

# 2023 Annual Report

## Dungog Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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## Message from the principal

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2023 has marked yet another remarkable year of achievements and progress at Dungog Public School across all realms of academic, sporting, and cultural pursuits. Our relentless focus on enriching the curriculum, expanding extracurricular avenues, and fortifying our wellbeing initiatives has propelled us forward.

The unwavering dedication of both our staff and students have allowed a great range of opportunities for engagement in various extracurricular activities throughout the year. From choir and debating to dance groups, sporting opportunities, Star Struck, and captivating visiting performances, our school community has thrived. None of these endeavours would have been possible without the support of our devoted teachers and parents/carers, who seamlessly collaborate to organise transportation and generously volunteer their time.

At Dungog Public School, our commitment to fostering partnerships within our broader school community continues to flourish. We are immensely fortunate to have the support of our P&C and AECG, whose tireless efforts support our enriching teaching and learning experiences across diverse facets of school life.

I extend my appreciation to the entire staff of Dungog Public School, whose unwavering dedication and tireless efforts continually pave the way for student growth and elevate our school as a whole. As we anticipate the bustling year ahead in 2024, I eagerly embrace the challenge of further amplifying our school's accomplishments and opportunities.

Driven by our unwavering commitment to excellence in education, Dungog Public School continues to provide a stimulating and nurturing environment that empowers children to realise their fullest potential and emerge as global citizens.

Warm regards,

Ms. Kylie Pennell

## Message from the students

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What an astonishing journey 2023 has turned out to be! This year has been marked by remarkable accomplishments in academic pursuits, athletic endeavours, and a variety of extracurricular activities. In our role as the Prime Minister of 2023, we have deeply appreciated the chance to lead and serve in our school community.

This year has been a period of learning and growth, filled with numerous new skills and opportunities. Throughout, we

have strived to foster a culture of respect and responsibility in our interactions with both students and staff at our school.

A few memorable moments for our school across 2023 have been:

- The community engagement in school activities such as book week, easter hat parade and ANZAC ceremonies.
- Attending Star Struck, PSSA sporting events and our school clubs
- Organising our LMG Cultural Days
- Running our Athletics and Swimming fun days
- Engaging in our Cross-Country course up the common mountain
- Having our Netball, Rugby League, Rugby Union, and League Tag gala days
- Welcoming our new Kinder Transition Students for 2024
- Our School Musical showcasing 'musicals'
- And Planning our School Mini Fete

We are truly grateful for the numerous opportunities our school has offered us. This year has been incredibly successful, brimming with learning experiences, sporting achievements, and a plethora of extracurricular activities including coding, game jams, STEM days, film festivals, cultural dances, NAIDOC Week, the school musical, and the unforgettable excursions tailored for each Stage!

The Stage 3 Leadership excursion stands out as one of the most enriching experiences we've had at this school. It has equipped us with vital skills for the future such as teamwork, resilience, and the ability to overcome challenging situations.

Our heartfelt thanks go to the staff, students, and the wider community for their unwavering support, which has greatly contributed to the incredible leadership journey we have been fortunate to experience at this school.

This year, our School Parliament has experienced a dynamic and enjoyable year, actively engaging in a multitude of activities throughout our school. We've taken the lead in organizing and conducting various fundraising events, including the successful Halloween Disco, and our preparations for the End of Year Fete are in full swing! Collaborating closely with the P&C, we've made sure to integrate student perspectives and ideas into our initiatives.

We extend our sincere gratitude to the parents, students, and staff members whose support has been crucial in the success of these events.

In partnership with the school staff, we've actively promoted Positive Behaviour for Learning, ensuring that every student understands and adheres to our school's core values of Respect, Responsibility, and striving for Personal Best. Our goal has been to set an example in following the weekly focus expectation, guiding all Dungog students to use the school's various facilities in a safe and respectful manner.

We are fortunate to have a team of dedicated and supportive staff members who do an outstanding job. Their ongoing efforts in enhancing our school environment have been instrumental, especially in organizing a wide array of events and fundraisers to the best of our capabilities.

I would like to also commend and thank the 2023 Parliamentary Ministers for their hard work, and responsible attitude across the year.

Dungog Public School stands out as an exceptional institution, boasting remarkable teachers and students who exemplify responsibility and respect.

Reflecting on our time here, we are immensely grateful for the education and learning experiences provided by the school. The array of opportunities and experiences offered to us has played a pivotal role in moulding us into the responsible and respectful leaders we are today. This solid foundation has not only been instrumental in our growth but has also laid the groundwork for our forthcoming journey into high school.

In conclusion, Flynnne and I, on behalf all the Year 6 students, would like to express our deepest gratitude to the wonderful staff for not only this outstanding year but for all the years we spent in Primary School. Our time at Dungog Public School has been filled with unforgettable experiences. The opportunities and programs available at our school are exceptional, and we feel incredibly fortunate to have been part of them.

I would also like to extend my best wishes to the 2024 school leaders. I am confident that they will uphold the values of Dungog Public School with the same pride and dedication as Flynnne, myself, and our fellow Parliamentary Ministers have shown.

Thank you,

Flynnne and Stella.

## 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 201 students (February 2023) 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 an 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

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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

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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

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#### **New Arrivals Program**

**English language proficiency**

**Professional learning**

**Beginning teacher support**

**QTSS release**

**Integration funding support**

**AP Curriculum & Instruction**

**Low level adjustment for disability**

**Aboriginal background**

### Summary of progress

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#### **Enhance Literacy and Numeracy**

Our focus in 2023 continued to support the implementation of an assessment schedule for every stage to continue to support consistency across the school. Key assessments in English and Mathematics were highlights and supported through consistent teacher judgement meetings to discuss the progress of students as individuals and as a cohort. Teachers showed progress in the understanding of using data to inform their practice. Consistent teacher judgement meetings continued for each stage more regularly to understand a basis for comparable judgement. 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 school Executive had a focus on a broad understanding of student achievement through the triangulation of data through external sources such as NAPLAN and Check-in, internal assessments and in-class tasks. A deeper understanding of individual students was gained and each student was provided with supports to allow them to best display their understanding in every environment. This will continue to be a focus for 2024, ensuring teachers are able to understand the importance of triangulation of data.

Literacy and Numeracy focus groups continued and were focused on understanding and preparing for the new K-2 and 3-6 syllabus documents. This included creating programs that aligned with best practice and new syllabus outcomes. Through refinement, K-2 were supported to ensure they had an understanding of best practice and how this can be utilised to support student learning in Literacy and Numeracy.

We have begun to implement self-reflections around What Works Best practices and Quality Teaching knowledge to gauge the understanding of our staff. Moving forward, we will look to implement professional learning to target the needs of our staff to implement explicit teaching practices.

#### **A Culture of Personalised Self-directed Learning**

Throughout 2023, we continued to support our students through the implementation of Personalised Learning for students in Literacy and Numeracy by continuing to provide effective feedback on their learning. This was strengthened through our programming support through one of our Assistant Principals who focused on school-wide processes.

Goal setting remained a priority to ensure students understood their own learning progress. Teachers had a focus on

high expectations which will continue throughout our School Improvement Plan to ensure every student is provided with the opportunity to achieve and to progress through their learning pathway.

Learning intentions and success criteria were a focus in all Key Learning Areas to allow students to better understand the purpose of their learning and how to achieve success in the lessons. Future planning includes a more solidified and consistent understanding of the implementation of explicit teaching practices to allow success for all.

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**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
An increased proportion of 2023 Year 6 students attaining a 'C' or above in Reading, compared with Year 5 in 2022.	There was an increase of 5% in reading for Year 6 students in comparison with Year 5 in 2022.
An increased proportion of 2023 Year 6 students attaining a 'C' or above in Numeracy, compared with Year 5 in 2022.	The numeracy data for Year 6 students remained consistent in comparison with Year 5 in 2022.

### Purpose

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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

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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

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#### Socio-economic background

#### Location

#### Aboriginal background

#### Integration funding support

#### Low level adjustment for disability

### Summary of progress

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#### Connect, Succeed and Thrive

In 2023, our attendance continued to remain a key focus to encourage all students to attend school on a regular basis. Individual attendance programs were implemented for any student who was identified as needing support. This included partial attendance plans, attendance incentives and/or in school support processes. A significant increase in attendance was noted and will be a continued focus to allow all students to receive the education they require.

Students continued to be supported through the personalised learning process that involved students and family members playing an active role in planning for their individual children's needs. All identified students held an IEP or PLP meeting to develop an educational plan that teachers implemented supports for each student to ensure they achieve the best possible outcomes across all aspects of their schooling. Our Learning Support Team continues to monitor and support the growing needs of students academic support and wellbeing needs across our school.

Parent communication was further developed to ensure a two-way communication system. All school-based notes were sent home in both paper and digital forms to ensure timely and effective communication processes that were easy for all parents and carers to utilise. The use of social media continued to be used as a successful engagement tool for communicating information and student achievement that parents could share.

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 continued their Cultural Days. These days were held at various schools around our local area to allow students to receive a diverse range of activities for the enhancement of cultural understanding. The students collectively planned and designed an Aboriginal Meeting area for our school, that would encourage the use of 8 ways of learning strategies by teachers into their learning environments as well as providing the opportunity for outdoor learning opportunities to build deeper connections. It was also an area to welcome the wider Aboriginal community into the school and promote Cultural awareness. High Potential Gifted Education (HPGE) continued to excel across academic, sporting and co-curricular, with continued success rates in our NAPLAN, Check-in and classroom data across 3-6 cohorts. Huge success across the sporting arena allowed our HPGE sporting achievement increase with increased results in State and National Teams. Our extra-curricular processes continue to develop and this saw an increase in students engagement and participation in various extra-curricular events, we are hopeful this will continue to flourish.

Growth Mindset continued across the school in 2023 both amongst the students and the staff. 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. Several opportunities for students to have an active voice in their learning environment were promoted through student voice surveys, Tell Them From Me data being analysed school-wide and through teachers being supported to gain understanding from their students.

Next year our focus will continue to be on wellbeing across the school 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 through varied incentives to further support improvements and promote the importance of students attending school regularly.

### Bringing it all Together

Our focus in 2023 remained on how to continue effective partnerships between the wider community and the school. Open information sessions continued through the school Executive to allow the school community an insight into the policies and processes within the school and from the broader Department. The P&C provided suggestions on topics that were of interest to the school community to allow the information sessions to be purposeful.

Our Kindergarten transition program continued to flourish, to ensure students starting school in 2024 were ready for learning. We enhanced our social media communication and reaffirmed an in-depth program to ensure school readiness for 2024 was apparent for our new Kindergarten students. 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 2024 school year.

Internal and external transition processes were supported to ensure all students were prepared for the 2024 school year. Teachers had a greater understanding of the strengths and areas of need for the students progressing into their classes. This allowed for a smoother transition for all students to be confident and comfortable in a new class. Year 6 students started High School with some connections within their new environment and were supported.

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"> <li>77.9%-82.9% of students attending school 90% of the time.</li> </ul>	70% of students attended school 90% of the time.
<ul style="list-style-type: none"> <li>Increase the mean of students who feel they have someone at school to advocate for them from 7.2 to 7.7 using TTFM data.</li> </ul>	The mean of students who have someone to advocate for them at school is 6.8.
<ul style="list-style-type: none"> <li>Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to 82% or above</li> </ul>	70% of students report that they have expectations for success, advocacy and a sense of belonging at school.
Learning Domain <ul style="list-style-type: none"> <li>The element of Wellbeing is validated at sustaining and growing</li> </ul>	The element of Wellbeing was validated as sustaining and growing.

## Strategic Direction 3: Teaching and Learning

### Purpose

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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

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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

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Integration funding support

Low level adjustment for disability

Professional learning

Beginning teacher support

QTSS release

AP Curriculum & Instruction

### Summary of progress

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#### Effective Classroom Practice

Throughout 2023 our continued focus was on the consistency of English and Numeracy across K-6. Through a learning journey with the new K-2 Syllabus, refinement was made with English programming to allow for best practice and consistency. The Stage-based Assistant Principals and Assistant Principal Curriculum and Instruction worked side-by-side to support teaching in understanding evidence-based teaching practices to best support students and teachers in the implementation of the new syllabus through programming.

Exemplar English programs were created throughout the year to allow teachers to understand a more effective approach to programming for Literacy activities to ensure student engagement and allow all outcomes to be effectively met. Planning sessions with the Stage Assistant Principals, APCI and English teachers allowed for a deep understanding of how best to plan to support all students to achieve. Teachers were supported to differentiate their teaching to allow for success.

Mathematics programming remained a priority in 2023 to ensure a consistent and explicit approach to numeracy lessons across each stage. Stage-based mathematics programs were adapted to support the implementation and understanding of the new Mathematics syllabus in K-2 and in preparation for 3-6. The SOLVE it process was utilised throughout each program to continue developing skills in word-based questioning as this has proven to be a successful tool through both internal and external data sources.

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. Assessment of Learning tasks were refined and utilised to gain a better understanding of a consistent basis of student knowledge throughout each unit of work.

Next year our focus will be further consistency of English and Mathematics programming and explicit teaching practices to further improve on internal and external results.

#### Teaching and Learning Culture

In 2023, quality teaching practices remained a focus to ensure every student was provided with a quality learning environment. Targeted mentoring from our Assistant Principal Curriculum and Instruction was implemented for teachers to utilise evidence-based approaches in their classrooms to target the needs of their students. This included weekly review meetings between the teacher and the APCI to define goals that link with their Professional Development Plan and then in-class support to allow a side-by-side approach to teaching and learning.

Professional learning opportunities were provided to all teaching staff in What Works Best strategies to ensure evidence-based approaches were a priority for all teaching staff to understand and improve their practice. 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.

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.

Next year our focus will be to continue the development and understanding of evidence-based teaching practices across all Key Learning Areas to encourage an active and engaging learning environment provided by all staff.

### Progress towards achieving improvement measures

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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"> <li>Increase the mean of teachers using explicit teaching practices and feedback from 7.1 for students to 8.5 (TTFM) and 4.0 (LEED) for teachers to 4.2.</li> </ul>	<p>The mean of teachers using explicit teaching practices and feedback was 6.4/10 from students and 4.5/5 from teachers.</p>
<ul style="list-style-type: none"> <li>The element of Effective Classroom Practice is maintained at delivering with themes within are at sustaining and growing</li> </ul>	<p>The element of Effective Classroom Practice maintained at delivering.</p>
<ul style="list-style-type: none"> <li>Staff What Works Best evaluation survey data indicates an improvement from 75% to 90% in teacher collaboration.</li> </ul>	<p>Staff What Works Best evaluation data in teacher collaboration measured at 80%.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$5,890.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• supporting the integration in Literacy and Numeracy programs to participate successfully in schooling.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> allowing students to participate fully to increase knowledge in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> enhance the support of the academic, social and emotional needs of identified students.</p>
<p>Integration funding support</p> <p>\$230,789.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• A Culture of Personalised Self-directed Learning</li> <li>• Connect, Succeed and Thrive</li> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students were supported to participate in whole school and individualised learning activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> reflect on the support necessary for the individual needs of students to ensure specific needs are met.</p>
<p>Socio-economic background</p> <p>\$269,929.94</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connect, Succeed and Thrive</li> <li>• Bringing it all together</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through quality teaching to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul>

<p>Socio-economic background</p> <p>\$269,929.94</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support student engagement and achievement in Literacy and Numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students have been provided with high impact support and programs that increased the academic skills based on individual learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> implement evidence-based teaching and learning strategies to support the needs of all students throughout our school based on continued professional development and current research.</p>
<p>Aboriginal background</p> <p>\$78,190.98</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A Culture of Personalised Self-directed Learning</li> <li>• Connect, Succeed and Thrive</li> <li>• Bringing it all together</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• individualised support to increase the Literacy and Numeracy skills of all identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students have been supported to achieve growth in Literacy and Numeracy ensuring individual goals are achieved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> understanding and supporting the individual needs of our students to achieve growth academically, socially and culturally.</p>
<p>English language proficiency</p> <p>\$16,537.08</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dungog Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students were individually supported to integrate successfully in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to monitor progress and understand the needs of each student to ensure all needs are being met.</p>
<p>Low level adjustment for disability</p> <p>\$190,581.50</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>Low level adjustment for disability</p> <p>\$190,581.50</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A Culture of Personalised Self-directed Learning</li> <li>• Connect, Succeed and Thrive</li> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students with identified additional needs are supported to achieve personalised goals in academics and socially.</p> <p><b>After evaluation, the next steps to support our students will be:</b> keep abreast of programs and interventions that can support our students and staff.</p>
<p>Location</p> <p>\$18,133.48</p>	<p>The location funding allocation is provided to Dungog Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connect, Succeed and Thrive</li> <li>• Bringing it all together</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> identified students have been provided with additional opportunities to participate fully in their schooling.</p> <p><b>After evaluation, the next steps to support our students will be:</b> identify ways in which students can be supported to participate in school activities.</p>
<p>Professional learning</p> <p>\$24,879.76</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• A Culture of Personalised Self-directed Learning</li> <li>• Effective Classroom Practice</li> <li>• Teaching and Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging in professional learning opportunities to unpack evidence-based approaches to teaching Literacy and Numeracy to ensure quality teaching</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers have been provided with evidence-based professional learning based on quality teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> implement and evaluate evidence informed practices to increase the knowledge of all teachers.</p>

<p>Beginning teacher support</p> <p>\$51,692.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Dungog Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• reduced responsibilities or teaching loads sufficient to support the development of their skills</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> beginning teachers were supported by Executive staff and mentors.</p> <p><b>After evaluation, the next steps to support our students will be:</b> ensuring all beginning teachers are supported to implement best practice.</p>
<p>QTSS release</p> <p>\$45,216.58</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Effective Classroom Practice</li> <li>• Teaching and Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased knowledge and understanding in Literacy and Numeracy programs that provide best practice strategies for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> support student growth with best practice evidence-based teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$108,464.03</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increase the Literacy and Numeracy skills of identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

COVID ILSP

\$108,464.03

support the growth of students in Literacy and Numeracy using professional learning strategies based on evidence-based teaching practices.



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	132	122	107	109
Girls	121	97	98	101

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.5	90.9	84.8	93.0
1	93.6	91.8	83.0	90.5
2	93.0	92.7	88.6	87.0
3	91.7	91.2	88.1	90.4
4	93.2	91.5	85.9	91.0
5	92.5	91.0	83.5	87.9
6	92.3	87.2	86.1	89.2
All Years	92.7	90.8	85.8	89.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	9.91
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration and Support Staff	5.42

\*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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	295,057.77
<b>Revenue</b>	4,180,463.41
Appropriation	4,070,539.41
Sale of Goods and Services	6,171.36
Grants and contributions	94,666.94
Investment income	7,705.70
Other revenue	1,380.00
<b>Expenses</b>	-3,951,028.10
Employee related	-3,550,392.02
Operating expenses	-400,636.08
<b>Surplus / deficit for the year</b>	229,435.31
<b>Closing Balance</b>	524,493.08

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	223,870
<b>Equity Total</b>	555,239
Equity - Aboriginal	78,191
Equity - Socio-economic	269,930
Equity - Language	16,537
Equity - Disability	190,582
<b>Base Total</b>	2,426,263
Base - Per Capita	55,815
Base - Location	18,133
Base - Other	2,352,314
<b>Other Total</b>	515,152
<b>Grand Total</b>	3,720,525

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

## Literacy

Dungog Public School continued our whole school Literacy focus throughout 2023 to boost the Literacy skills of our students from K-6. We had a continued focus on writing which resulted in 62.5% of our Year 3 students and 67% of Year 5 achieving at or above expected level. 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, 64% of students in Year 3 and 64% of Year 5 students achieved at or above expected level. 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 2023. We continued use of the SOLVE it strategy across K-6 to increase understanding of worded questioning and multistep problem solving. In 2023, Numeracy results identified 62.5% our students across Year 3 and Year 5 achieved at or above expected level. Explicit teaching of Numeracy will be a continued focus for Dungog Public School, utilising best practices.



## Parent/caregiver, student, teacher satisfaction

Parents and carers were involved in various school presentations to provide updated information around NAPLAN and reporting, school processes and ensuring a deep knowledge of the Stage their child is in. 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. We also initiated the use of our Sentral parent portal system to ensure effective communication with all parents/carers. Our Wellbeing initiatives have been successful in consistently being addressed across school and home, with 76% of our parents identifying they use our wellbeing strategies.

Students that completed the survey in 2023 identified that:

- 96% of students value the learning they participate in at school.
- 88% of students try hard to put in effort in all their schooling.
- 81% of students identified that they have a positive sense of belonging.
- 85% of students identified that they have positive relationships at school.

Staff that completed the survey in 2023 identified that:

- 80% of staff identify that there is a positive learning culture within the school.
- 78% of staff identify that they effectively use data to inform their practice.



# 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.

## Aboriginal Education - School statement

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- \* 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 Personalised Learning Pathways process continued to be successful in engaging students and families to come together to develop plans to support students individualised growth and engagement with their culture.

Continuing our commitment to closing the gap for Aboriginal students by ensuring they are supported in Literacy and Numeracy and as a whole student to ensure they feel valued and supported at school

School LMG Cultural days were implemented with our school development of creating "Walkulda" working and walking together to identify our committee to connecting with culture and providing opportunities for our students. 56 Aboriginal students were offered immersion days to connect with culture and other students across the Dungog LMG Schools network. Across the year students were provided 4 different opportunities to attend and be involved in building their connections with cultural opportunities.

Junior AECG committee again continued to drive our school development and opportunities with the proposal and planning of our outdoor cultural learning area that can be accessed by students and staff for different learning opportunities. The design drafted by the students and the incorporation of the Worimi Nation and our school PBL mascot "Yappii". This will provide valuable opportunities for all students to strengthen connections and Aboriginal knowledge. They continued connections with the AECG committee "Youyoong" and had some outstanding recognitions by our student's achievement at the local AECG awards.

## Anti-Racism Policy

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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

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Throughout 2023, Miss Mowbray and Mrs. Wright continued their roles as contact officers (ARCO) at Dungog Public School. Their role is to support individuals-be they parents, staff, or students-with grievances concerning racism and to oversee the complaints resolution process.

Dungog Public School remains dedicated to cultivating an inclusive and secure environment for all its stakeholders, including staff, students, and the broader school community.

## Multicultural Education Policy

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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)

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### Star Struck

In Term 2 of 2023, students ranging from years 3 to 6 enthusiastically participated in the much-anticipated annual Star Struck event, themed 'Ignite', held at the Newcastle Entertainment Centre. This event served as a remarkable platform for the students of Dungog Public School to showcase their talents in the realm of Creative and Performing Arts, thereby celebrating the essence of Public Education.

In the spirit of 2023, Dungog Public School achieved a notable feat by successfully auditioning two distinct groups for participation in Star Struck. These included a captivating Dance Group and an Aboriginal Dance ensemble, each representing the rich diversity and talent within our school community.

