Rainbow Street Public School
Annual School Report
Our school at a glance

Rainbow Street’s motto is “Excellence in Education in a Caring Environment since 1923” in order to help students become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. Our school recognises, values and celebrates the diversity in all our students’ cultural backgrounds, abilities and interests.

We provide a learning and teaching environment that is safe, attractive, supportive and child-centred. We provide a curriculum that is current, relevant, challenging and which aims to meet the needs of all students.

The school supports an inclusive and non-discriminatory culture. The students with special needs enrolled in our Support Unit are fully integrated into school activities. Seventy percent of our students come from a language background other than English.

Messages

Principal’s message

Rainbow Street is a vibrant, inclusive multi-cultural K-6 primary school situated in Randwick. At Rainbow Street the school community provides a safe, comprehensive and systematic learning environment, dedicated and committed to developing each student’s academic, creative and social potential.

Our student academic results continue to reflect the committed effort of the students and the positive high expectations held by the staff for themselves and the students.

The school community throughout 2011 proudly celebrated the accomplishments and achievements of our students on the sporting field and in the performance areas of the curriculum. These high levels of success would not have been possible without the continued “extra” effort and energy provided by the teaching and support staff and for this I thank them.

The teaching, support and administrative staff throughout 2011 have worked together, co-operatively, collegially and with a true sense of purpose. The results of this collective understanding are to be evidenced in:

I. increased parental involvement throughout the school;

II. increased professional development undertaken by staff; and

III. increased inclusion of all students K-6 in all the teaching/learning activities of the school.

Parents and Citizens Association meetings throughout the year were extremely well attended and these meetings allowed for:

I. the planning, organising and implementation of a number of fund raising activities;

II. the school executive to inform, liaise and corporately work with the school parent body; and

III. times of “show and tell” for the teaching staff to display some of the learning activities that they were using in their classrooms.

The playing fields and gardens of the school over 2011 continued to reflect the considerable time and effort spent in their maintenance by parents, staff and students. There is an on-going commitment by the whole school community to the environment within which we play, learn and work and this is to be celebrated.

The wider community continued to make use of the Rainbow Street property outside of school hours. On the weekend a number of rooms were given over to the instruction of Chinese language and culture while during the week Swedish and French lessons operated. The wonderful sounds of children learning to play the keyboard could also be heard some mornings.

Throughout 2011 Jessica in the canteen continued to supply nutritious and beneficial snacks, drinks and lunches to the staff and children. Meetings after hours also benefitted from the appetising and appealing dishes that she
provided. I am sure that people were much more productive due to the fare offered.

The Rainbow After Care Centre (TRAC) continued to provide thoughtful, inclusive and attentive child care throughout 2011. The centre operated before school, after school and during school vacations and it was often of enormous support to the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas of development.

John Floyd
Acting Principal

Parents and Citizens (P & C) message

2011 was a challenging and rewarding year for Rainbow Street Public School P&C.

Three things stand out:

1. A dynamic and positive relationship with teachers and the executive is the basis for effective P&C involvement in the school. The Executive was terrific – and ably led by John Floyd as both Relieving and Acting Principal over the past 12 months.

2. The hard work of parents on a variety of sub committees as well as outside the umbrella of the P&C meant continued improvement of grounds and amenities for our children.

3. The opening up of the P&C as a forum for parents concerns and questions around school leadership & direction. I want to thank both the P&C Federation as well as the Department of Education, in particular Dr Sylvia Corish, for their wisdom and guidance.

In concrete terms these meant.

- Buying four new electronic whiteboards for the school.
- Donating $2500 to the purchase of new home readers for Stage 2.
- Painting a mural on the canteen area, the poles and signage to brighten the space.
- Improving the garden beds.
- Working with the school and the Department to remediate the fenced off areas near TRAC and under school buildings.
- Buying additional playground seating.

The Fundraising sub-committee was again very effective and raised more than $17,000 in 2011. Two Car Boot Sales, an Election Day BBQ and Cake Stall as well as Mother’s and Father’s Day gifts and a Christmas Raffle contributed to the total.

What is also terrific is the continued effective use of the P&C website – to contact the school community and as a resource for parents.

A big thank you to Tanya Buick who runs TRAC – our Before and After School Care. Not only does she provide childcare free of charge when parents are attending P&C meetings – but she continues to be a loving and supportive force in the school community.

To Jess, who runs our canteen and feeds us at meetings – also a thank you. May your Pumpkin Soup continue to sustain us in the year ahead!

And finally to the very best P&C Executive a President can have – Lisa, Deb, Priscilla and Claudia. You have been a joy to work with. While Deb and I are “moving on” we are so pleased that the rest of you are continuing to build on the work that has gone before. The P&C, and the school, are in great hands.

Helen Campbell – P&C President, 2011

Student representatives’ message

Cyrus and I were elected as school captains in 2010 and took on the role in 2011. We were given the wonderful opportunity to lead both the Student Executive team and the Student Representative Council. Both of these tasks were very exciting and an experience we will always remember.
During the year, we represented our school at the Opening of the School Year Celebration at Angel Place in the city and the Young Leader’s Convention at the Entertainment Centre. On both occasions it was a great experience for us and the student executives. The Young Leader’s Convention had many inspirational speakers who taught us how to be resilient and encouraged us to cooperate and help others.

We have also been fortunate enough to chair the Student Representative Council (SRC). The SRC had representatives from Years 2 to 6. We met fortnightly to discuss ways we could improve our school and decide upon which charities we would support as a school. We raised $500 for the “World’s Greatest Shave” Leukemia Foundation and we hair sprayed our hair in all the colours of the rainbow. We raised $400 for Gold Week in support of the Sydney Children’s Hospital. We sold dolphin key rings and tattoos in support of Stewart House. During NAIDOC week we sold Koori pencil cases and raised $350. We also supported The Royal Life Saving Association by participating in Boardies Day and White Ribbon Day by wearing white casual clothes.

We were also fortunate enough to represent the school in various PSSA teams and in the Showcase Dance Group.

We made lots of speeches during the year when visitors came to our school. As part of the student executive, we showed new parents around the school during our Open Day and Kindergarten Orientation.

Rainbow Street Public School is a great school with wonderful teachers and lots of opportunities for students. We are proud of the Rainbow Street school community.

Mariana Papayanakis and Cyrus Dobson
School Captains 2011

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Students come from a variety of cultural backgrounds. Approximately 75% of students come from a background where English is not the first language. The school supports an inclusive and non-discriminatory culture. Rainbow Street has 39 students enrolled in the Support Unit. These students with special needs and their families are important contributors to and valued members of our school community.

Student enrolment profile

2011 saw 73 Kindergarten students enrol and the total school enrolment reached the highest level for many years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>149</td>
<td>145</td>
<td>174</td>
<td>176</td>
<td>211</td>
</tr>
<tr>
<td>Female</td>
<td>102</td>
<td>118</td>
<td>131</td>
<td>162</td>
<td>169</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendent rates are above state averages. We have a significant number of students who take extended leave overseas due to family reasons.
Management of non-attendance

Student non-attendance is successfully managed by close monitoring of rolls and early intervention by class teachers, the Principal and the Home School Liaison Officer (HSLO).

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB YELLOW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KD GREEN</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KM BLUE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR RED</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1MA</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5-6L</td>
<td>5</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>5-6L</td>
<td>6</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>6N</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

The spread of student numbers across stages in 2011 allowed the school to form 13 grade based classes and two multi-age classes. Later in the year a re-structuring of classes was necessary due to the anticipated enrolment figure not being attained.

Support Unit

<table>
<thead>
<tr>
<th>CLASS</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW Autism Class</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>SD Senior I.O. class</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>SH Junior I.O. class</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>SM I.M class</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2011, in addition to the teaching staff there were three administrative staff, one general assistant (part time) and approximately eight part-time and full-time school learning support officers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities (Autism)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>25.72</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One staff member is indigenous.

Staff retention

In 2011 Ms Nicole Mayhew was appointed as Teacher Librarian and Ms Kerri Goldspink was appointed as a permanent teacher.

Teacher qualifications

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

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>136559.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>201587.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>118435.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>188407.13</td>
</tr>
<tr>
<td>Interest</td>
<td>7240.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10210.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>662440.93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>51, 782.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>44, 431.61</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35, 364.26</td>
</tr>
<tr>
<td>Library</td>
<td>5, 116.01</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2, 005.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>120, 409.50</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>47, 522.27</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>74, 309.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40, 931.92</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26, 910.89</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11, 330.38</td>
</tr>
<tr>
<td>Capital programs</td>
<td>96, 834.49</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>556, 948.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>105, 492.93</td>
</tr>
</tbody>
</table>

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School P & C. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

In 2011 Rainbow Street celebrated having a choir of 34 students from Years 3-6, up nine students from 2010. The choir, under the leadership of Ms Rebekah Meoli performed on many occasions. Highlights included Kindergarten Orientation, Education Week and Speech Day.

Students have continued to practise diligently on their musical instruments with Ms Meoli and the band performing to enthusiastic audiences during Kindergarten Orientation and Education Week. This year 24 students participated in band.

Our dance group performed at South Sydney Juniors in one of the nights of Showcase and was received very warmly by the enthusiastic audience. This year 35 students were in Showcase from Years 3-6.

All students participated in class performances at our End-Of-Year-Concerts. Teachers and students worked extremely hard to develop costumes and practice songs and dance routines for the enjoyment of the school community.

Year 6 students were invited to attend a White Ribbon Day Workshop conducted at Randwick Boys High School and all were hugely delighted with their finished baked works. Students participated in drama and food technology lessons.

Public speaking opportunities were offered to all our students. School finalists then competed in the Bondi District competitions including The Multicultural Perspectives Public Speaking Competition and Sydney East K-6 Public Speaking Competition. Overall, eight students represented Rainbow Street at other schools, up seven students from 2010.

Chess has continued to be a very popular activity at Rainbow Street. Lessons are offered during lunchtime for our younger K-2 students, with approximately 24 students participating, and after school once a week for our senior 3-6 students, with approximately 12 students participating. In 2011, seven students from Rainbow Street Public School competed in the Friday afternoon NSW Junior Chess League – East Coast Zone Tournament.

Sport

Students at Rainbow Street participated in various Personal Development, Health and Physical Education (PDHPE) lessons which aimed to develop skills and promote a healthy lifestyle. Students participated in a wide variety of Physical Education activities which were designed to encourage a positive attitude towards participation, teamwork and socialisation.

Rainbow Street is a member of the Eastern Suburbs Primary School Sports Association (ESPSSA). This year, we entered junior and senior teams to compete in the sports of cricket, t-ball, softball, soccer (two teams) and netball (two teams). The ‘Blueys’ Senior Soccer team finished third overall and one student was selected to
represent Eastern Suburbs at the regional soccer gala day.

Along with inter-school sports, 27 students qualified to represent Rainbow Street at the Eastern Suburbs Swimming carnival and 29 students qualified to represent Rainbow Street at the Eastern Suburbs Athletics carnival. From these carnivals, one student qualified to compete at the regional carnival in swimming and one student in athletics.

The “School Swim Scheme” was again a popular program with over 40 students from Years 2 – 5 participating in an intensive 10 day swimming program. These students participated in daily water safety lessons, small group swimming instruction and daily skills practice.

In 2011, we continued to focus on developing students’ Fundamental Movement Skills’ (FMS), particularly for students who do not represent the school in PSSA competitions. In order to promote positive attitudes towards sports and physical activity, we have again asked “Sports in Schools Australia” to run their program. During these sessions, students have been exposed to a wide variety of equipment and have developed their balance, coordination and strategic skills. We will be participating in this program again in 2012.

In order to improve our ability to provide engaging and exciting sporting experiences, many teachers have participated in professional development courses in the area of physical education. Teachers have worked collaboratively to create programs targeting FMS and gymnastics and have implemented these programs with great success. This is an ongoing process with these programs to be evaluated and built upon in 2012.

Other

School gardens

The school class gardens have continued to be a successful teaching and learning resource for our students. As a result of sustained efforts from students, teachers and parents the school gardens continue to be one of the best environmental gardens in the Randwick City Council area.

UNSW

In 2011, 25 students in Years 3-6 participated in the UNSW Competition tests. The students participated in Mathematics, English and Science. In the English test two of our students received a Distinction, followed by 10 students receiving a Credit. In Science the school had two students receive a Distinction and four students who received a Credit. In Mathematics, the school had one child receive a High Distinction, two children receive Distinctions and six students receive Credits.

Number crunchers

This year our Year 6 students participated in the Regional program: Number Crunches. Number Crunchers is the Search for Mathematical Excellence amongst Year 6 and Year 7 students. Students participated in five rounds of mathematics testing which was conducted at a classroom level over five weeks. The top five students from our school, who gained the highest overall marks, attended the cluster finals at Tempe High School. At the cluster finals, students used mental computation to answer a variety of mathematics questions. One of our students went on to represent the school at the regional finals at the Powerhouse Museum in November.
Academic
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
Year 3 Student Reading achievement in 2011

This graph indicates that 52.6% of Year 3 students achieved in the top two bands which is greater than the state average. No students were placed in Band 1 and three students were placed in Band 2.

Year 3 Student Writing achievement in 2011

This graph indicates that 57.9% of students in Year 3 achieved Bands 5 and 6. No students were placed in Band 1 and three students were placed in Band 2.

Literacy – NAPLAN Year 3
Year 3 Student Spelling achievement in 2011

This graph indicates that 68.4% of students in Year 3 achieved Bands 5 and 6. No students were placed in Band 1 and two students were placed in Band 2.

Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
This graph indicates that 89.5% of students in Year 3 achieved results in the top three bands. No students were placed in Band 1.

Numeracy – NAPLAN Year 3

This graph indicates that 74.4% of students in Year 3 achieved results in the top three bands. This is above the state average.

Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
Year 5 Student Spelling achievement in 2011

This graph indicates that 46.7% of students in Year 5 achieved results in the top two bands.

Numeracy – NAPLAN Year 5

This graph indicates that 56.7% of students in Year 5 achieved results in the top three bands.

Year 5 Student Grammar and Punctuation achievement in 2011

This graph indicates that 73.3% of the students in Year 5 achieved results in the top three bands.

Progress in literacy

Average progress in Reading between Year 3 and 5

Average progress in Spelling between Year 3 and 5
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy (NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2011 (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.4</td>
</tr>
<tr>
<td>Writing</td>
<td>88.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Rainbow Street had a significant number of Support Unit students exempted from last year’s NAPLAN tests and these are included in the percent below minimum standard.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2011 (exempt students excluded)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.4</td>
</tr>
</tbody>
</table>

The above table indicates Year 3 achieving at or above minimum standard with a high percentage of Support Unit students exempted from the test.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011 (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>77.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>77.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77.1</td>
</tr>
</tbody>
</table>
Rainbow Street had a significant number of Support Unit students exempted from last year’s NAPLAN tests and these are included in the percent below minimum standard.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011 (exempt students excluded)**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The above table indicates Year 3 achieving at or above minimum standard with a high percentage of Support Unit students exempted from the test.

**Significant programs and initiatives**

**Aboriginal education**

The *Aboriginal Education and Communities Policy* defines the NSW Department of Education and Communities’ commitments to Aboriginal education and training in schools (including where relevant, preschools), TAFE institutes and community education settings.

The school purchased and wore decorated wrist bands to help raise money for the *Koori Kids Foundation*.

Year 6 students participated in activities focusing on Reconciliation and understanding past and current Aboriginal issues.

**Multicultural education**

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

- The English as Second Language (ESL) teachers have been utilised in intensive literacy and numeracy programs for K-2 students.
- Special language programs were developed to meet the needs of ESL learners in Stage 2 and Stage 3.
- HSIE programs educate students about celebrations from other cultures, and similarities and differences between various cultures and religions.

The whole school celebrated the diversity of the school community with a multicultural luncheon where about 70 parents volunteered and cooked food for the whole school to give students an appreciation of other cultures and an interest in their foods.

The school participated in NAIDOC Week celebrations. All students attended the performance by *An Aboriginal Experience* and learned more about Aboriginal history and culture.
Gifted and Talented Opportunities

Students in Stage 2 and 3, were given the opportunity to participate in a video conference debate with other schools in our region. A group of Year 5 students attended a debating workshop in order to develop their debating skills.

The students in Year 6 were also given an opportunity to be involved in a science project run called Grime Scene Investigation. The students were required to take on the roles of real scientists assuming the roles of an ecologist, biologist, water quality chemist and environmental scientist. Their research was based on an environmental consultancy scenario. The integration of Technology and Environmental Education Policy objectives, were a key component of the project and our Year 6 students excelled in this area.

Respect and responsibility

Rainbow Award System (2011)

Statement of Purpose:

The Rainbow Street Public School Rainbow Award System aims to positively recognise, value and celebrate students following our five school rules of: bullying not being tolerated; listening and following instructions; respecting people, property and our environment; being kind, caring and considerate and acting safely.

Our Rainbow Award System sets reasonable and reachable goals in which students can travel on their “Journey over the Rainbow”. It continually and consistently reinforces positive behaviour. This enables all students to feel happy and safe at school. Our Rainbow Award System encompasses our Rainbow Street Public School Well Being Policy (2010), which includes our school values, school rules, discipline policy and anti-bullying plan.

During 2011 the Well Being Policy was fully implemented in the school.

Other programs

Special Education

The Support Unit at Rainbow Street Public School consists of four classes: two classes for students with moderate intellectual disabilities (IO classes), one class for students with mild intellectual disabilities (IM class) and one transition class for students with autism. Each class is staffed with a full-time teacher and SLSO (School Learning Support Officer). The total student enrolment at the end of 2011 was 39. An Assistant Principal has responsibility for educational leadership and administrative management.

All students in the Support Unit receive instruction in the six mandatory key learning areas, with accommodations and adjustments as required. Special programs include intensive swimming, cooking, gardening and a three-day school camp, held this year at Myuna Bay. The school’s inclusive philosophy expects all students will participate in wider school activities such as assemblies, peer support, cross-country and sport. Some students also integrate into age-appropriate regular classes for activities such as physical education, visual arts, English and music. This year, children from the Support Unit represented the school in athletics, swimming, soccer and chess.

The Support Unit has established significant partnerships with a range of service providers and other professionals in the disability field. These collaborative relationships help facilitate successful transition to school for Kindergarten children and effective respite care services for older students. We also provide a range of professional experiences and teaching practicum supervision for trainee teachers from Macquarie University, University of Sydney, Australian Catholic University and the University of New South Wales.

ESL Programs

The school has two English as a Second Language (ESL) teachers working with students in K-2 and 3-6. The ESL program aims to provide assistance to students in the learning of the English language. A systematic planned approach is used
to improve the outcomes for all students. The ESL teachers are used in conjunction with classroom teachers, enhancing the delivery of the school’s literacy and numeracy programs.

Support Programs

At Rainbow Street the Learning Support teacher (STLA) plans and implements programs for individuals and small groups. This instruction takes place in the key learning areas of reading, spelling, writing and mathematics. Approximately 85 students received intensive instruction to meet their needs from the support teacher.

Reading Recovery

Reading Recovery (RR) has been operating at Rainbow Street for 13 years. The 2011 Reading Recovery allocation for Rainbow Street was four student placements per day. Twelve students completed the RR program, with one student referred off the program and one student transferring to another school. Eighty-three percent of students who entered the program exited at reading level 16 or above. The RR teacher was able to monitor the reading levels of Year 2 and Year 3 students with all the Year 2 students scoring above Reading Recovery minimum levels for their grade level. These results confirm that students upon exiting the program continue to consolidate and improve their skills in reading.

Progress on 2011 targets

Target 1

To improve student learning outcomes in literacy.

Our achievements include:
- Students in Year 5 this year demonstrated growth above the state average in literacy. Results in reading were particularly pleasing.
- Students in Year 3 continued to perform above the state average in reading.
- Kindergarten teachers were in-serviced in the use of Best Start software. The evaluation of these results was used in the framing of classroom literacy programs.

Target 2

To improve student learning outcomes in numeracy.

Our achievements include:
- Kindergarten teachers undertook professional learning in the use of Best Start software. The evaluation of these results was used in the framing of classroom numeracy programs.
- Students in Years 3 and 5 continued to perform above the state average in numeracy.
- Year 5 students achieved an 8% increase in the number of students attaining proficiency standards in NAPLAN numeracy.

Target 3

To enhance student interest and engagement in learning and improve student attendance rates.

Our achievements include:
- Six new interactive whiteboards (IWBs) were installed into classrooms including the library to enhance student interest and engagement.
- All staff participated in professional learning courses targeting the optimum use of IWB’s.
- Full implementation of the Child Well-Being Policy with most students achieving at least one “Journey over the Rainbow” badge.
- 80% of classroom teachers feel that there is more effective communication between the student welfare team and classroom teachers regarding student action plans.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Culture and Science and Technology.

Educational and management practice

A survey was completed as part of the regular cyclic review of education and management
practice. The purpose of the evaluation was to provide recommendations for future directions.

Background

The evaluation instrument was the School Map “Culture” Survey. Students, parents and teachers responded to the survey.

Findings and conclusions

Over 90% of the parents believe that Rainbow Street Public School values their child at school. These same parents responded that their understanding was that the school encourages all students to learn and that that the school is continually finding ways to improve what it does.

Responses from the staff saw over 90% claiming that Rainbow Street was a learning institution that they were proud to work within. They noted that Rainbow Street was a school that recognises and celebrates achievement whilst encouraging everyone to be a continuing learner.

Students of the school responded in a positive way when asked about their perception of the school. Over 90% stated that they believed that “students and their learning” is the school’s main concern and that staff often praised and rewarded students who were successful in both learning and behaviour.

Future directions

The survey indicates that teachers, staff and students are all committed to maintaining the positive and inclusive atmosphere of the school.

An important factor in the school’s success is the high level of parent support across the school. Classroom support, fund raising, school policies development and caring for the school environment are all elements that contribute to a collaborative atmosphere within the school. These positive partnerships play a part in increased student engagement and learning.

Lines of communication within the school are constantly reviewed and evaluated. Parents, staff and students will be encouraged to suggest any improvements.

The continued in-servicing of staff, parents and students in the use of communications technology is of vital importance to the present and future culture of the school.

Curriculum

A survey was completed as part of the regular cyclic review of curriculum practice. The purpose of the evaluation was to provide recommendations for future directions.

Background

A survey was designed to measure opinion in regard to the school’s implementation of Science and Technology curriculum. Students, parents and teachers responded to the survey.

Findings and conclusions

Respondents to the survey almost unanimously supported the statement that excellent rates of student learning were achieved across the school (K-6) in Science and Technology.

Effective timetabling of K-6 access to the connected classroom was affirmed by the staff. Teachers similarly supported the practice of providing on-going ICT professional learning particularly in the use of IWBs and curriculum implementation.

The current science program “Primary Science Investigations” involves students working in teams in order to design and implement experiments, under the direction of a specialist science teacher. More than 90% of parents commented on impressive student learning in science this year. This increased interest in science was demonstrated by the large number of students participating in the Science Expo day. Students and their families worked together at home on a topic of their choice to create a science display.

A significant number of respondents affirmed the quality learning opportunities that were afforded students when they have been able to make use of an interactive whiteboard, particularly within their own classrooms.
Future directions

In 2012 it is anticipated that the science curriculum will be implemented by the class teacher instead of the specialist science teacher. Rainbow Street Public School will be able to maintain the strong student interest and successful learning in science and technology by in-servicing and mentoring staff.

The school will encourage and foster the growth in science and technology learning by providing families with information about appropriate computer programs and web sites.

The abundant success of the Science Expo day would suggest that significant thought needs to be given to it happening again in 2012.

Professional learning

Continual teacher professional learning plays an integral part in the development of effective teaching and learning programs. All teaching and non-teaching staff have the opportunity to participate in ongoing professional learning in order to enhance their knowledge and skills in various curriculum areas.

Teachers participated in teacher professional learning (TPL) courses and in-services at school and at other venues. Topics included peer support, students with autism, student well-being, leadership development, Best Start, Reading Recovery, ICT, NSW Institute of Teachers requirements, and sport coaching and officiating. All staff were released from class and teaching duties for one day early in term one to collaboratively plan quality classroom programs, design assessment tasks, enable consistency of teacher judgement and to share planning ideas.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 – Literacy and Numeracy

Outcome for 2012–2014

School based data shows consistent growth in overall literacy and numeracy K-6

2012 Targets to achieve this outcome include:

- 75% of Kindergarten to Year 2 students achieve expected reading benchmarks (K= Level 6, Year 1=Level 16, Year 2=Level 24)
- Increase the percentage of students in Year 3 achieving at proficiency in NAPLAN writing from 57.9% to 65%
- Increase the percentage of students in Year 5 achieving at proficiency in NAPLAN writing from 38.5% to 45%
- Increase Year 3 NAPLAN boys achievement in overall numeracy to at or above the state mean
- Increase Year 5 NAPLAN boys achievement in number and patterns and algebra to at or above the state mean.

Strategies to achieve these targets include:

- Using Best Start assessment data to inform literacy and numeracy teaching and learning programs and practice throughout the year
- Implementing a balanced literacy session
- Using grade and stage rubrics to assess and moderate writing
- Implementing the GO MATHS program K-6 with an emphasis on number sense and working mathematically
- Targeted support for students experiencing difficulty
- Conducting parent information sessions/workshops to provide parents with strategies to assist in the classroom and support learning at home.
School priority 2 – Engagement and Attainment

Outcome for 2012–2014

Improved student engagement in learning

2012 Targets to achieve this outcome include:

- Increase student engagement through a broad and varied curriculum within a physically appealing environment
- Decrease partial absence rates

Strategies to achieve these targets include:

- Review of the school’s assessment policy
- Introduce iPads in the Support Unit classes
- Staff professional learning in key software applications
- Analysis of SMART data, ESR Summary Reports and Literacy Continuum tracking to inform teaching and learning programs

School priority 3 – Curriculum and Assessment

Outcome for 2012–2014

Strengthened curriculum planning enables all students to reach their learning potential

2012 Targets to achieve this outcome include:

- Uniform assessment procedures K-6
- Increased use of ICT to support teaching and learning programs
About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: