

Denman Public School Annual Report



2017



1749

Introduction

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

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

2017 has been an exciting first year for me as Principal of Denman Public School. I have enjoyed getting to know all members of the school community and developing relationships with organisations and members of the township. The substantive appointment of Mr Nicholas Garner as Assistant Principal (Primary) will now ensure a solid and cohesive leadership team is in place to lead the school through the development and implementation of the new school plan.

During 2017 the school community has celebrated many successes across all aspects of learning. Our students have attained high levels of achievement in a range of extracurricular activities including sport, debating, chess, dance and spelling competitions. Students take great pride in representing their school beyond the school gate.

The continued focus on Aboriginal Education has ensured all students have had the opportunity to develop knowledge of culture, language and traditional customs. The official development and opening of the new yarning circle has provided a focal point in our school which has been utilised by all members of our community for a range of purposes.

The continued strengthening of the relationship between all members of the Muswellbrook community of schools has been another highlight of 2017. This collegial network ensures support is always available and is reflected in the increased Year 7 enrolment at Muswellbrook High School for 2018.

The supportive relationship Denman Public School enjoys with the P & C and School Council have continued this year and I am very thankful for their dedication and commitment to our school.

A renewed focus on curriculum, assessment, well being and transition programs have all been priorities during 2017 which have provided benefits to our school community.

Megan Druitt

Principal

School contact details

Denman Public School

Paxton St

Denman, 2328

www.denman-p.schools.nsw.edu.au

denman-p.School@det.nsw.edu.au

6547 2491

School background

School vision statement

Denman Public School community is committed to our Statement of Purpose, ***Learning and Growing together in a Caring Environment***

The school community promotes the following concepts:

QUALITY

- Striving to do one's best

RESPECT

- Appreciation of effort and application
- Concern for others
- Friendly and courteous behaviour

RESPONSIBILITY

- Promotion of self-discipline
- Independent lifelong learning
- Team skills

The school community believes that:

- Everyone is valued as individuals
- The school provides quality teaching and learning
- Respect and courtesy is expected from all
- Everyone takes responsibility for his/her actions
- Lifelong learning is fundamental to success
- Productive partnerships lead to opportunities

Denman Public School students are informed, creative, independent and skilled learners who **persevere** and collaborate in meaningful and engaged learning.

School context

The school has a proud history of educating generations from our small township of Denman. The school serves a diverse community of wide ranging socio economic circumstances. However, our students come from a predominately rural area. The school is active in the Muswellbrook Schools Learning Community, which comprises four state primary schools and one government feeder high school. The school has an enrolment of 177 students in 2016. Aboriginal enrolments numbers have increased recently with 28 students representing 16% of the total school population. The development of Aboriginal cultural programs is a priority.

Denman Public School students compete with great success academically and are encouraged to be independent

learners. They enjoy a wide variety of learning opportunities and extra curricula activities including chess, music, dance and sport. Students are well behaved and are encouraged to be responsible citizens at school and in the wider community. Teaching staff members are highly professional and drive a strong academic program. Surveys show that parent satisfaction with school performance, administratively and educationally, is very high. They are well supported by School Learning Support Officers who assist in the delivery of individual learning programs for students with specific needs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The domain of Learning : Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities. During 2017 we have pursued opportunities to support student well being provided by Where There's A Will Foundation. This involvement has led to DPS becoming a positive education school, the commitment to a two year visible well being project with other local schools and participation by two members of the school executive team in an Appreciative Inquiry summit. The review of the current PD programs across the school resulted in the You Can Do It program being identified as the 2018 focus in this Key Learning Area. The school has worked towards aligning systems for collecting assessment data through the development of a whole school assessment schedule. Assessment data is used to monitor achievements and identify gaps in student learning including plotting on the learning continuums in Literacy and Numeracy and is used to inform planning for particular student groups and individual students. The analysis of internal and external data has been used to monitor, track and report on student performance. The purchase of high quality resources to support reading in K–3 compliments the existing learning programs and the removal of reading caps for classes has resulted in pleasing growth in all students reading levels and greater engagement with learning. The implementation of an extended transition program for new Kindergarten students resulted in very positive feedback from everyone involved and increased confidence for new students and their families.

The domain of Teaching: In the domain of Teaching, our focus has been on reviewing existing systems against evidence based practice through professional reading tasks and discussion. The implementation of data days for all teaching staff with a specific focus on reviewing data K–6 specifically in the Key Learning Areas of Literacy and Numeracy has been a successful strategy to increase reflective practice and improve student achievement of learning outcomes. The completion of comprehensive professional learning in Personalised Learning and Support by all teaching staff has ensured the learning needs of all students are identified and appropriate adjustments implemented. This learning also strengthened the relationship between the school and staff at state office who supported the learning on all levels. The commitment of staff to seek professional learning opportunities linked to Professional Development Plans and the school plan has been a feature of 2017. Participation in a NESAs random inspection provided an opportunity for staff to reflect on feedback and review current practices of programming and curriculum delivery. These two aspects will continue to be monitored closely during 2018.

The domain of Leading: In the domain of Leading, our focus has been on creating a leadership team that uses evidence-based strategy and innovative thinking to deliver ongoing improvements in student outcomes. Permanent appointments to the Principal and one Assistant Principal position has consolidated the executive team and provided stability in school leadership. All members of the leadership team have completed extensive professional learning in choice theory and psychology to develop and refine the skills needed to lead the school and work as a cohesive executive team. The leadership team have been pivotal in implementing the school plan and milestones and evaluating school improvement. This distributed leadership model has assisted in leadership capacity building.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

STUDENTS – Quality Learning for Life

Purpose

Focussed thinking is critical for student learning. Student wellbeing is central to student success.

Denman Public School is committed to assisting students reach beyond their academic and social potential.

Our students will be self-reliant, creative and lifelong learners who actively contribute to our school community.

Overall summary of progress

The introduction of a whole school assessment model which provides 5 weekly data on all students in literacy and numeracy has been effectively implemented and is enabling early identification of students with learning support needs. Analysis of the 2017 NAPLAN data in literacy and numeracy identified the need for whole school approaches in reading, spelling, grammar and punctuation. Resourcing is another area that has been identified as requiring attention in 2018. Denman Public School has committed to a two year Visible Wellbeing project which will commence in 2018 and provide a framework for all staff to support students in their education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will achieve at or above national average in NAPLAN Year 3 and Year 5 Literacy and Numeracy	\$7500	Executive staff engaged in deep analysis of NAPLAN data to identify areas for improvement in student outcomes across the school. 100 % of Yr 3 students achieved at or above the national standard in reading, writing, spelling, grammar and punctuation and numeracy. 100 % of Yr 5 students achieved at or above the national standard in numeracy. 98 % of Yr 5 students achieved at or above the national standard in all areas of literacy.
Indigenous students will match the learning outcomes of their respective cohort	\$5000	Teachers continued to create personalised learning pathways for Aboriginal students which reflect the individual student's strengths, needs and interests. Students identified as not meeting or being at risk of not meeting learning outcomes were part of the learning and support program. 90% of our Aboriginal students achieved grade expectations in literacy and numeracy.
At least 90% of all students achieving cluster markers relative to their grade at each stage of their progress	NIL	Teachers continued to monitor student achievement at 5 weekly intervals and enter this data into PLAN. This data was used to drive teaching and learning. 88% of all students achieved cluster markers relative to their grade in literacy. 90% of all students achieved cluster markers relative to their grade in numeracy.

Next Steps

- * Implementation of training for teaching and non teaching staff in Visible Wellbeing
- * Implementation of new Literacy and Numeracy progressions
- * Tracking of Aboriginal students on Literacy and Numeracy progressions
- * Implement learning criteria in all classrooms and lessons

Strategic Direction 2

STAFF – Improved Curriculum, Management, Leadership and Pedagogy

Purpose

Teachers make the greatest difference to student outcomes.

Denman Public School is committed to building teacher and leadership capacity to improve student outcomes in all classrooms.

Our teachers will identify both their strengths and areas of development, within an interdependent culture of continuous improvement; delivering relevant, challenging and engaging learning experiences.

Overall summary of progress

During 2017 executive staff undertook professional learning in leadership which contributed to a deeper understanding of the role of a school leader and a greater effectiveness of the executive team. All teaching staff including executive participated in Personalised Learning and Support online training to develop a deeper knowledge of the responsibilities for meeting all students needs in the learning environment. New scheme teachers are all now accredited at proficient level apart from one who is on provisional level and assistant principals attend local accreditation meetings to support staff in this area. The introduction of professional readings focussing on evidence based practice provided opportunities for teaching staff to reflect on current practices and prioritise areas for improvement. The introduction of data days each term has provided an opportunity for teachers to work collegially and plan as a whole school based on assessment data analysis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers will differentiate lessons to allow all students to achieve success at the appropriate learning level	NIL	Learning Support has taken place in all classes, using the 'teacher as the interventionist' model. This has been highly successful, with a high percentage of students achieving grade appropriate outcomes.
Teachers will deliver the Australian Curriculum and assess student learning with confidence in all mandated subjects	NIL	Staff have refined their programming in line with recommendations from NESA. Teaching programs clearly identify outcomes (in line with the NSW syllabuses), the whole school assessment cycle, differentiation, learning intentions and success criteria .
Teachers will maintain a Performance and Development Plan (PDP) that is audited by executive each term, in line with BOSTES requirements	NIL	<p>PDPs have been developed and the cycle completed by all teaching staff, with mentoring and monitoring taking place by the executive team.</p> <p>Professional goals were written in line with the school's strategic directions and the Australian Professional Teaching Standards.</p> <p>Non-teaching staff have begun the PDP process under the guidance and supervision of the executive team.</p>

Next Steps

- * Assistant Principal to act as instructional leader in Literacy and Numeracy
- * Introduction of whole school programs targeting literacy

* Purchase of quality resources to support teaching of literacy specifically reading

* Embedding of data days into each term for primary and infants

Strategic Direction 3

COMMUNITY – Stronger School Community Partnerships

Purpose

A positive school culture improves student outcomes.

Denman Public School is committed to building strong partnerships between families, schools and communities that improve outcomes for our school community.

Our school community will be an open and welcoming environment that encourages constructive and mutually valued feedback.

Overall summary of progress

The establishment of the official Denman School Facebook page has resulted in increased engagement with our community as evidenced through the insights data from the page. The updated signage at the school, revamped newsletter format and school letterhead have all contributed to a more professional profile. Distribution of school newsletters into the local community has resulted in positive feedback to staff members. The establishment of the outdoor classroom/yarning circle has provided a pleasant area in a previously unattractive part of the school grounds and the official opening of this space provided another opportunity for community members to join with students and staff. The implementation of an extended Kindergarten transition program and partnership with the Denman Children's Centre has resulted in a pleasing number of enrolments for 2018 and increased confidence in new students. Teaching staff have now engaged in sharing good news stories with families each week through positive phone calls. This is having an affirmative impact on the relationships between families and school staff. Regular updates to the school website provide another avenue of communication between the school and wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community organisations operate effectively in creating links between school, parents and community to effect improved student outcomes	NIL	The implementation of the school Facebook page has resulted in increased communication of school activities to the local community. Positive feedback and interaction with the page has been noted through the insight page data. Introduction of new letterhead, updated school newsletter template and a refresh of all school stationery has resulted in a consistent and uniform image being presented to the broader community.
Increased percentage of parent participation in all areas of school life	\$500	Parent attendance at assemblies was at a consistent level and there was pleasing support at sporting activities, reading groups, formal assemblies and presentations. Morning teas targeting Aboriginal families were instigated and resulted in stronger connections with these individuals.

Next Steps

- * Implementation of **You Can Do It** at whole school level
- * Development of logo reflecting the Muswellbrook community of schools/ shared information in school newsletters to highlight the connection for families and community members.
- * Participation by all teaching staff and Student Learning Support Officers in the Visible Wellbeing Project with other local government schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$41462	<ul style="list-style-type: none"> • Professional Learning • Cultural tutor – OCHRE opportunity hub – • Yarning circle • NAIDOC Week celebrations • Homework Club • Murook Excursion • Aboriginal resources • Ipads • CT/SLSO Literacy/Numeracy support • PLP planning and programming time
Low level adjustment for disability	Learning and Support Teacher FTE Allocation 0.5 Flexible Funding \$10 037	<ul style="list-style-type: none"> • Additional LaST time to support Literacy and Numeracy in the Yr 1/2 and 3 classroom. • Release for Class teachers to participate in professional learning, programming and planning.
Quality Teaching, Successful Students (QTSS)	\$13611	<ul style="list-style-type: none"> • Release from face to face teaching time for school executive to establish collaborative practices in the school
Socio–economic background	\$124,407	<ul style="list-style-type: none"> • Professional Learning • Class Teacher/SLSO • Communication upgrade whole school • Literacy resources • Student Wellbeing • Ipads • Sport programs & equipment
Support for beginning teachers	\$13450	<ul style="list-style-type: none"> • Support for a beginning teacher to achieve mandatory accreditation at Proficient Teacher level. • Mentoring time, lesson observations and feedback, compiling evidence and engaging in collaborative practices.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	93	98	105	105
Girls	77	85	73	62

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	95.3	92.1	93.2
1	96.1	94.2	95.4	92.5
2	95.4	95.2	94.3	94.7
3	94.7	95.8	93.8	93.2
4	97.1	93.9	94.9	94.9
5	96.1	94.1	94.6	92.6
6	94.6	95.6	94.1	93
All Years	95.6	94.8	94.2	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

SENTRAL continued to be used during 2017 to effectively record and monitor student attendance across the school. A review and update of the school attendance policy ensured all teaching staff understood the policy and procedures associated with student attendance.

Non attendance is managed through text messages sent by office staff on a daily basis, letters generated through SENTRAL on a weekly basis and regular analysis of student attendance data by members of the executive team which enables at risk students to be flagged and prioritised for the Home School Liason Officer. These measures have successfully resulted in Denman Public School having a consistently high

attendance rate above State level.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.73
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.02
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 required schools to report on the Aboriginal composition of the workforce. Denman Public School has one Aboriginal Teaching Staff member and one SASS staff member and the school enjoys a close relationship with the local Aboriginal Educational Consultative Group. The school accesses the services of a male Aboriginal tutor through the OCHRE opportunity hub, Upper Hunter to assist in the delivery of Aboriginal Education to all students on a weekly basis.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0.1

Professional learning and teacher accreditation

During 2017 all members of the teaching staff participated in a variety of professional learning activities linked to professional development plans and

aligned with the school plan. Areas covered through professional learning include:

- * Child Protection
- * Professional Teaching Standards in Accreditation
- * LMBR
- * Personalised Learning and Support
- * School planning
- * Autism
- * Literacy and Numeracy
- * Learning Progressions
- * Aboriginal Education
- * Leadership

During 2017 a temporary member of the teaching staff was supported through the Beginning Teacher Support Funding to achieve accreditation at proficient level. Denman Public School has 63% of teaching staff accredited at proficient level, 36% of staff who are existing teachers due to be accredited at proficient level in January 2018 and one new scheme teacher accredited at provisional level.

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

Financial information

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

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

Income	\$
Balance brought forward	214,705
Global funds	169,590
Tied funds	377,489
School & community sources	68,425
Interest	3,550
Trust receipts	7,406
Canteen	0
Total income	626,459
Expenditure	
Teaching & learning	
Key learning areas	14,257
Excursions	28,271
Extracurricular dissections	19,000
Library	4,243
Training & development	0
Tied funds	337,892
Short term relief	22,405
Administration & office	47,240
School-operated canteen	0
Utilities	22,961
Maintenance	46,837
Trust accounts	6,282
Capital programs	35,533
Total expenditure	584,921
Balance carried forward	256,243

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017. Denman Public School transitioned to LMBR with a go live date of 16 October 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	302,476
Appropriation	285,205
Sale of Goods and Services	1,020
Grants and Contributions	16,251
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-176,551
Recurrent Expenses	-176,551
Employee Related	-128,823
Operating Expenses	-47,727
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	125,926
Balance Carried Forward	125,926

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

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

At Denman Public School the financial management processes and governance structures are implemented by the Principal and School Administration Manager in accordance with the financial policy requirements.

- During 2017 a significant amount of funding in addition to the professional learning allocation was designated from RAM and allocated to professional learning opportunities for all staff with a particular focus on the areas of leadership, literacy and numeracy.
- Upgrades to the school communication system was another significant expenditure during 2017 which resulted in the placement of internal phones in all buildings in the school.
- It was pleasing to see a reduction in the amount of short term relief funding from 2016 – 2017 which resulted in a saving of almost \$16000.00.

- Rolled over funds have been designated to continue to upgrade literacy and numeracy resources across the school and the introduction of STEM with a focus on robotics for all students as well as continued maintenance and upgrade of school assets including playground areas.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,327,078
Base Per Capita	27,203
Base Location	6,772
Other Base	1,293,103
Equity Total	226,693
Equity Aboriginal	41,462
Equity Socio economic	124,407
Equity Language	0
Equity Disability	60,824
Targeted Total	124,150
Other Total	48,251
Grand Total	1,726,172

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

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

School performance

NAPLAN

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

In all areas of the National Assessment Program in Literacy and Numeracy, Denman Public School students achieved significant growth compared to the expected state average, particularly in the areas of spelling, grammar and punctuation and reading.

Literacy results in the Year 3 and Year 5 cohorts were analysed by all members of the executive staff and overall revealed a lower level of achievement than previous years. Year 3 maintained similar levels in reading to 2016 whilst Year 5 students displayed increased achievement in writing and spelling. This information has now been used by executive team members to lead professional learning in literacy and address whole school learning programs targeting spelling, writing and grammar and punctuation which will be comprehensively introduced in 2018.

Numeracy results in the Year 3 cohort revealed achievements similar to the NSW Department of Education results for all students. Year 5 students achieved results comparable with the State and NSW DoE however these results were lower than previous years achievements at DPS. Executive staff are now using these results to target maths programs across the school to ensure this becomes a priority in 2018.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, students at Denman Public School achieved the following results:

Year 3 Reading – 33.4% of student achievements were in the top two bands (20% of Aboriginal students in these bands)

Year 3 Numeracy – 40% of student achievements were in the top two bands (20% of Aboriginal students in these bands)

Year 5 Reading – 30.4% of student achievements were in the top two bands (no Aboriginal students achieved in these bands)

Year 5 Numeracy – 26% of student achievements were in the top two bands (no Aboriginal students achieved in these bands)

Policy requirements

Aboriginal education

Aboriginal culture, history and contemporary Aboriginal perspectives are incorporated into all Key Learning Areas. Teachers continued to create personalised learning pathways for Aboriginal students which reflect individual student's strengths, needs and interests. Parents of Aboriginal students are invited to contribute to the process of developing these documents and assist with the setting of personal goals for their children.

Denman Public School implemented a range of different Aboriginal Education and cultural awareness programs in 2017. These included:

- * Weekly visits from a male Aboriginal tutor from the OCHRE opportunity hub who taught dance to students and developed cultural knowledge across all classes.

- * Year 2 and 3 students visited the Murrook cultural centre for a day excursion. This excursion is now embedded into the school excursion timetable and will be used to support students to develop friendships and peer groups as they move from infants to primary.

- * NAIDOC week celebrations which provided an engaging afternoon of activities for students to participate in including storytelling with a local elder, bush tucker tasting, traditional aboriginal games, Aboriginal art and dancing.

- * The implementation of the SistaSpeak program for stage three girls. The SistaSpeak project is specifically designed for and targets young girls and women to gain valuable knowledge around their educational needs, career aspirations, personal needs and qualities.

- * Careful monitoring of literacy and numeracy achievements of Aboriginal students identified the need for additional support which was provided through Learning Support teachers and School Learning Support Officers.

- * The development of an outdoor classroom/yarning circle.

- * Ongoing development and consolidation of positive relationships between the school community and the local Aboriginal Education Consultative Group.

- * Development of a stronger relationship with Muswellbrook High School with regard to the programs offered to support Aboriginal students

Multicultural and anti-racism education

Denman Public School community continues to develop diversity within our student population. Teaching staff incorporate programs which deliver and promote racial tolerance and harmony. Multicultural perspectives are promoted across all aspects of the curriculum through the implementation of NSW syllabus documents. In March, all students participated in National Harmony Day celebrating by wearing orange and participating in activities based on the annual theme Everyone Belongs.