

Yenda Public School

Annual Report



2017



3554

Introduction

The Annual Report for **2017** is provided to the community of **Yenda 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.

Belinda Wallace

Principal

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Message from the Principal

At Yenda Public School we are driven by our school motto: Face the Task. This determination supports students and staff in a pursuit of excellence and is key to all decisions and activities that occur on a daily basis at school. Our staff are encouraged and supported to challenge themselves and the children each day. Our staff are incredibly hard working, professional and caring. They provide a broad range of learning experiences for all students. The staff are encouraged to treat all students as individuals. Teachers are able to identify, plan, teach and assess the literacy and numeracy needs of students within their classrooms, while also supporting students social and emotional wellbeing. Teachers embrace and provide new and innovative learning experiences across all Key Learning Areas. Our school community is extremely passionate and proud of the school their children attend. Parents are engaged through various forms of social media and verbal feedback about learning occurring in the classroom. The school is fortunate to have a strong and committed P&C committee who meet regularly to share successes and plan for the future. Yenda Public School is an amazing, dynamic and engaging learning environment. We are constantly challenging ourselves to excel. The future looks bright for our school.

School background

School vision statement

Creating empowered learners.

Yenda Public School is committed to empowering students to acquire, demonstrate, articulate and value knowledge and skills. The school will support them, as life-long learners, equipping them to participate in and contribute to, the challenges of a rapidly changing world. We will inspire and ensure an increasing capacity to engage in quality teaching practices and deliver personalised learning.

School context

Yenda Public School is in the Riverina Region of New South Wales and has been in operation since 1920. Since the school first established, we have seen many generations of families educated at our school. We have a proud tradition of teaching children to be safe and respectful learners in a positive environment.

The school has a student population of 124 students ranging from Kindergarten through to Year 6, across five classes. We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of Literacy and Numeracy. All students are provided with teaching and learning experiences that cater for their individual needs.

At Yenda Public School we have an experienced and committed staff who undertakes regular and relevant Professional Learning, in order to improve student outcomes.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities, with constructive levels of student, staff and community engagement.

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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Surveys conducted with our students, staff and community have provided us with evidence of achievement and those areas in which we wish to further develop. There is strong alignment between the three domains of the Framework, Learning, Teaching and Leading and the three key directions of our school strategic plan, Quality Teaching and Learning, Quality Leading and Community. Comprehensive reflection on our school plan has allowed us to identify the elements of the School Excellence Framework that have been strongly focused upon, achieved and worked towards throughout the school year. This process provides our school with direction and ensures our improvement efforts are aligned with expectations set out in the framework.

In the domain of Learning our school has focused on the elements of curriculum and learning, assessment and reporting and learning culture, through quality teaching and quality learning initiatives set out in our school plan. As teachers have implemented and trailed quality feedback and formative assessment strategies developed during professional learning and in consultation with their mentor, students have become more actively involved in, and responsible for their learning. Through the school strategic direction of Community our school has also focused on the element of well-being from the Learning domain. Our efforts in this area have been to further investigate our school communities understanding and satisfaction of the revised welfare policy.

Our school's primary focus in the Teaching domain of the Excellence Framework has been to enhance our performance in the areas of collaborative practice and data skills and use through the implementation of a Quality Teacher Mentor. Through this initiative, teachers have actively engaged in professional development in which consistent teacher judgement practices have been consolidated. Teachers have also been able to workshop and collaboratively analyse student achievement data and jointly plan differentiated learning experiences based on need. Teachers' understanding of how to use data effectively has increased and as a result students not making expected growth have been identified and

provided with targeted learning experiences.

Finally in the domain of Leading, our school has demonstrated commitment to building capacity and leadership skills within all staff members through initiatives outlined in our quality relationships direction of the school plan. For example the design and implementation of a school induction policy has ensured that newly appointed teachers to our school have been supported through structured mentoring programs. Leadership shadowing models and growth coaching opportunities have also been investigated for future implementation. Strengthening our school processes to align teacher's performance and development plans with the school strategic plan has also enabled us to focus on a variety of elements within the Leading and Teaching domains such as school planning, implementation and reporting, school resources and the learning and development element. Teacher commitment to focusing on and achieving school goals is reflected in shared performance and development plan goals across all staff members and within stages and their active involvement in targeted and differentiated professional learning opportunities. Teachers across the school have been involved in opportunities to observe and reflect on teaching within the school and other schools in our community which has promoted effective strategies being employed across the school.

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

Quality Teaching and Learning

Purpose

Collaborative, creative, critical and confident learners

To drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes through collaboration, mentoring/coaching support and innovative delivery mechanisms.

Overall summary of progress

A Quality Teaching Mentor was employed 2 days per week to support teacher professional learning, consistent teacher judgement practices and reflection of teaching and learning programs. Teacher capacity, and student literacy and numeracy outcomes were the primary focus for classes K–4.

The Learning and Support Team continued to undergo an evaluation process, resulting in a whole school approach to student learning and support needs. Teachers were supported to create Individual Learning Plans and targeted learning groups to support students literacy, numeracy and social/emotional needs. Ongoing data was collected, analysed and systems implemented to support student learning and wellbeing across the school.

Project Based Learning continued to be a focus in stage 3 classrooms, with strong 21st Century Learning components evident. Combined with How2Learn principals, as well as Focus on Reading programs, students have demonstrated deep engagement in all learning areas.

Commencement of Positive Behaviour for Learning planning for Yenda Public School, commencing in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students produce rich artefacts as evidence of learning that are shared and reflected upon between students, classes, teachers, schools and the wider school community. Consistent quality feedback both student-centred and teacher-centred is enriched.		Project Based Learning continued to be implemented with a focus in stage 2 and 3 classrooms. This culminated in successful community presentations linking learning to community, history and the school. Students worked to success criteria with quality teacher feedback being provided to each student.
Learning Support data reflects a higher percentage of students at or above proficiency in aspects of Literacy and Numeracy according to relevant continuums, NAPLAN and school based assessment data.	Additional Staff \$15000	Additional Learning and Support Teacher time provided in classrooms to support differentiation for all students. L3 and PLAN data was entered every 5 weeks for all students K–3, and once a term for students year 4–6.
All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning.	Teacher Professional Learning \$10300 School Learning Support Staff (RAM Equity) \$60000	Teaching staff engaged in quality Professional Learning to ensure that all programs delivered were research based and responsive to school wide data. Quality Teaching support was provided by a dedicated staff member, providing individual professional learning and mentoring to all teachers K – 4.
Increase the proportion of students in the top two NAPLAN bands by 8% in Reading,	Aboriginal background equity funding	Students identified and targeted for additional support through the Learning and Support Team, particularly those students performing one cluster

Progress towards achieving improvement measures

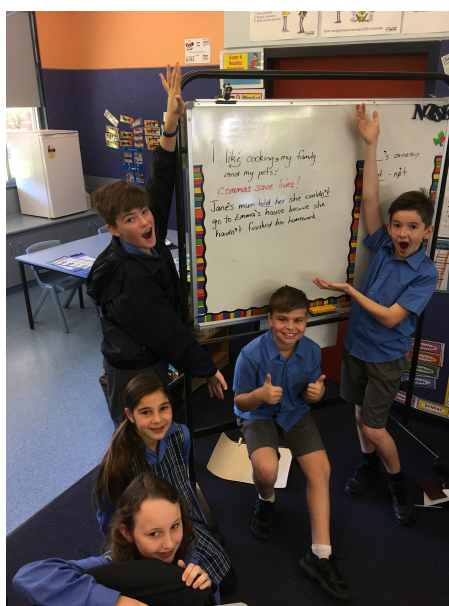
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reading comprehension and Numeracy (30% increase for Aboriginal Students as an inclusive part of the 8% general increase).	\$7000	below the year level expectation on the Literacy and Numeracy Continuums. The results of 3 Aboriginal students can not be reported in this forum, as this may allow for recognition of individual students.

Next Steps

Ongoing implementation of Quality Teacher Mentor from K – 6.

Professional Learning relating to Visible Learning and research by John Hattie for all staff.

Implementation of Positive Behaviour for Learning in 2018.



Strategic Direction 2

Leading

Purpose

Innovative, dynamic, responsive facilitators of learning

To build a dynamic culture of innovation and best practice through high expectations, quality professional learning and collaboration.

Overall summary of progress

All staff supported in collecting, analysing and being responsive to student achievement data through weekly meetings with the Quality Teaching Mentor, as well as through professional learning experiences provided at the school.

PLAN data entered 5 weekly for all students, and added to the 'data wall' for whole staff discussion and analysis.

In depth analysis of current school programs and processes conducted against the School Excellence Framework, strengthening collaborative practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students use reflection on assessment and reporting processes and feedback to plan learning.		Implementation of How2Learn strategies, and peer assessment is used as a strategy by students in all classrooms to assist all students in improving their work and being successful learners.
Mentoring and coaching is a focus of all staff at the school and is embedded in the school culture.	Additional staff \$15000	A dedicated Quality Teaching Mentor was employed weekly to work on individual staff professional learning needs. Mentoring and coaching related directly to the Australian Professional Standards for Teachers.
Teachers demonstrate a sophisticated understanding and use of assessment for, as and of learning, in determining teaching directions, school performance levels and effectiveness.		L3 and PLAN data was analysed by the executive team regular, with explicit feedback provided to all staff. Teachers work collaboratively to maintain consistent teacher judgement, with a focus on writing.

Next Steps

Collaborative implementation of Positive Behaviour for Learning and Visible Learning strategies across the school.

Ongoing development of the Quality Teacher Mentor role, demonstrating a responsiveness to the changing staff needs at the school.

Professional Learning opportunities for staff in areas relating to communication, growth coaching, Visible Learning, Positive Behaviour for Learning, Literacy and Numeracy as well as identified areas of personal growth as identified in Performance and Development Plans.

Strategic Direction 3

Community Engagement

Purpose

Building a cohesive and collaborative school community

To promote and build a positive educational community through further developing school partnerships between families and the school.

Overall summary of progress

Communication strategies with the School Community were evaluated, with changes to the Newsletter distribution time, Facebook page management and Website maintenance reviewed.

Community engagement events were designed to be inclusive to all families and community members, with special breakfasts, BBQ's and showcases offered throughout the year.

Consultation surveys were used throughout the year to evaluate school programs, and to seek interest in the establishment of resources such as Out of School Hours Care, Kidz Konnect and Kindergarten Transition.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent surveys indicate an increase in understanding of the new National Curriculum and Literacy and Numeracy Continuums.		Parents and community members engaged in surveys, discussions and focus groups relating to learning at Yenda Public School.
Parent communication and surveys show an increase in the ability to support their child's learning at home.	RAM Funding \$5000	Opportunities for students families as well as other people from the local community, to be involved in their child's learning through project based learning exhibitions in Yenda. Improved communication within the school community and between parents and teachers achieved through face – to – face interviews, class meetings, phone calls, social media and the school website.
Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.	RAM Funding \$10000	School staff liaised with parents and staff from the Yenda Preschool Kindergarten to establish greater links between our schools and to strengthen transition to school programs. Each individual student participating in the 2017 Kindergarten transition program was discussed by the Learning and Support Team prior to commencing in order to tailor the program to their specific needs. Students engaged in transition to high school programs, which will continue to be evaluated.

Next Steps

Implementation of a smart phone app to assist school and community communication.

Up skill school staff to assist with the maintenance and promotion of the school via the school website and Facebook.

Review and implementation of School Communication Policy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6416	Employment of School Learning Support Officers enhanced the delivery of personalised learning programs to indigenous students.
English language proficiency	\$1849	Employment of School Learning Support Officers enhanced the delivery of personalised learning programs to students who require language support.
Low level adjustment for disability	\$52173	<p>Learning and Support Teacher position enhanced data collection and the development and implementation of individual learning support programs.</p> <p>Additional School Learning Support Officers were employed to support implementation of individualised programs for target students.</p>
Quality Teaching, Successful Students (QTSS)	\$10868	1 day per week Quality Teacher position supported by RAM equity funds, providing support for teachers to be reflective practitioners.
Socio-economic background	\$43992	<p>Learning and Support Teacher position enhanced data collection and the development and implementation of individual learning support programs.</p> <p>Additional School Learning Support Officers were employed to support implementation of individualised programs for target students.</p>
Systems Leadership Grant	Funds expended in 2016	Ongoing development, review and implementation of Project Based Learning supported by school professional learning funds.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	81	85	84	81
Girls	63	60	56	44

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	94.3	94.7	95.6
1	94.3	94.8	95.4	92.4
2	94.3	93.5	95.2	93.7
3	93.8	95.3	94.8	96.4
4	95.1	95.2	95	89.4
5	94.3	93.2	94.5	93.6
6	94.1	95.1	93.1	94.3
All Years	94.4	94.5	94.5	93.7
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

– Student attendance is monitored by all teachers, administrative staff and the School Principal as per Department of Education guidelines and procedures

– Parents are contacted to address attendance concerns, and individualised attendance plans implemented

Class sizes

Class	Total
K/1	23
Y1/2	27
Y3/4F	27
Y5/6P	23
Y5/6C	21

Structure of classes

In term 3, school funds were used to form an 'above establishment' class, enabling students from K – 2 to be in straight classes, therefore reducing student numbers in each of the classes.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.52
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.73
Other Positions	0

*Full Time Equivalent

In 2017 no members of the workforce identified as being of Aboriginal or Torres Straight Islander descent.

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

Professional learning and teacher accreditation

Yenda Public School supports the professional learning of school staff at every stage of their career. Teachers have been supported in further developing their teaching practice and significant funds were allocated to professional learning in 2017. One teacher trained in Stage One Language, Learning and Literacy (L3). L3 is an effective research-based literacy program that is incorporated into the daily literacy program, without withdrawal, and increases opportunities for students with diverse learning needs. All staff were involved in initial professional learning relating to Positive Behaviour for Learning in preparation for implementation in 2018. Two teachers attended professional learning with John Hattie, focusing on Visible Learning. At the end of 2017, all 'old scheme' teachers, that is, teachers who commenced teaching in 2004 and earlier, received accreditation at Proficient. Two teachers continued to maintain their accreditation at proficient.

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.

In semester 2, a 6th class was established, supported by the school's Resource Allocation Model. This significant commitment was made to support smaller class sizes in K – 2 classes, supporting the delivery of intensive literacy and numeracy programs.

In 2017 Yenda Public School purchased Interactive LCD Panels for each classroom, to support 21st Century learning and to maintain up to date technology.

Receipts	\$
Balance brought forward	271,752
Global funds	88,666
Tied funds	58,096
School & community sources	17,432
Interest	2,812
Trust receipts	5,798
Canteen	0
Total Receipts	172,804
Payments	
Teaching & learning	
Key Learning Areas	34,280
Excursions	4,343
Extracurricular dissections	7,349
Library	2,153
Training & Development	2,880
Tied Funds Payments	57,458
Short Term Relief	19,908
Administration & Office	23,087
Canteen Payments	0
Utilities	11,206
Maintenance	3,758
Trust Payments	6,340
Capital Programs	0
Total Payments	172,762
Balance carried forward	271,794

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	444,817
Appropriation	407,722
Sale of Goods and Services	0
Grants and Contributions	36,660
Gain and Loss	0
Other Revenue	0
Investment Income	435
Expenses	-153,194
Recurrent Expenses	-153,194
Employee Related	-96,676
Operating Expenses	-56,518
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	291,623
Balance Carried Forward	291,623

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.

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.

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	1,022,104
Base Per Capita	21,396
Base Location	23,827
Other Base	976,882
Equity Total	104,430
Equity Aboriginal	6,416
Equity Socio economic	43,992
Equity Language	1,849
Equity Disability	52,173
Targeted Total	20,930
Other Total	61,715
Grand Total	1,209,179

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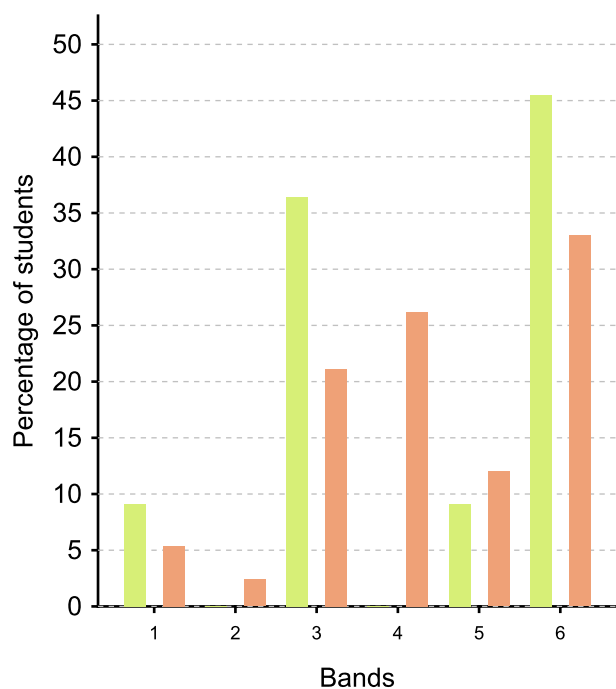
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School performance

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.

Percentage in bands:
Year 3 Grammar & Punctuation

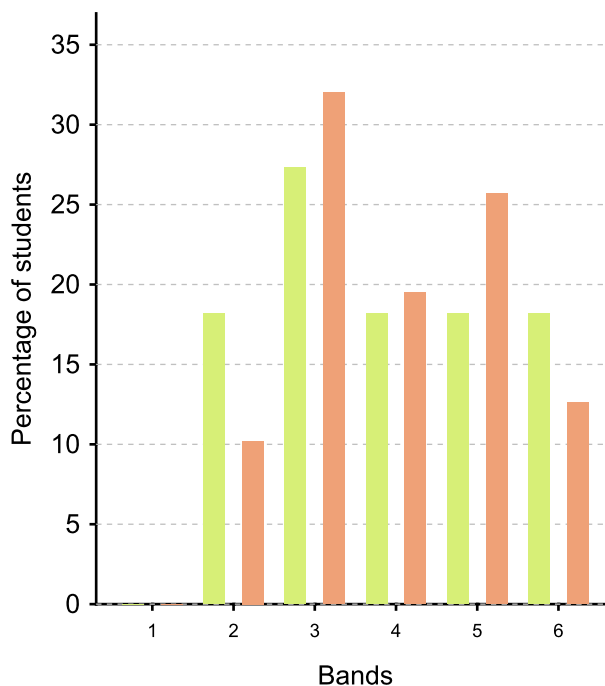


Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	9.1	0.0	36.4	0.0	9.1	45.5
School avg 2015-2017	5.4	2.4	21.1	26.2	12.0	33.0

Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	18.2	18.2	27.3	27.3
School avg 2015-2017	4.5	5.1	16.8	21.5	25.2	27.0

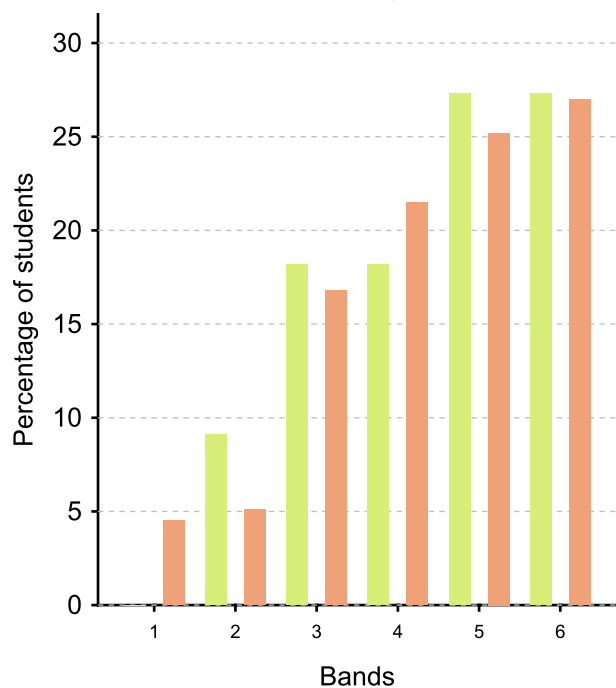
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

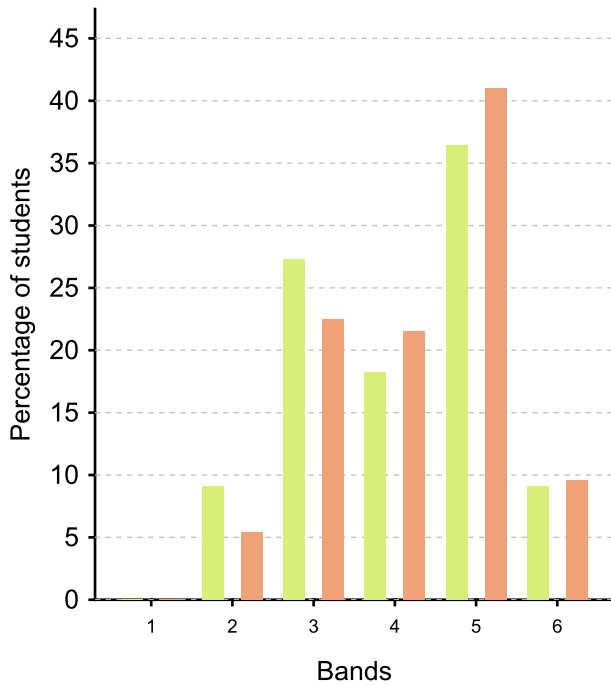
Band	1	2	3	4	5	6
Percentage of students	0.0	18.2	27.3	18.2	18.2	18.2
School avg 2015-2017	0.0	10.2	32.0	19.5	25.7	12.6

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

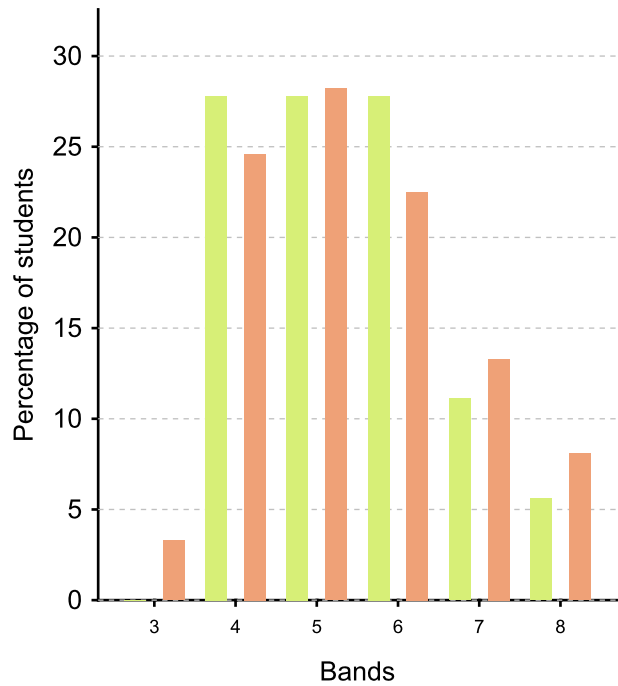


Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	27.3	18.2	36.4	9.1
School avg 2015-2017	0.0	5.4	22.5	21.5	41.0	9.6

Band	3	4	5	6	7	8
Percentage of students	11.1	16.7	16.7	38.9	16.7	0.0
School avg 2015-2017	8.3	15.1	22.0	36.9	12.6	5.1

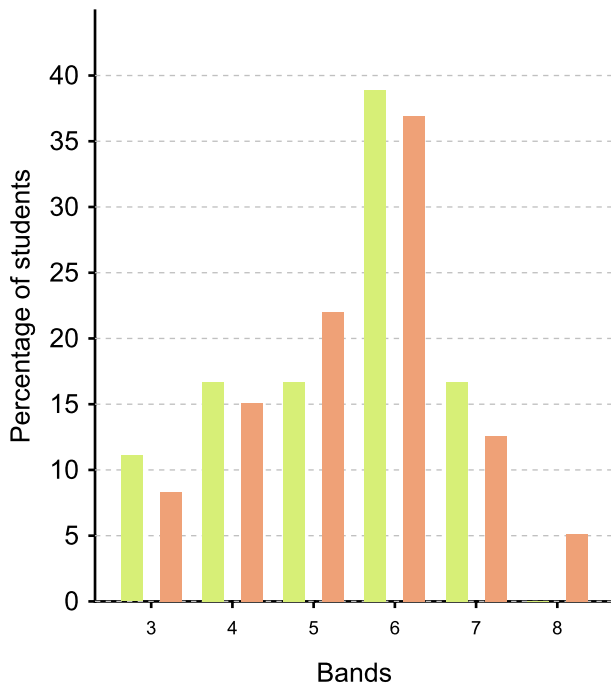
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

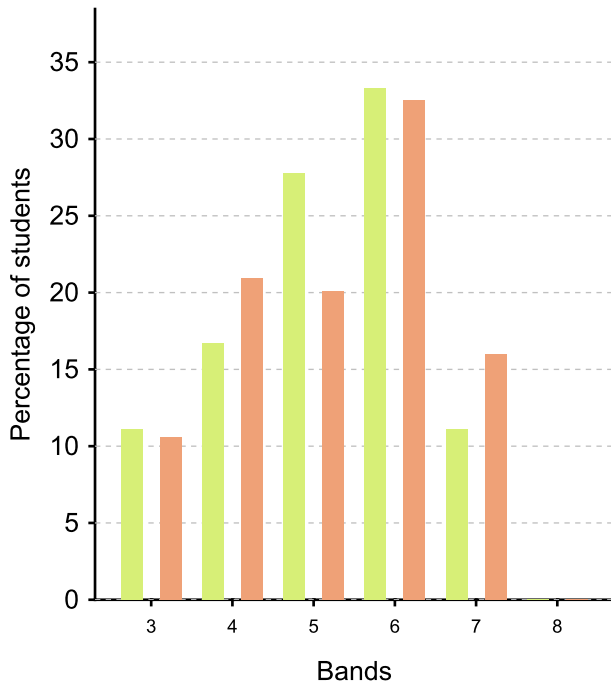
Band	3	4	5	6	7	8
Percentage of students	0.0	27.8	27.8	27.8	11.1	5.6
School avg 2015-2017	3.3	24.6	28.2	22.5	13.3	8.1

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling

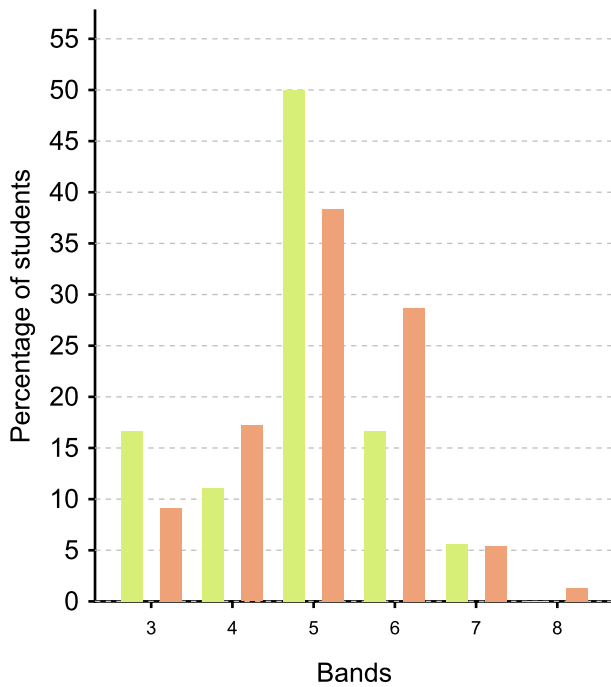


Band	3	4	5	6	7	8
Percentage of students	16.7	11.1	50.0	16.7	5.6	0.0
School avg 2015-2017	9.1	17.2	38.4	28.7	5.4	1.3

Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.1	16.7	27.8	33.3	11.1	0.0
School avg 2015-2017	10.6	20.9	20.1	32.5	16.0	0.0

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

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.>



Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Parent responses, where the response was 90–100%, are presented below.

- I feel that the school provides a safe and caring environment for my child
- I feel that I can participate in decisions that affect my child at school.
- I feel welcome when visiting my child's school.
- I am comfortable talking to my child's teacher about my child.
- I am satisfied with how my child is progressing socially, emotionally and behaviourally.
- School staff are respectful and sensitive to children experiencing social, emotional and behavioural difficulties.
- I feel that my child's teacher cares about my child.
- Opportunities for parent and community input were also encouraged and made available through the P&C and informal communications with parents
- .All staff agreed or strongly agreed that Yenda Public School maintains its main priority as meeting the needs of its students

In 2018 there will be continued focus on increasing our level of curriculum differentiation, targeting professional learning for teachers individually and enhancing the communities knowledge and understanding of their



Policy requirements

Aboriginal education

In 2017 Yenda Public School recieved Aboriginal background funding and continued to promote Aboriginal awareness, education and cultural understanding within the school community.

All students participate in lessons that are designed to educate them about Aboriginal perspectives, culture and contemporary Aboriginal Australia.

Yenda Public School employed additional School Learning Support Officers for each stage to support the implementation of personalised learning plans for all indigenous students, with a focus on enhancing literacy and numeracy outcomes.

The school was involved in a number of activities throughout the year which promoted Aboriginal students and culture. These included:

- Harmony Day activities
- NAIDOC week activities
- Personalised Learning Plans for all Aboriginal students which were closely reviewed and monitored
- Acknowledgement of Country sued at all K–6 assemblies and presentations

Involvement in these initiatives sustained a positive and inclusive school culture as well as improved literacy and numeracy achievements for Aboriginal students.

Multicultural and anti-racism education

In line with Department of Education policies and guidelines, teachers at Hanwood ensure that teaching programs are culturally inclusive and provide opportunities for students to learn more about their own cultural heritage. We foster understandings of the cultures that are present in our local community as well as globally. Anti-racism and active citizenship are also

embedded into teaching programs as applicable.

We have a trained ARCO representative (anti-racism contact officer) on staff who also supports all teachers and students when necessary.

Other initiatives that were embarked on at Hanwood in 2017 included Harmony Day, NAIDOC and Sorry Day activities, anti-bullying and social programs for small groups as well as whole class activities.