initiatives that would roll out progressively. The interventions are focused on introducing pedagogical concepts: making learning visible to students and reinforcing quality teaching practices. The vision is to implement a consistent approach in every lesson through: setting goals, clear learning intentions, measurable success criteria and using effective feedback. This is the vision towards improving student outcomes and driving strategic and annual planning at the whole school level.

Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning Support Team for review.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
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	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Literacy and Numeracy for every student, all staff will analyse and use data to understand the learning needs of individual students and inform differentiated teaching practices. Promoting a shared vision of high expectations and developing students into self-directed learners who are able to monitor their own progress and work collaboratively with their teacher to direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- A Culture of Personalised Self-directed Learning

Resources allocated to this strategic direction

Socio-economic background

QTSS release

AP Curriculum & Instruction

Per capita

New Arrivals Program

Integration funding support

Aboriginal background

Low level adjustment for disability

Summary of progress

Data Driven Practices

Our focus in 2022 was the creation and implementation of an assessment schedule for every stage. This outlined key assessments in English and Mathematics throughout each term with scheduled times for delivery and consistent teacher judgement meetings. Teachers were able to effectively assess their students to ensure an understanding of their knowledge to plan future learning tasks. Through consistent teacher judgement meetings that were scheduled throughout each term, teachers were able to collaboratively discuss the learning progress of their students and reach a comparable basis for understanding.

Literacy and Numeracy focus groups were continued and refined with leaders who were focused on driving literacy and numeracy programming to align with best practice and ensure it was delivered consistently across our school. Literacy and Numeracy focus groups resumed to build a deeper understanding of Consistent Teacher Judgement across Key Learning Areas. Discussions around teaching practices and student performance became more meaningful to review data and ensure our understanding of internal and external assessment information matched what was being seen in the classroom. These discussions remained effective and purposeful for staff to go back and look at how other staff have delivered content in a lesson and how they could do things better to improve student learning and overall impact.

The next process our school will move towards is to ensure we are utilising the What Works Best practices and Quality Teaching Framework to re-assess our assessment process to determine how we can make them more purposeful, equitable, reliable and meaningful as a data source.

A Culture of Personalised Self-directed Learning

In 2022, we strengthened our processes on delivering Personalised Learning for students in Literacy and Numeracy by reviewing and refining our feedback processes across the school.

Through our goal setting processes that had been developed, students were encouraged to conference with their peers and teachers to receive quality effective feedback to enable them to reflect on the learning process and how to improve their work samples. Appropriate feedback strategies were utilised across K-6 with the vision to build on skills learnt in previous years to allow students to develop their independent skills in reviewing their own work.

The development of a whole school formative feedback sheet allowed teachers to provide detailed written feedback on student work samples based on lesson learning intentions and success criteria to allow meaningful discussions with a student-centred focus.

As a result of these activities we have continued to achieve our set goals in Literacy and Numeracy and allowed us to share this positive feedback with our staff, students, parents and the wider community. Students continue to develop the skills to become self-regulated learners who are driven by high expectations and focus on meeting criteria of success to ensure accuracy in their learning. Executive and teachers continue to reflect on programs and methodologies to enhance best practice and to increase our student achievement outcomes across Literacy and Numeracy.

Next year our focus will continue to encourage personalised learning across our school to support student achievement and progress and we will develop the aspects of our high potential and gifted education beyond the intellectual domain to provide a balance between academics and extra-curricular activities for students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Between 34.2% and 39.2% of Year 3 and Year 5 students achieve in the top 2 bands in NAPLAN reading 	36.7% of Year 3 and Year 5 students achieved in the top 2 bands in NAPLAN reading.
<ul style="list-style-type: none"> Value-add is delivering with elements of sustaining and growing. 	Value-add was validated as sustaining and growing.
<ul style="list-style-type: none"> Between 26.3% and 31.3% of Year 3 and Year 5 students achieve in the top 2 bands in NAPLAN numeracy. 	32.96% of Year 3 and Year 5 students achieved in the top 2 bands in NAPLAN numeracy.
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth in numeracy. 	As NAPLAN was not delivered in 2020 due to COVID restrictions expected growth is unable to be measured for 2022.
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth in reading. 	As NAPLAN was not delivered in 2020 due to COVID restrictions expected growth is unable to be measured for 2022.
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading 	The number of Aboriginal students achieving in the top 3 NAPLAN bands has decreased slightly since 2021.
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy. 	The number of Aboriginal students achieving in the top 3 NAPLAN bands has decreased slightly since 2021.



Purpose

Improve student learning and wellbeing by understanding the multidimensional nature of wellbeing to create a comprehensive and integrated strategic approach to support the social, emotional, cognitive, physical and spiritual areas for students in a context of quality teaching and learning.

In order to maximise student learning outcomes in Literacy and Numeracy for every student, all staff will analyse and use data to understand the learning needs of individual students and inform differentiated teaching practices. Promoting a shared vision of high expectations and developing students into self-directed learners who are able to monitor their own progress and work collaboratively with their teacher to direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connect, Succeed and Thrive
- Bringing it all together

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Low level adjustment for disability

Location

Per capita

New Arrivals Program

Integration funding support

Summary of progress

Connect, Succeed and Thrive

In 2022, Dungog Public School had a focus on increasing attendance across the school to encourage students to attend school on a regular basis after Learning from Home and COVID-19 restrictions across NSW. The development of a whole school attendance incentive program was developed with the aim to increase the number of students attending more than 97% of the time.

Attendance rewards were regular and built to increase the interest from students to attend school. Incentives for positive attendance, were tiered to allow students to build towards a fortnightly, termly, or yearly reward. Parent communication was increased through our absentee portal as students were motivated to ensure their attendance was not affected if they were absent for an approved reason.

Our Junior AECG continued their cultural connections sessions to enhance cultural understanding and build student sense of identity. To enhance connections across schools, our Local Management Group developed Cultural Days. These days were held at various schools around our local area, with the first being hosted by Dungog Public School. The days allowed for student participation in various cultural activities and for the enhancement of cultural understanding.

The Premiers Sporting Team Leaders have made significant positive progress towards implementing changes in the sporting arena, particularly with our uniform and sports attire. This has given them opportunities to engage with our P&C body to discuss their plans. From this, a school sports shirt was organised to commence use in 2023 and a new school cap was introduced in 2022. This has seen an increase in students wearing their school uniform more regularly and proudly.

Growth Mindset continued across the school in 2022. This assisted in building social skill development and to support students in utilising their social and emotional tools to positively re-build relationships. As a result, we have been able to monitor and support students to re-integrate into the learning environment and continue to support their progress and development of social and emotional regulation through our Growth Mindset Programs. We have ensured a balance for students where the opportunities they have, allow them to build a voice and build connections and in particular their sense of identity.

Next year our focus will continue to be on wellbeing and promoting opportunities for students to have a voice and actively participate in planning and development across our wider school and school community. This all enables them to build

positive self-worth and promote a positive sense of identity to confidently approach all aspects of their schooling areas. Attendance will continue to be a focus. Across the school we will aim to promote larger incentives to further support improvements and promote the importance of students attending school regularly.

Bringing it all Together

Our focus in 2022 was on how to continue effective partnerships between the wider community and the school. A whole school calendar of activities was distributed to the community to ensure parents, carers and community members knew when school events were planned and could attend special events.

Our Kindergarten transition program continued to flourish, to ensure students starting school in 2023 were ready for learning. We enhanced our social media communication and reaffirmed an in-depth program to ensure school readiness for 2023 was apparent for our new Kindergarten students.

The information evening sessions for parents and wider community members recommenced throughout the year around whole school processes such as the science of reading and reporting. These open community forums supported and promoted positive relationships between staff, parents and community members. As a result, we received 100% positive feedback from all parents around the planning and information shared throughout the Kindergarten transition process, successfully utilised excellent teaching and learning experiences that focused on school readiness and provided fun learning experiences in a familiar and safe environment ready for the 2023 school year. Year 6 students started High School with some connections within their new environment and were supported. The parent community information sessions allowed us to strengthen links and discuss their concerns in the areas of teaching and learning and share our planning and ideas on how we aim to best support their child/children with their learning and social and emotional development.

Next year we will continue to proactively work with the P&C to draft parent information sessions that align with our school improvement plan, so they are continuously exposed to the linkage of how we aim to support their children in the daily learning environments, academically, social, emotionally, and physically.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> 77.9%-82.9% of students attending school 90% of the time. 	43.4% of students attended school 90% of the time.
<ul style="list-style-type: none"> Increase the percentage of students with a positive sense of belonging from 61% to 81% using TTFM data. 	72% of students indicated they have a positive sense of belonging as indicated from TTFM data.
<ul style="list-style-type: none"> Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School from 61% to 81% 	74% of students report they have expectations for success, someone who will advocate for them and a positive sense of belonging at school.
Learning Domain <ul style="list-style-type: none"> In the element of Wellbeing is validated at delivering 	The element of Wellbeing was validated as sustaining and growing.



Strategic Direction 3: Teaching and Learning

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning to promote high expectations for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Teaching and Learning Culture

Resources allocated to this strategic direction

Socio-economic background
Professional learning
QTSS release
AP Curriculum & Instruction
Per capita

Summary of progress

Effective Classroom Practice

During 2022, our focus was ensuring consistency across English with a streamlined programming proforma including an emphasis on explicit teaching practices.

This involved creating an infants and primary based programming tool to allow teachers to plan for and implement explicit teaching across all areas in English. All teachers were provided with research-based reading comprehension training to increase understanding and delivery of reading activities in the classroom.

Mathematics programming was a priority in 2022 to ensure a consistent and explicit approach to numeracy lessons across each stage. Stage-based mathematics programs were created with accompanying assessment of learning and formal assessment tasks to continually review student understanding. The SOLVE it process was utilised throughout each program to continue developing skills in word-based questioning.

Key Learning Area programs were reviewed and improved to ensure students were able to gain a deep understanding of core content. Learning intentions and success criteria were refined to make learning relevant and meaningful in every classroom. Student feedback was sought to ensure programs were meeting the needs of all students.

Next year our focus will be further consistency of English programming and explicit teaching practices to further improve on NAPLAN results and continually develop the skills of our teachers in reading to improve results in internal and external data.

Teaching and Learning Culture

In 2022, our focus continued on building the capacity of our teachers to ensure quality teaching practices were evident in all Key Learning Areas. Our Assistant Principal Curriculum and Instruction was able to support all teachers to use deliberate practice when delivering quality lessons.

Professional learning opportunities were provided to all teaching staff in Focus on Reading strategies to ensure reading comprehension was a priority from K-6. Our updated supervision process was refined to develop the capacity of all staff at a personal point of need. School Executive staff worked collaboratively to oversee Key Learning Areas to create a consistent approach across stage areas and all subjects. Each Assistant Principal led a different Key Learning Area to review lesson content and consistency between stage-based programs.

Dungog Public School held a Science of Reading parent information session to bridge the gap between the understanding of reading at school and at home. Parents, carers and the community were provided with research-based information that was relevant for students across K-6. Term-by-term overviews were sent home outlining the content students will undertake in each learning area to assist parents and carers to support their child's learning throughout the year. Parents and carers were able to gain a deeper understanding of how to support their child to achieve the best

individual outcomes.

As a result, the school and home relationship has strengthened to support all students in their deep understanding of the content and reinforce their learning. Deeper levels of understanding were established on the strengths and areas of development for staff to continue to support with professional learning and resources to create a quality learning environment for all students.

Next year our focus will be to continue the development and understanding of quality teaching practices across all Key Learning Areas and ensuring students receive valuable feedback from their teachers to support individual learning goals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">Increase the mean of teachers using explicit teaching practices and feedback from 7.1 for students to 8.5 (TTFM).	The mean of teachers using explicit teaching practices and feedback as per TTFM data was 7.3.
Teaching <ul style="list-style-type: none">The element of Effective Classroom Practice is validated at delivering.	The element of effective classroom practice was validated as delivering.
<ul style="list-style-type: none">Staff What Works Best evaluation survey data indicates an improvement from 75% to 90% in teacher collaboration.	Teachers indicated they collaborate 81% as per the staff WWB evaluation survey.



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$14,794.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Dungog Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Personalised Self-directed Learning • Bringing it all together <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • supporting the integration in Literacy and Numeracy programs to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: Allowing students to participate fully to increase knowledge in Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the academic, social and emotional needs of identified students.</p>
<p>Integration funding support</p> <p>\$146,798.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dungog Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Personalised Self-directed Learning • Bringing it all together <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students were supported to participate in whole-school and individualised learning activities.</p> <p>After evaluation, the next steps to support our students will be: Continually support the individual needs of students that support personal growth.</p>
<p>Socio-economic background</p> <p>\$226,262.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dungog Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • A Culture of Personalised Self-directed Learning • Connect, Succeed and Thrive • Bringing it all together • Effective Classroom Practice • Teaching and Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$226,262.54</p>	<ul style="list-style-type: none"> • professional development of staff through reading comprehension to support student learning • resourcing to increase equitability of resources and services • employment of additional staff to support student engagement and achievement in Literacy and Numeracy. <p>The allocation of this funding has resulted in the following impact: Students have been provided with high impact programs that increase the academic skills based on individual learning needs.</p> <p>After evaluation, the next steps to support our students will be: Keep up to date with evidence based teaching and learning strategies to support the needs of all students throughout our school.</p>
<p>Aboriginal background</p> <p>\$62,249.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dungog Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Personalised Self-directed Learning • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • individualised support to increase the Literacy and Numeracy skills of all students identified <p>The allocation of this funding has resulted in the following impact: Students have been supported to achieve growth in Literacy and Numeracy, ensuring individual goals are achieved through a consultation process.</p> <p>After evaluation, the next steps to support our students will be: Ensure to remain vigilant in knowing the needs of students and supporting each child to achieve growth academically, socially and culturally.</p>
<p>Low level adjustment for disability</p> <p>\$174,724.39</p>	<p>Low level adjustment for disability equity loading provides support for students at Dungog Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Personalised Self-directed Learning • Connect, Succeed and Thrive • Bringing it all together • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with a evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Students with identified additional needs are supported to achieve personalised goals in academics and socially.</p>

<p>Low level adjustment for disability</p> <p>\$174,724.39</p>	<p>After evaluation, the next steps to support our students will be: Keep abreast of programs and interventions that can support our students and staff.</p>
<p>Location</p> <p>\$18,014.54</p>	<p>The location funding allocation is provided to Dungog Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Identified students have been provided with additional opportunities to participate fully in schooling opportunities.</p> <p>After evaluation, the next steps to support our students will be: Continually identify ways in which students can be supported to participate in school activities.</p>
<p>Professional learning</p> <p>\$24,067.52</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dungog Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Teaching and Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in professional learning opportunities to unpack evidence-based approaches to teaching Literacy and Numeracy and explore explicit teaching practices <p>The allocation of this funding has resulted in the following impact: Teachers have been provided with evidence-based professional learning based on best practice.</p> <p>After evaluation, the next steps to support our students will be: Implement and evaluate best practice models to increase the engagement for all students.</p>
<p>QTSS release</p> <p>\$47,577.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dungog Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Effective Classroom Practice • Teaching and Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic

<p>QTSS release</p> <p>\$47,577.29</p>	<p>Improvement Plan and develop the capacity of staff</p> <p>The allocation of this funding has resulted in the following impact: Increased knowledge and understanding in Literacy and Numeracy programs that provide best practice strategies for students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support student growth with best practice, evidence-based teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$152,613.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Increase the Literacy and Numeracy skills of identified students.</p> <p>After evaluation, the next steps to support our students will be: Continually support the growth of students in Literacy and Numeracy.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	138	132	122	107
Girls	143	121	97	98

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	92.5	90.9	84.8
1	93.3	93.6	91.8	83.0
2	92.6	93.0	92.7	88.6
3	93.8	91.7	91.2	88.1
4	93.6	93.2	91.5	85.9
5	92.1	92.5	91.0	83.5
6	92.5	92.3	87.2	86.1
All Years	93.1	92.7	90.8	85.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	9.82
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.4
School Administration and Support Staff	4.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	333,615
Revenue	3,588,671
Appropriation	3,467,964
Sale of Goods and Services	2,638
Grants and contributions	112,904
Investment income	2,326
Other revenue	2,839
Expenses	-3,557,000
Employee related	-3,190,012
Operating expenses	-366,988
Surplus / deficit for the year	31,672
Closing Balance	365,287

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.



Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	90,021
Equity Total	463,237
Equity - Aboriginal	62,250
Equity - Socio-economic	226,263
Equity - Language	0
Equity - Disability	174,724
Base Total	2,120,026
Base - Per Capita	58,379
Base - Location	18,015
Base - Other	2,043,632
Other Total	527,209
Grand Total	3,200,492

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.



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 to access the school data.

Literacy

Dungog Public School continued our whole school Literacy focus throughout 2022 to boost the Literacy skills of our students from K-6. Our focus on writing continued which resulted in 54% of our Year 3 students and 34% of Year 5 achieving in the top 2 bands. Our Year 5 students are showing significant growth in this area. Writing will continue to be a focus for Dungog Public School for us to see growth between our Year 3 and Year 5 students in future years.

With an increased focus on reading across Dungog Public School, our students continued to show impressive results in this area. Continuing our trend, over 50% of students in Year 3 achieved in the top 2 bands for reading. Quality teaching in reading comprehension will continue to increase in focus in 2023 for Dungog Public School.

Numeracy

Numeracy has been a focus area of development for our whole school throughout 2022. We continued use of the SOLVE it strategy across K-6 to increase understanding of worded questioning and multistep problem solving. In 2022, Numeracy results identified the school had an increase of 8.5% in Year 5 in the top 2 bands. Explicit teaching of Numeracy will be a continued focus for Dungog Public School.



Parent/caregiver, student, teacher satisfaction

Parents and carers were involved in various school presentations of School planning and improvement, K-2 English concepts, the science of reading and understanding the implementing phonics as a K-2 focus area. We also presented an information session for parents on understanding reports and the A-E grading scale. The feedback received has been positive and majority of parents feel this has assisted them in understanding concepts of their students learning better.

Across the Tell Them from Me surveys; Parents identified that they like the following forms of communication from the school: social media (Facebook), newsletter, text messaging and emails. 84% of parents also identified that Dungog Public School has a welcoming environment.

Students that completed the survey in 2022 identified that:

- 96% of students identified that they feel valued at school.
- 82% of students enjoy school and feel safe.
- 73% of students identified that they have a positive sense of belonging.
- 93% of students identified that they have positive relationships at school.

Staff that completed the survey in 2022 identified that:

- 72% of staff identify that they use explicit teaching practises and feedback in their classroom.
- 81% of staff identify that they set high expectations in their classroom.



Policy requirements

Aboriginal Education Policy

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.

Aboriginal Education - School statement

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. Aboriginal perspectives were incorporated into various key learning programs to enhance students understanding of Aboriginal history and events which have occurred across Australia. We had a vision 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 Aboriginal games, cooking Johnny Cakes and Lemon Myrtle biscuits, face painting, beading, boomerang painting and cultural dance.

This year saw some great accolades for our students, including: two students, Flynne Gordon, Year 5, and Sienna Gordon, Year 6, being awarded the Outstanding Academic Excellence Award and the Aboriginal Outcomes and Partnerships Directorate Outstanding All Round Student Award at the 17th Annual Nanga Mai Awards ceremony held at the Sydney Opera House in November. Also, seven students, Will Walters, Tahleera Clements, Lincoln Smith, Sienna Gordon, Ruby Mitchell, Flynne Gordon, Jacob Black and one teacher, Miss Mowbray, received Aboriginal Education Awards at the local Youyoong AECG Annual Deadly Awards. This was a tremendous effort for students to be recognised across our wider school learning communities.

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 well above the state average and scored in the top three percentiles in both reading and numeracy.

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

Anti-Racism Policy

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

Anti-Racism - School statement

Miss Mowbray, Mrs Wright and Miss Pennell continued with the role of contact officers (ARCO) in 2022. This role is to assist parents, staff and students who have complaints regarding racism and facilitate the complaints handling process. Dungog Public School remains focused on providing an inclusive and safe environment for all staff, students and the wider school community.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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)

Star Struck

In Term 2, students from years 3 to 6 were involved in the annual Star Struck 2022 'Iconic' at the Newcastle Entertainment Centre. This event is an amazing opportunity for Dungog Public School students to participate in a celebration of Creative and Performing Arts and Public Education. In 2022 Dungog Public School successfully auditioned two separate groups to participate in Star Struck 2022, a dance group and an Aboriginal dance group.

Canberra

Stage 3 were so excited to be able to attend their major excursion to Canberra in Term 3. It was certainly a huge highlight of 2022. Our excursion was designed to support and extend our knowledge and learning about our History unit of work.

Our week away started with a visit to the National Electoral Education Centre and the Museum of Australian Democracy where we were taught about how elections are run and why Australia is a democracy.

Following a restful night, we went to visit Parliament House which was a special experience. We then went off to Questacon for a fantastic hands on experience, learning about various scientific forces. Another experience which was enjoyed by all was at Reconciliation Place where we were introduced to Indigenous sculptures and artworks.

The Australian War Memorial on Day 3 was a humbling experience. Each student was able to gain a full appreciation of our country and the people who worked so hard to ensure our safety.

Some extreme weather towards the end of the week looked like it was going to ruin the end of our trip. Fortunately, our amazing teachers worked over time to ensure our students were provided with the incredible experience of skiing at the snow. This was an amazing end to the Stage 3 Canberra excursion.

