

# Bungendore Public School

## Annual Report



2017



## Introduction

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

Narelle Lloyd

Principal

### School contact details

Bungendore Public School

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6238 1317

### Message from the Principal

At Bungendore Public School we continue to provide quality teaching learning programs where all our students enjoy success and are encouraged to achieve their best. As a school community we ensure that we maintain a strong focus on producing successful 21st Century learners who develop skills of collaboration, communication, creativity and critical thinking. We are also committed to maintaining a focus on information/communication technology and life-long learning.

Our school takes pride in its excellent reputation for delivering outstanding programs in literacy and numeracy, providing extra-curricular activities and supporting students experiencing learning difficulties

At Bungendore Public School we enjoy a caring school community and an excellent P & C and I would like to take this opportunity to thank everyone whose dedication, support and hard work has ensured our school continues to be such a wonderful school where opportunity and support result in excellent achievements for our students.

**Narelle Lloyd**

**Principal**

## Message from the school community

Thank you once again to everyone for your efforts in supporting the P&C. You have helped us to achieve some amazing things for our school. In 2017 our fundraising efforts once again saw some community favourites such as our Twilight Fair, supporting the Country Muster through our amenity cleaning efforts, Mother's and Father's Day stalls, hosting the BBQ at the District Athletics Carnival and the showcasing of some amazing talent through Bungendore's Got Talent. Our family disco was a fun night for all who attended, as well as another successful election BBQ and some very clever canvas arts for our Class Art Auction.

In 2017, the P&C raised funds through events and grants and supported the school by;

- Signage around the school.
- Subsidised the travel costs for excursions.
- We have subsidised the cost for each student to attend the LEGO Incursion.
- Purchased over \$16,000 worth of LEGO kits to extend the student's STEM education opportunities.
- Purchased over \$5,000 worth of readers to support the L3 program
- Installed a new P&C shed to house all of our belongings safely.
- Published Bungendore Public Schools first cookbook to celebrate 150 years at BPS.
- The uniform shop trialled new opening hours and although they were low on volunteers, the dedicated crew at the uniform shop made it possible.

In 2018 we will again undertake a range of projects as we look to the future and celebrate our 150th Anniversary. If you would like to be involved with the P&C please come along to a meeting, join us in our fundraising efforts or send us a message on our Facebook page. We can all make a difference if we work together for our children.

**Natalie Schweikert**

**P&C President**

## Message from the students

As School Captains in 2017 we have enjoyed the challenges and responsibilities that the role has presented us and would like to thank our teachers, parents, classmates and other students for their support throughout the year.

Being a school captain is a lot of fun. This year we attended the Young Leaders Day in Sydney where we met some well known Australians who inspired us to be good leaders and role models. We also participated in events such as Anzac Day, Kinder Orientation Day, Remembrance Day, White Ribbon Day and helped with the many Year 6 fundraising activities.

We would not have had such a great year if it wasn't for the support and help of all the staff, parents and fellow students.

Thank you.

**Sophia Teschendorff, Tom Rudd, Charlotte Velnaar, Tom Osborne**

**School Captains and Vice Captains 2017**

## School background

### School vision statement

At Bungendore Public School we strive to develop in students the knowledge, skills and attitudes necessary for them to adapt in order to take their place in a changing society.

Our school motto is “Where children grow to be worthy citizens”.

Our school values are honesty, respect, responsibility, doing your best and co-operation.

### School context

Bungendore Public School’s students come from the Bungendore Village and surrounding rural areas. The school has 20 mainstream classes, 1 support class and a total student population of 495.

## 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.

In the domain of Learning there are 6 elements. In the element of Learning Culture we are sustaining and growing. In the element of Wellbeing we are sustaining and growing. In the element of Curriculum we are sustaining and growing. In the element of Assessment we are sustaining and growing. In the element of Reporting we are delivering. In the element of Students Performance Measures we are sustaining and growing.

In the domain of Teaching there are 4 elements. In the element of Effective Classroom Practice we are sustaining and growing. In the element of Data Skills and Use we are sustaining and growing. In the element of Professional Standards we are sustaining and growing. In the element of Learning and Development we are excelling.

In the domain of Leading there are 4 elements. In the element of Educational Leadership we are excelling. In the element of School Planning, Implementation and Reporting we are sustaining and growing. In the element of School Resources we are excelling. In the element of Management Practices and Processes we are excelling.

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

### Literacy and Numeracy

#### Purpose

To improve student learning and outcomes in both literacy and numeracy through the development and delivery of consistent high quality teaching programs.

In English through the development and delivery of consistent high quality teaching practice in listening, speaking, reading, writing, spelling, punctuation and grammar.

In Mathematics through the development and delivery of consistent high quality teaching practice in Numbers and Algebra, Measurement and Geometry and Statistics and Probability.

#### Overall summary of progress

Our progress in the areas of both Literacy and Numeracy for Year 3 and Year 5 students shows pleasing improvement in Spelling and Numbers, Patterns and Algebra. This has been achieved through providing professional development for staff to enhance high quality teaching practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased % of Year 5 students in the top 2 bands in Spelling from 30% to 45% and reduce the % of Year5 students in the bottom 2 bands of Spelling from 24% to 15%	Meetings, both Staff and Stage meetings (Time) RFF (Time) Executive Meetings (Time)	School wide systematic assessments show improved results, moving students from the bottom 2 bands. Teachers consulted in stage teams to analyse and consistently mark writing tasks, using this information to employ effective, differentiated classroom strategies.
Increased % of Year 3 students in the top 2 bands in Number Patterns & Algebra from 30% to 45% and reduce the % of Year 3 students in the bottom 2 bands of in Number Patterns & Algebra from 20% to 10%	Meetings, both Staff and Stage meetings (Time) RFF (Time) Executive Meetings (Time)	Class work samples and stage based assessment tasks reflect improvement in targeted areas of Number. Teachers collaborated to use SMART data effectively to create learning plans.

#### Next Steps

Focus on improved whole school spelling teaching and learning practices including a trial of Words Their Way in Years 3 and 4 classes and with modifications to current classroom programs so that there is a more consistent approach across.

L3 to continue in the K to 2 classrooms with focuses on improved goals in Spelling.

A consistent approach to the use of Mathematics text books in Year 1 through to 6. and the continued use of the school's mathematics continuum.

## Strategic Direction 2

### Engagement and Across Curricular

#### Purpose

To improve student engagement and participation in all areas of the curriculum.

To ensure teachers and support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students.

To develop technologically competent students.

For teachers to engage in shared professional learning for teaching 21st century learners.

#### Overall summary of progress

Information and Communication Technology (ICT) team teaching has enhanced the capacity for staff to meet the diverse needs of students through the provision of across curricular teaching and learning activities using computers. The use of targeted resources to support the implementation of the new History and Geography syllabuses has facilitated teaching and learning programs across the school K to 6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Specific ICT team teaching lessons are timetabled and student participation is evident and measurable	\$40,500	Continued to see teachers demonstrate increased use of ICT in classrooms with all students participating in a range of ICT instructional lessons throughout the year.  ICT team teaching program evaluation provided direction for future implementation.  Changes to the school scope and sequence provided a systematic approach for ICT education across the school.
A school implementation model for both the new NSW History syllabus and new Geography syllabus is developed and resourced across the school for teachers K – 6.	\$2,000	Whole school implementation of revised scope and sequence provided clear direction for classroom programs K–6. New resources integrated through 2017 as planned. New resources developed within stages and shared to whole staff.

#### Next Steps

Continued implementation of the ICT team teaching program with all students K – 6 participating in this a program.

Consolidate programming across all grades with the development and acquisition of resources to support teaching and learning programs in classrooms.

## Strategic Direction 3

### Student Welfare and Wellbeing

#### Purpose

To improve student welfare and student wellbeing through building upon a positive school environment.

To improve student's social and emotional wellbeing inside a school community that promotes mental health and wellbeing.

To strengthen effective partnerships and collaborative working relationships with families.

To develop respectful relationships, belonging and inclusion.

#### Overall summary of progress

Through the continued and successful implementation of the Live Life Well program our students have benefitted in both physical wellbeing and their social/emotional well being by building their sense of belonging within a positive school environment. These benefits have also been strengthened through the Kids Matter program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Live Life Well Program is being implemented and is fully supported by the school community with implementation of the Fruit Break program across the school incorporating and implementing recommendations from last year's review.	Sponsored support from IGA for Fruit Break (Donation).  Department and Stage planning and meetings (time).	Stage based approach to health and fitness planning.  Whole school focus to increasing fitness and awareness of healthy eating, including presentations at Kindergarten Orientation sessions.  Wide range of physical activities offered through stage and class activities on a regular basis.
The school Kids Matter team working on Components 1 and 2 of the program through a co-ordinated and guided approach.	Whole school and Stage meetings.	Staff discussions and school planning continue to reflect the importance of embedding Kids Matter values into classroom and playground environments and learning activities.

#### Next Steps

Continue Live Life Well program with daily fruit break component, ensuring all new staff are aware of the school's policies and programs.

Kids Matter Program (Component 2) to be introduced and incorporating Resilience as a major theme for both whole school programs and classroom teaching/learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8,403	Funding used to support student learning and whole school program initiatives.
<b>Low level adjustment for disability</b>	\$37,811	Class teachers have developed their skills to differentiate the class program, making necessary adjustments to ensure all students access the curriculum.  SLSO's were employed to support identified students in small groups, classrooms and the playground.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$38,497	Used to utilise the skills of highly experienced teachers and executive staff to mentor staff in Quality Teaching practices.
<b>Socio-economic background</b>	\$23,786	Targeted students were supported to participate in whole school and grade based activities as appropriate.
<b>Support for beginning teachers</b>	\$13,378	In 2017 we have not had any newly appointed permanent teachers who would qualify for Support for beginning Teacher funding. Ongoing support was provided to teachers to complete projects started in 2016.
<b>L3 (Language, Learning and Literacy)</b>	\$12, 124	Funds were allocated for Professional Learning in L3 to support student outcomes through research based quality programs. All teachers K-2 were engaged in either new or OPL training in 2017.  This professional learning included having a whole school professional development session run by an L3 Lead Trainer to assist the implementation of reciprocal reading throughout Years 3-6.
<b>MacqLit</b>	\$3,124	Focussed support was offered to students in Years 3-6, resulting in improved reading results for all students involved.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	253	255	250	252
Girls	219	230	239	242

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	95.1	93.8	94.3
1	93.6	92.5	93.5	93.6
2	94.2	94.2	93.9	94.5
3	95	93	93.7	92.2
4	93.8	94	92.4	93.7
5	92.9	93.2	93.2	93.3
6	93	92.2	93	91.6
All Years	93.9	93.5	93.4	93.3
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

The school values the attendance of the students and sees it as being integral to their academic success. School attendance is regularly monitored with the assistance of the Home School Liaison Officer. Parents work with the school to achieve maximum attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.06
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.58
Other Positions	0

\*Full Time Equivalent

There is one Aboriginal staff member included in the Workforce Composition table above who is currently employed as a permanent classroom teacher.

### 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	15

## Professional learning and teacher accreditation

Staff have undertaken a number of professional learning activities, and under the new NES (NSW Education Standards Authority) procedures all staff will have received their Certificates of Accreditation by the end of January 2018.

All staff – teaching staff, SASS staff, support staff and auxiliary staff – have participated in a range of professional learning activities throughout the year.

Professional development activities have included:

- L3 training for new Stage 1 teachers
- L3 ongoing training for ES1 and Year 1 teachers
- Effective Teaching of Grammar
- Primary Principals Conference
- CPR Refresher
- Anaphylaxis Training
- Here's Looking at EUCLID
- High Impact Leadership Forum
- Understanding and Supporting Behaviour
- Spelling and the NSW K–6 Syllabus
- Sue Larkey Autism Spectrum Workshop
- Leading a School Choir in Primary School
- Early Year Literacy Intervention Conference
- Recorder Camp
- National Disabilities OnLine
- Child Protection Update
- Enhancing Transition from Preschool to School
- Peer Support Implementation Workshop
- Dynamic learning for the First Year of School
- Managing iPads with Configurator and MDM
- Excel Training
- SASSPA Conference
- Lifeline Canberra Accidental Counselling Course
- Mental Health and Wellbeing of Young People Seminar
- LMBR Training

## 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.

Receipts	\$
<b>Balance brought forward</b>	<b>440,458</b>
Global funds	199,253
Tied funds	85,822
School & community sources	95,493
Interest	3,090
Trust receipts	4,494
Canteen	0
<b>Total Receipts</b>	<b>388,153</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	56,711
Excursions	24,229
Extracurricular dissections	28,585
Library	3,682
Training & Development	15,491
Tied Funds Payments	90,811
Short Term Relief	44,672
Administration & Office	43,409
Canteen Payments	0
Utilities	33,237
Maintenance	27,688
Trust Payments	9,094
Capital Programs	0
<b>Total Payments</b>	<b>377,610</b>
<b>Balance carried forward</b>	<b>451,001</b>

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	843,907
Appropriation	704,795
Sale of Goods and Services	8,762
Grants and Contributions	129,304
Gain and Loss	0
Other Revenue	0
Investment Income	1,046
<b>Expenses</b>	-485,759
Recurrent Expenses	-485,759
Employee Related	-261,233
Operating Expenses	-224,526
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	358,147
<b>Balance Carried Forward</b>	358,147

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.

The intended use of funds available from 2017 is to up keep classroom ICT equipment, upgrade technology in new classes in the school to ensure equity and to support general school infrastructure. We also intend on participating in several staff development sessions throughout the year, bringing guest speakers and presenters in to work with all staff with a proportion of the funds available.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	3,135,855
Base Per Capita	75,521
Base Location	18,676
Other Base	3,041,658
<b>Equity Total</b>	181,731
Equity Aboriginal	8,403
Equity Socio economic	23,786
Equity Language	0
Equity Disability	149,542
<b>Targeted Total</b>	174,973
<b>Other Total</b>	204,888
<b>Grand Total</b>	3,697,446

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

### School-based assessment

#### Matific Trial

Over the last five years, the school's enrolments have been increasing and this is expected to continue in 2018 with another class to be added. BPS is the only school in the town with the closest neighbouring school being more than 20 kilometres away.

With some areas in the town without a reliable internet service, for some children, school may be the only place they can access Matific, a free online Primary maths product that consists of engaging activities and games that are linked to content from the Australian curriculum. BPS has recently had Wi-Fi access rolled out across the school premises and with its well-resourced computer lab and recently refurbished library, the opportunity to use Matific with their classes has been considerably improved. Teachers also have access to a bank of laptops which can be booked and used in classrooms. All classes have access to interactive whiteboards which are in the process of being upgraded.

Matific is used by teachers for whole class instruction as well as individual and small group work. Survey results indicate that both teachers and students love practising using Matific knowing that the tasks and activities are addressing the individual needs of each student.

With students able to log on and use Matific at home, teachers can set tasks for homework, extension work as well as work for a student who is sick and absent from school for an extended period of time.

Matific and its integration into the community at BPS has been a successful one. The enthusiasm for learning, coupled with an increased persistence, has been hugely beneficial for the students at BPS. Teachers have also noticed that Matific use improves students' classroom performance and teamwork skills. When students use Matific as part of group rotations, teachers noticed that many of them would work collaboratively to solve problems. Teachers have commented on how good it is to listen to the rich mathematical conversations that the students are having when engaged with Matific.

It has helped present Mathematics in a positive light which has flow on effects for classroom teaching. A student that has had four or five positive experiences playing with the concept of area, for example, is going to be in a better position to get the most out of a lesson on that topic than a student being introduced to it for the first time in 12 months. One of the greatest outcomes is that Matific has improved the overall attitude of students who would otherwise have been frightened or unwilling to take on the challenges that Maths can at times present.

### **Year 1 L3 Text Level Data**

The reading level goal for students doing L3 in Year 1 is at least an 18 by the end of the year.

46% of students achieved Levels 21 and 22+

3% of students achieved Levels 19 and 20

6% of students achieved Levels 17 and 18

21% of students achieved Levels 15 and 16

17% of students achieved Levels 12 to 14

5% of students achieved Levels 9 to 11

2% of students achieved Levels 6 to 8

### **Year 2 L3 Text Level Data**

The reading level goal for students doing L3 in Year 2 is at least a 22 by the end of the year.

73% of students achieved Levels 21 and 22+

14% of students achieved Levels 19 and 20

9% of students achieved Levels 17 and 18

2% of students achieved Levels 15 and 16

2% of students achieved Levels 3 to 5

### **Year 1 PLAN Data**

*The goal for Year 1 students is to achieve 80% or more of Cluster 6 in Reading Texts, Comprehension and Aspects of Writing. Our student achievement of particular clusters is as follows:*

76 % or more of our Year 1 students achieved at or beyond the 6th Cluster in Reading Texts.

72% or more of our Year 1 students achieved at or beyond the 6th Cluster in Comprehension.

53% or more of our Year 1 students achieved at or beyond the 6th Cluster in Aspects of Writing.

### **Year 2 PLAN Data**

*The goal for Year 2 students is to achieve 80% or more of Cluster 8 in Reading Texts, Comprehension and Aspects of Writing. Our student achievement of particular clusters is as follows:*

70% or more of our Year 2 students achieved at or beyond the 8th Cluster in Reading Texts.

75% or more of our Year 2 students achieved at or beyond the 8th Cluster in Comprehension.

42% or more of our students achieved at or beyond the 8th Cluster in Aspects of Writing.

### **NAPLAN**

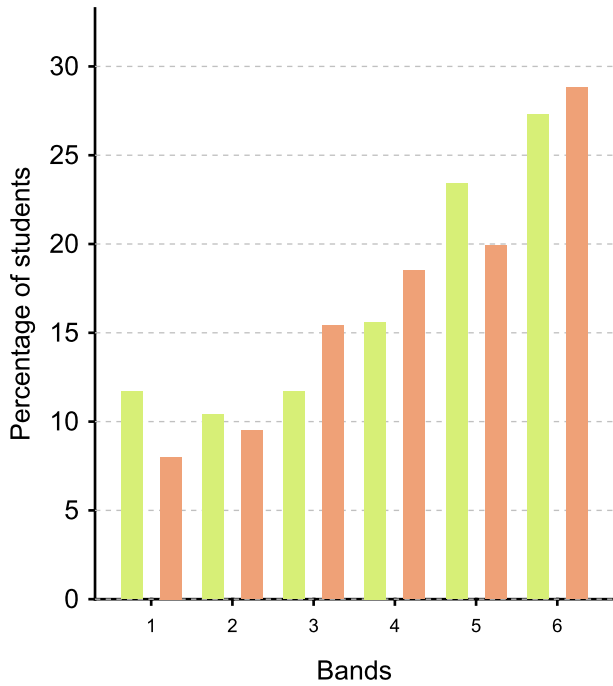
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our NAPLAN literacy data indicates very positive growth between years 3 and Years 5

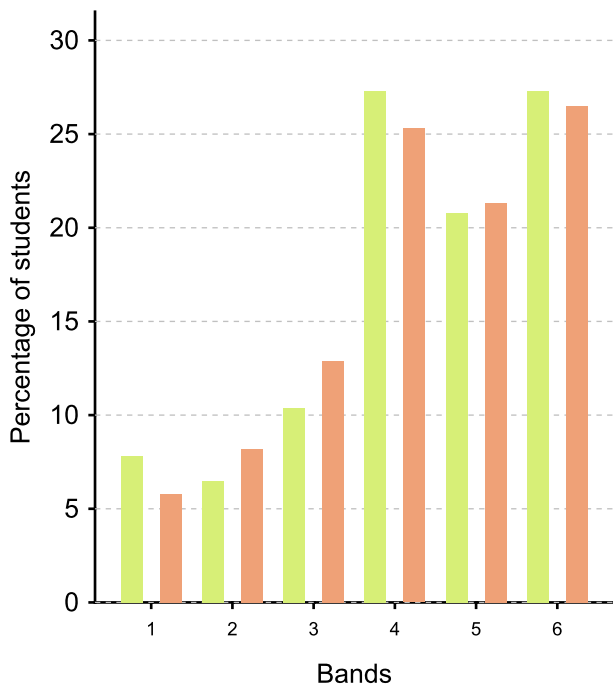
Year 3 students have demonstrated excellent results in the top 2 bands in Reading, and Grammar and Punctuation.

Year 5 students have also achieved excellent results in the top 2 bands in Reading, Spelling and Grammar and Punctuation.

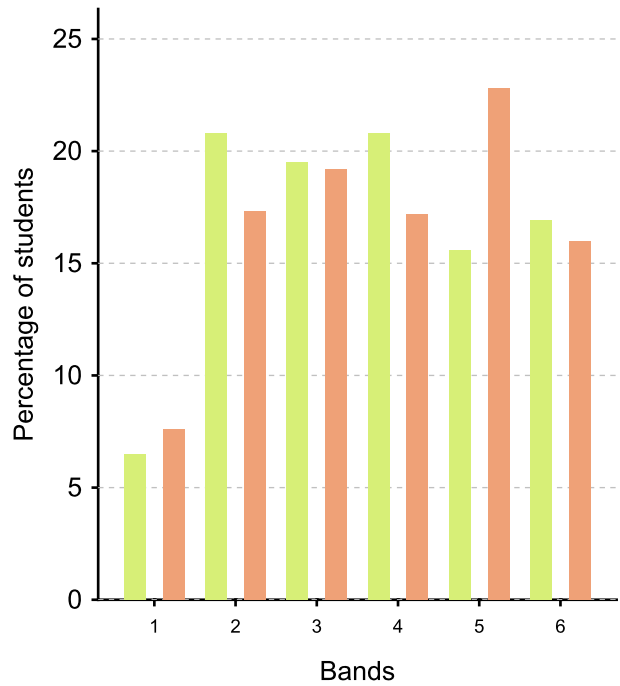
**Percentage in bands:**  
Year 3 Grammar & Punctuation



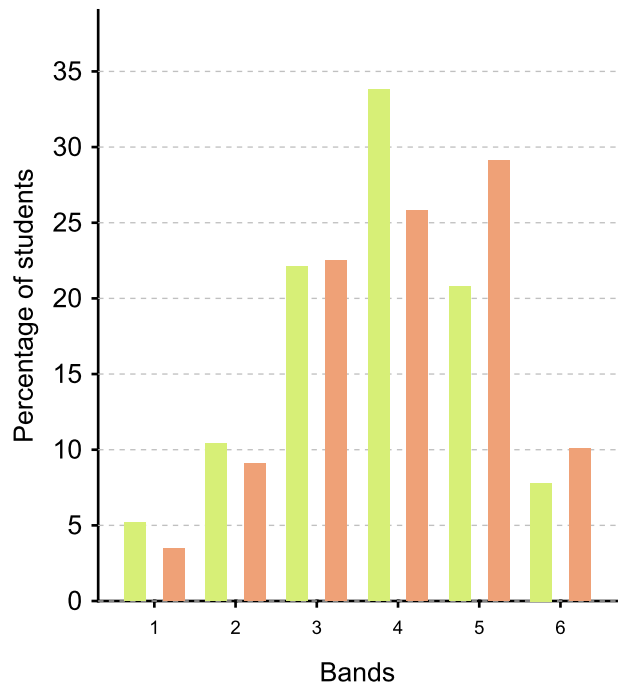
**Percentage in bands:**  
Year 3 Reading



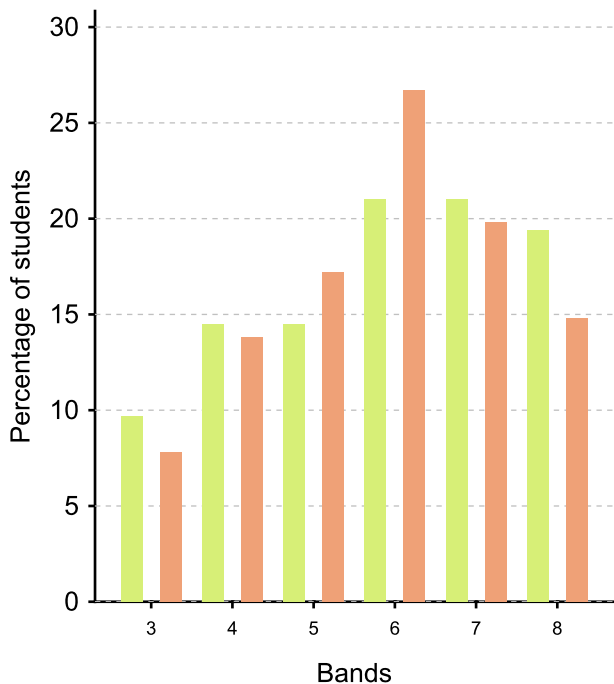
**Percentage in bands:**  
Year 3 Spelling



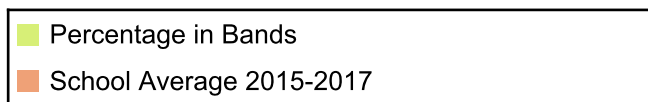
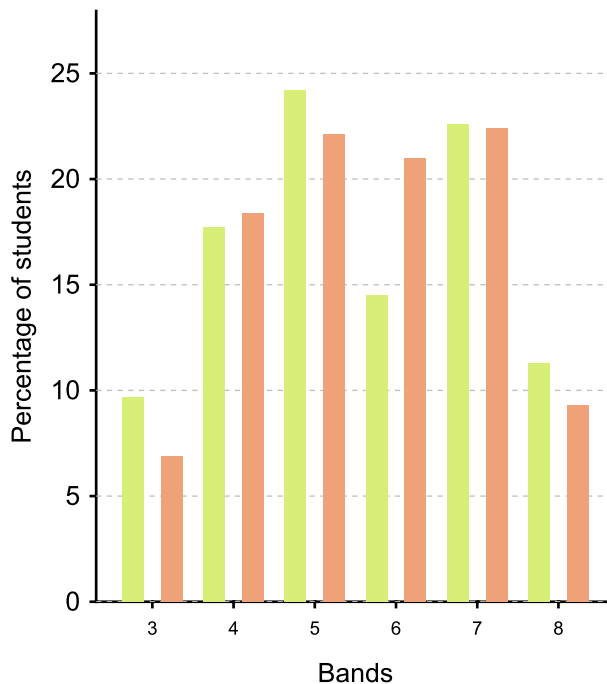
**Percentage in bands:**  
Year 3 Writing



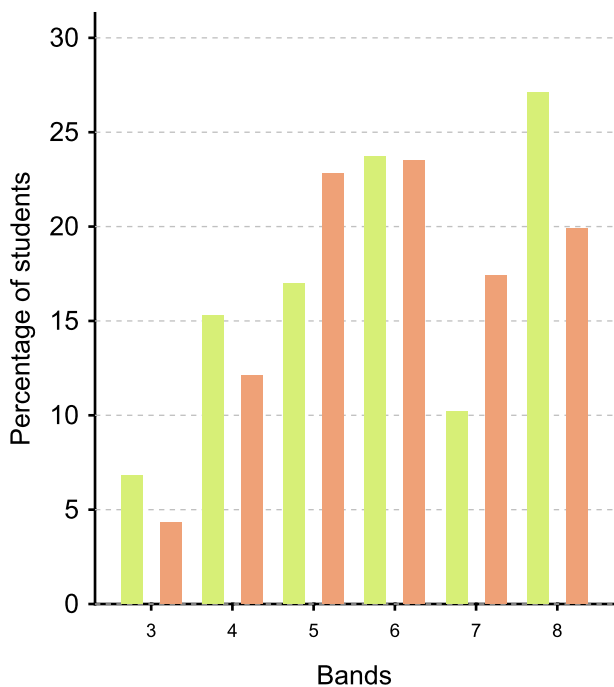
**Percentage in bands:**  
Year 5 Grammar & Punctuation



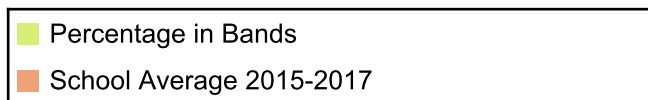
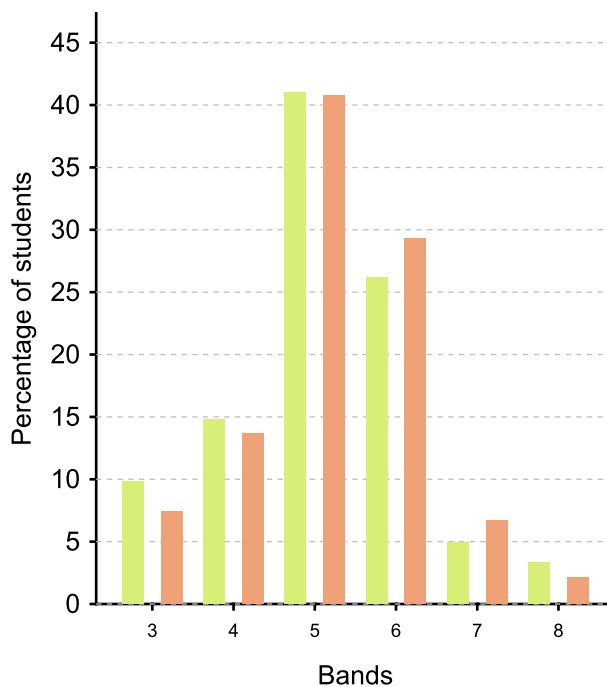
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



Our students demonstrated pleasing growth in Numeracy growth from Year 3 to Year 5.

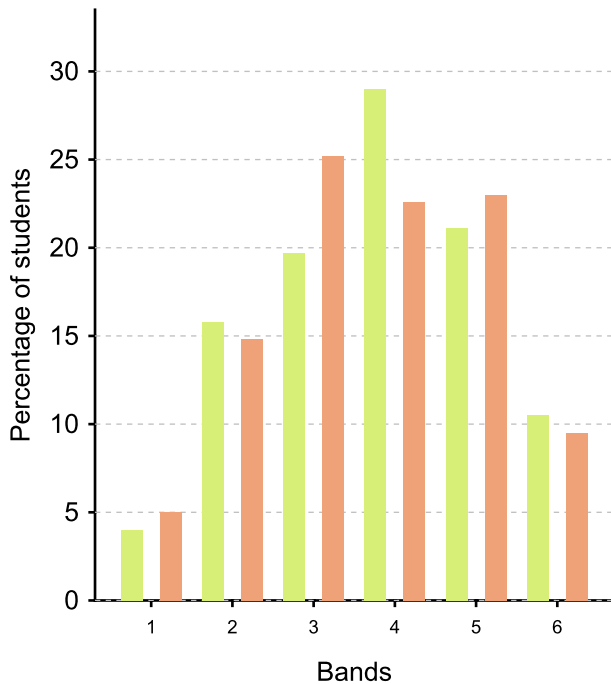
Year 3 students

Year 5 students performed particularly well in the top two bands of the Number, Patterns and Algebra section of the Numeracy assessment.

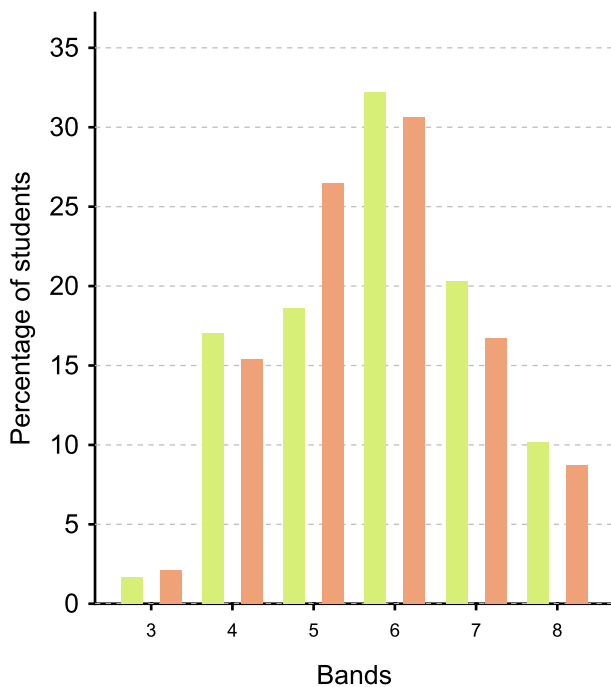
Year 3 students performed particularly well in the top two bands of the Data, Measurement, Space and Geometry section of the Numeracy assessment.

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.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



## Policy requirements

### Aboriginal education

During 2017 our school and our Aboriginal students participated in a number of enrichment programs to complement the Aboriginal Education elements of our teaching and learning in order to develop students skills, knowledge and understandings. These programs included the local Reconciliation Walk, the development of Personalised Learning Plans, focussed group work to develop school Reconciliation Action Plans, NAIDOC Public Speaking Workshop, NAIDOC Week activities and a visiting performance from and indigenous presenter, Larry Brandy. Our school also contributed to the Indigenous Literacy Foundation and two of our students received achievement awards for the NAIDOC Public Speaking Competition.

### Multicultural and anti-racism education

Our school has participated in a range of teaching and learning activities to celebrate cultural diversity and to promote anti-racism. For Harmony day there was a whole school performance of I am You Are We Are Australian and the students dressed in orange for group activities (K – 6) including acceptance hands, peace art and a focus on the theme **Everyone Belongs**. Our students in Kindergarten, Year 1 and Year 2 participated in a Italian Language program where they learnt to hold simple conversations about themselves, their families, the weather and their pets. They also learnt to recite colours, numbers and verse and they performed items in Italian at assemblies, Easter, Christmas and end of year presentations.