Our school at a glance

Rainbow Street Public School is situated in the historic City of Randwick. Our school offers a well-developed and diverse range of facilities and services and is in close proximity to the University of NSW, Prince of Wales Hospital and the Randwick Army Barracks.

The school has a wonderful group of students and families that reflects cultural diversity. Student numbers have been steadily increasing as a result of continued excellence in education with an experienced and dedicated staff. We have a school band, choir and extensive physical education program. We have specialist support teachers for learning difficulties, English as a second language and a teacher librarian. We have a well-equipped library with an advanced computer lab. Rainbow Street Public School has before- and after-school care on site.

Rainbow Street Public School has four classes of students with special needs who make up our Support Unit.

Students are supported and nurtured through our student welfare system. We pride ourselves on a culture of caring within a harmonious environment. The school grounds are extensively grassed and include sports facilities, native gardens and shade areas.

Learning is inherently valued and is an enjoyable experience in increasingly high-tech classrooms. Parental involvement and participation is valued and parents are encouraged to participate in their child’s education.

Significant programs and initiatives

In 2012 the school continued its focus on strengthening literacy and numeracy achievements and the integration of information and communication technologies across the key learning areas. The school’s core values of Caring, Learning and Effort underpin all that we do.

Messages

Principal’s message

It is wonderful for me to share with you the 2012 achievements of our school. Rainbow Street truly upholds the values of public education: integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

2012 has seen a number of staff changes with the retirements of Mr Floyd, Mrs Webster and Mrs Gibson, all after many outstanding years with the Department of Education and Communities (DEC). These retirements have enabled Mr Annetts and Miss McNab, two fabulous teachers to join the staff of Rainbow Street. In 2013, Mr Broyles will commence as Assistant Principal in the Support Unit and Ms Mayhew will commence as Assistant Principal after relieving in the position in 2012.

In 2012, two additional classes were formed – acknowledgement by the community that this is indeed a fabulous place to go to school.

2012 saw improvement in our NAPLAN results with increases in Year 3 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Year 5 students showed improvement in Writing, Spelling and Grammar and Punctuation.
Rainbow Street offers a broad and varied curriculum.

Multicultural day celebrated the cultural diversity of the school with stories from other countries and a fabulous luncheon.

Students in Stage 3 participated in the Grime Scene Investigation and Number Crunchers – two programs aimed at developing critical thinking skills.

Three overnight excursions have been held. This year, Stage 3 students went to Bathurst to learn about Australia’s history particularly life on the goldfields. Stage 2 students went to Narrabeen Sport and Recreation Centre and 19 students from the Support Unit went to Myuna Bay Sport and Recreation Centre. These camps provide practical, hands-on activities for students in an environment we are unable to replicate at school.

Our music program continues to grow. This year there were 18 students in the band and 51 students in the choir. The choir performed at the Sydney Opera House and the band performed in the Daceyville Band Big Bash. A recorder group was started with 70 enthusiastic recorder players, at last count! In 2013 the program will be further extended with the formation of a violin group.

Rainbow Street joined the Premier’s Sporting Challenge for the first time this year. The challenge aims to raise the physical activity levels of students. Our school received a Diamond Award in acknowledgment of our efforts and all students who participated received a certificate.

IPad technology was introduced to the Support Unit following kind donations by two of our families. We have installed wireless access in the classrooms and students can use the iPads to support their learning. Additionally the whole school is now cabled and the Department’s new eT4L fileserver and structures have been implemented. This will provide a solid backbone for the use of information communication technologies across the six key learning areas which will be a focus in 2013.

In August we held our fabulous Art Show in the Inglis stables. Over 400 student works of art were displayed, showcasing the school’s artistic talent alongside a number of community artists. It was a great accomplishment for the school.

A number of other special events took place this year; Easter Hat Parade, Book Week Parade and the Spellathon.

One of the strengths of the school is the parent and community support. This was highlighted when our school claimed the most votes to take out the project local competition and received $2500 toward new home readers.

Community support ranges from fundraising activities such as the Car Boot Sales through to all of the parents who help out in the classroom each and every day. This year saw the addition of a ‘Garden Club’ that not only worked on the school grounds, in both pouring rain and oppressive heat, but also worked with classes in the vegetable beds. This provided an opportunity for students to see how fruit and vegetables start off as seeds and end up on our dinner plates. The classes took great pride in their patches. Many children had not previously had the opportunity to taste product straight of the ground. I would like to take this opportunity to thank Allpress coffee who kindly donated $600 for garden supplies.

I would like to thank the administrative and teaching staff for all of their efforts this year to ensure optimum learning for all students. Thank you also to the school community who have made me feel so welcome from my very first day.

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 for development.

Joann Sayers, Principal

P&C message

2012 was a new chapter and a fantastic year for Rainbow Street Public School P&C.

Several things stand out:

1. A new relationship was started with our fabulous new Principal, Joann Sayers. Beginning with her introduction at the end of 2011, she hit the ground running and worked collaboratively to
ensure the parents and P&C were on board with new and exciting changes to the school.

2. New parents volunteering and coming along to P&C fundraising events including the Car Boot Sale, Garden Working Bee, Election Day BBQ and the Father’s Day fundraiser. Our aim is to provide a variety of ways parents can get involved supporting their child’s experience at Rainbow Street.

3. A successful community Art Show, which showcased our children’s art and creative work in conjunction with Inglis’ heritage listed stables. Parents, teachers, staff and children were provided with an opportunity to share their love for art with each other in a community event.

4. We were busy this year interviewing and hiring four new staff for Rainbow Street. The P&C had two parent representatives on each of the four panels that were convened to select new teachers and Assistant Principals. Many new parents were trained so they could participate in this opportunity. We are fortunate that parents have an opportunity to influence the selection of our current and future staff.

Some of our achievements this year are:

- Donating funds for the purchase of electronic whiteboards for the school.
- Contributing $2500 to the purchase of new home readers by winning Project Local Campaign.
- Painting the TRAC building and creating a mural sign to brighten the space.
- Improving the garden beds.
- Working with Inglis to rehabilitate the backfield and gate entrance area.
- 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 $14,000 in 2012. Two Car Boot Sales, an Art Show, an election day BBQ and cake stall as well as Mother’s and Father’s Day gifts 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.

And finally a big thank you to our wonderful and supportive P&C Executive – Belinda, Priscilla, Claudia, Melanie and Sally (our fundraising queen). You have been an amazing team. There will be a few new changes in 2013 as I am moving overseas, but the good news is that the current Executive has indicated they would like to continue in current or new roles. I wish them nothing but the best!

Lisa Cumes, P&C President

Student representative’s message
My name is Mirika Suparman and I am the female vice captain for 2012. Rainbow Street Public School has helped me through my primary schooling, with both the education and sport opportunities that are offered to every student.

2012 has been a successful year with a wide range of opportunities; from academic to extra-curricular activities. During my time at Rainbow Street I have represented the school in almost all sports: Softball, Netball, Athletics and Cross Country. There are lots of opportunities for students to represent the school may it be in knowledge or sport.

For me this school is a fun, educational and safe place where we can all learn and progress.

Marika Suparman, School Vice-Captain
My name is Jude Manning and I’m proud to say that I have been School Captain for this wonderful year. Unfortunately my time as school leader is coming to an end now but I’m sure that our new school leaders will do as well in 2013.

Along with the help of the teachers, the P&C, SRC and the support of the students they will make all of the fabulous the special events from this year such as Multicultural Day and mufti days happen again.

When I first came to this school I was academically below average but with the help of Ms Gomes in Year 4, Ms Nalovski in Year 5 with all the help with my debating and speeches and Mr Davies this year I became a successful student and made it to a Selective High School. With the help of others and determination you can do anything.

Thanks to Rainbow Street Public School my primary school years will always be memorable ones.

Jude Manning, School Captain

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.

Student enrolment profile

80 new Kindergarten students enrolled at Rainbow Street in 2012 which further increased the school’s enrolment. There are more male than female students enrolled.

Additional to the graph above, 39 students with special needs are enrolled in the Support Unit.

Student attendance profile

A significant number of students take extended leave overseas due to family reasons.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.4</td>
<td>96.7</td>
<td>95.9</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.5</td>
<td>94.5</td>
<td>95.1</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.0</td>
<td>95.5</td>
<td>94.5</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.0</td>
<td>95.8</td>
<td>96.0</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.0</td>
<td>94.2</td>
<td>95.5</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>97.1</td>
<td>95.5</td>
<td>90.8</td>
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</tr>
<tr>
<td>6</td>
<td>95.0</td>
<td>97.3</td>
<td>94.8</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.7</td>
<td>95.3</td>
<td>95.7</td>
<td>94.9</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school uses ESR Momentum Attendance software to record and monitor student attendance. The software, through its reporting capabilities, enables the school to manage non-attendance through the issuing of follow up letters for unexplained absences. Additionally, for absences over three days, an Executive member of staff will contact the parents seeking an explanation.

When attendance is a concern, meetings are conducted with parents to develop attendance plans and Home School Liaison Officer support is sought when necessary. In 2012, a number of students were placed on Attendance Improvement Plans.

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>KE</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1MF</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1-2D</td>
<td>1</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>1-2D</td>
<td>2</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>
The above table represents class sizes as reported at the class size audit conducted in March.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal Support</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance (Autism)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.2</td>
</tr>
<tr>
<td>Part-Time Teacher/RFF Teacher</td>
<td>1.75</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.072</td>
</tr>
<tr>
<td>Total</td>
<td>34.147</td>
</tr>
</tbody>
</table>

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

One staff member is Aboriginal.

**Staff retention**

Three staff members retired. Two new teachers and two new Assistant Principals were appointed during the year. The Assistant Principals adopt their positions in 2013.

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**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

**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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>105492.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>233471.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>122234.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>203701.15</td>
</tr>
<tr>
<td>Interest</td>
<td>7068.38</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25582.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>697551.15</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning       | 50522.06   |
|                          |            |
| Key learning areas       |            |
| Excursions               | 31897.20   |
| Extracurricular dissections | 48956.32  |
| Library                  | 3581.41    |
| Training & development   | 549.49     |
| Tied funds               | 109618.18  |
| Casual relief teachers   | 44258.65   |
| Administration & office  | 75539.18   |
| School-operated canteen  | 0.00       |
| Utilities                | 44920.38   |
| Maintenance              | 25029.96   |
| Trust accounts           | 24148.77   |
| Capital programs         | 46928.00   |
| **Total expenditure**    | 505949.60  |
| **Balance carried forward** | 191601.55  |

The majority of the school’s expenditure on professional learning is included in the tied funds dissection. In total, $12 816.27 was spent (up to 30 November). In addition, a number of information and communication technology training sessions were conducted “in-house” and thus bore no cost.

At the time of the financial rollover (1 December) some outstanding payments remain. Please note that the Balance carried forward includes:

- Tied funds $50 700.35
• Trust funds $2 800.27
• Unpaid orders of $36 253.96
• Unpaid invoices $4 643.99
• Unpaid casual salaries $7 621.28
• Provision for asset replacement $20 000

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

The school continues to provide a broad and engaging curriculum. We are proud of the scope and variety of learning experiences offered to our students.

Achievements

Arts

The creative arts continue to be a focus for Rainbow Street.

The school presented an Art Show showcasing over 400 works by students and community artists. The exhibition was held in the heritage building at Inglis Stables. Two functions were held for parents and visitors with all students also viewing the exhibition of painting, drawing, ceramic, origami and photography.

[Image of Art Show]

The school has both a junior and senior band. The junior band has developed significantly in the year and now rehearse alongside senior students. The bands participated in the Daceyville Big Band Bash and performed on Kindergarten Orientation Day.

The school choir performed in the Sydney Region Music Festival at the Sydney Opera House as part of the combined choir in an exciting and satisfying evening of musical excellence. The choir also sang at school assemblies and Kindergarten Orientation Day. The choir has expanded to involve interested Year 2 students with plans to further extend and include a junior choir in 2013.

A recorder group of 70 students commenced in Term 4.

Four students from Years 3-6 represented Rainbow Street in the Multicultural Perspectives Public Speaking Competition. The purpose of this competition is to raise awareness of multicultural issues and to develop the skills of public speaking and speech writing. Every student at Rainbow Street participated in the Sydney East Public Speaking Competition. Four students were chosen to represent our school in the finals.

Thirty students from Years 3 to 6 performed a dance item in Showcase At The Juniors. Two Stage 3 students demonstrated their public speaking skills by acting as comperes on the night.

[Image of students participating]

Two teams of Year 6 students entered the Sydney Region Debating Competition in which students travelled to numerous schools in the Eastern Suburbs to debate local schools. In preparation for the 2013 competitions, two teams of Year 5 students ‘shadowed’ the Year 6 teams, preparing debates on the same topics and competing in in-school debates. In Term 3, selected Year 4 and 5 students participated in the Video Conferencing Debating Gala Day where teams debated against other Sydney Region schools through the use of our connected classroom facilities. The Year 6 debaters were mentors to the participating students throughout this event. As a result of this
preparation, Rainbow Street is aiming to enter a team in the Premiers Debating Challenge in 2013.

Four students developed fabulous pieces of ceramic art as part of Koori Kids Day Out. The artworks were selected to form part of the Koori Art Expressions exhibition on display at the Powerhouse Museum.

Five students from Years 2-6 participated in the NSW Junior Chess League during Term 2. These students committed to Monday after school practice and Friday afternoon games, playing a round robin against seven other schools in the Metropolitan East Region Rookies Grade. Students were both competitive and fair during competition games. One game in particular saw one of our youngest competitors engage in a game for 1.5 hours which had to be left as a draw. Overall Rainbow Street Public School came third in the competition, only 2.5 points off the leader.

Sport

Sporting programs have continued to focus on the formation of positive attitudes towards physical activity and healthy choices. Our sports, dance and gymnastics programs provide the opportunity for students to develop manipulative, non-locomotor and locomotor skills while also providing a competitive environment for students who demonstrate proficiency in these skills through Eastern Suburbs Primary Schools Sports Association (ESPSSA) sports.

In Term 1, ‘Sport in Schools Australia’ returned for a second year to run their program which targets Fundamental Movement Skills (FMS). Students use a wide variety of equipment that targets specific balance, coordination and strategic skills. This program will be continued in 2013. In Term 3, ‘Dance 2B Fit’ returned again to run their intensive dance and fitness program. Students performed, interpreted and created movement sequences to music representing a wide variety of genres and cultural styles.

Through participation in ESPSSA sports, 2011 saw a senior and junior team compete in the cricket and softball competitions and two junior and senior teams compete in the netball and soccer competitions. Thirty-one students represented Rainbow Street Public School at the ESPSSA Swimming Carnival with one student qualifying to compete at the Sydney East Regional Primary School Sports Association (SEPSSA) carnival. Thirty-four students represented Rainbow Street Public School at the ESPSSA Athletics Carnival with four students qualifying to compete at the SEPSSA carnival.

2012 saw the introduction of the Premiers Sporting Challenge. This program is centred on providing students with incentives to increase their daily physical activity. Alexandra Croak (Australian Olympian in diving and gymnastics) visited the school as an ambassador for the program. All mainstream and support classes logged their participation in sporting pursuits and recreation activities over a 10 week period. Sixteen students received a diamond award for their commitment to regular exercise.
Seventy-five students attended the School Swimming Scheme which aims to provide all students with the ability to swim 25m unaided.

**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)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Reading – NAPLAN Year 3**

The Year 3 reading average score is above the state average with students at Rainbow Street scoring an average of 455.6 as opposed to a state average of 419.6. 83.3% of all students are in the top three bands as opposed to only 67.3% of students in the state.

**Numeracy – NAPLAN Year 3**

The Year 3 numeracy average score is above the state average with students at Rainbow Street scoring an average of 411.8 as opposed to a state average of 400.2. 71.4% of all students are in the top three bands as opposed to 63.4% of students in the state.

Data indicates little difference between overall scores in Number and Patterns and Algebra and overall scores in Measurement, Data, Space and Geometry.

**Reading – NAPLAN Year 5**

The Year 5 reading average score is above the state average with students at Rainbow Street scoring an average of 501.9 as opposed to a state average of 492.4.6.
Numeracy – NAPLAN Year 5

63.7% of all students are in the top three bands as opposed to 55.9% of students in the state.

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

Year 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>73.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>73.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>73.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>73.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

Our school has 15 Year 3 students who were exempt from sitting NAPLAN tests due to an intellectual disability or their arrival from overseas less than a year before the test. The following table indicates the percentage of students below the National Minimum Standard with the exempt students excluded from the data.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</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>97.6%</td>
</tr>
</tbody>
</table>
Year 5

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</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>

Our school has 10 Year 5 students who were exempt from sitting NAPLAN tests due to an intellectual disability or their arrival from overseas less than a year before the test. The following table indicates the percentage of students below the National Minimum Standard with the exempt students excluded from the data.

<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>

International Competitions and Assessments for School (ICAS Tests)

Students from Years 3 to 6 were given the opportunity to participate in these international, skills based assessments with a competition element. A small number of Rainbow Street students entered the competitions. High Distinction certificates are awarded to the top 1% of participants, Distinction certificates to the next 10% and Credit certificates to the next 25%. Students achieved the following results:

- In English, one High Distinction, one Distinction and nine Credits were awarded.
- In Spelling, two Distinctions and five Credits were awarded.
- In Writing, two Distinctions and four Credits were awarded.
- In Science, three Credits were awarded.
- In Mathematics, three Distinctions and seven Credits were awarded.

- In Computer Skills, one High Distinction, three Distinctions and 3 Credits were awarded.

Results from these assessments assist in the identification of high achieving students, track individual student achievement over time and identify students who may require additional support.

Significant programs and initiatives

Aboriginal education

Aboriginal culture is an inherent and significant part of our Australian identity. At Rainbow Street we aim to respect, acknowledge, support and advocate Aboriginal and Torres Strait Islander history, culture and accomplishment. Our school’s commitment to developing a deeper understanding of Aboriginal culture was achieved in a range of ways throughout 2012:

- Personalised Learning Plans were developed and updated for our Aboriginal students. These plans involve consultation between the classroom teacher, the students and the parents/carers. The aim of these plans is to support students in literacy and numeracy, and to monitor progress when students transition between grades.
- Use of specific funding to target those Aboriginal and Torres Strait Islander students who performed below the minimum standard in the National Assessment Program. The school supported one student in an intensive literacy and numeracy program which was funded through the Norta Norta program.
- Koori Kids Day Out, joining our Aboriginal students with those from neighbouring schools, celebrated Aboriginal and Torres Strait Islander culture. Students came together to learn about their traditional background, share stories and develop fabulous pieces of art. The artworks were selected to form part of the Koori Art Expressions exhibition currently on display at the Powerhouse Museum.
NAIDOC Week was celebrated with each class participating in lessons around Aboriginal Culture and dedicated to learning about and sharing Aboriginal and Torres Strait Islander ways of life. All students were involved in a number of different activities such as Aboriginal sporting games, art and craft and Dreaming Stories.

**Multicultural education**

Rainbow Street Public School is a vibrant, inclusive multicultural school. Students come from a variety of cultural backgrounds with approximately 75% of students coming from a background where English is not the first language. The school supports an inclusive and non-discriminatory culture.

Rainbow Street has two English as a Second Language (ESL) teachers working with students from K-2 and Years 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, with the ESL teachers being used in conjunction with classroom teachers, to enhance the delivery of the school’s literacy and numeracy programs.

Students at our school, who are learning English as a second Language receive daily support through the New Arrivals Program (NAP) or the ESL Phase One program where they are withdrawn in small groups and receive intensive and explicit English instruction. The language needs of students who are classified as ESL Phases Two and Three learners are supported in the classroom or in small withdrawal groups by the ESL teachers. ESL teachers work collaboratively with classroom teachers to develop programs to best assist ESL students’ learning needs in the classroom. They regularly monitor and assess student progress and evaluate and adjust programs to best cater for the individual needs of ESL learners.

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 and sensitive society. Human Society and its Environments (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 Day Food Fair” where 160 dishes, representing 60 different cultures, were donated by parents/carers and three local businesses, allowing students to become aware of and appreciate food of other cultures.

**Information and communication technology (ICT)**

In 2012 the ICT focus was to develop the school’s ICT infrastructure. The DEC rectification project was used to replace switches and provide a 1GB backbone linking all of the school buildings. Cabling was repaired and replaced along with additional data communication outlets being installed in rooms. The computer lab was completely recabled providing data and power outlets for every single computer in the lab.

Interactive whiteboards were installed in another five classrooms and the computer lab. All
classrooms in the school now have an interactive whiteboard to support teaching and learning.

Class blogs were developed by a number of classes. Students use the blogs to communicate with each other and their teacher, publish work, discuss ideas, articulate learning and build a learning community.

The schools’ ICT scope and sequence of skills was reviewed and updated to reflect Web 2.0 technologies.

Stage teams have developed ICT tasks linked to the unit of work that they will be teaching Term 1 2013.

Staff training was conducted in Microsoft Word, PowerPoint, Publisher and Excel, Comic Life, Blog Ed, email, Notebook and Student Response Network.

A data projector and screen were installed in the school hall.

The school was converted to the DEC eT4L fileserver. All workstations on the network were reimaged with Windows 7 providing a standard operating system across the school. The eT4L server provides authentication services (one password for both school network and Internet access), support for wireless services, the ability to deploy software to computers across the school, the ability to rebuild workstations, print services, file storage for school use, Windows updates and anti-virus protection.

Following kind donations by community members, four iPads were purchased for students in the Support Unit. Additionally, Rainbow Street is trialing the use of iPads with autistic students in the mainstream classroom. There are 10 iPads in total available in the school and wireless access points in four classrooms.

Staff and students utilised the connected classroom equipment to engage in video conferences with other schools and external providers.

Programs for students with additional education needs

Support Unit

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. Students who are in the support classes range from Kindergarten to Year 6 students. Each class is staffed with a teacher and a School Learning Support Officer. The total student enrolment in the Support Unit at the end of 2012 was 41. 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 that students can be involved in include the intensive swimming scheme, Support Unit athletics carnival, cooking, and a three day school camp held at Myuna Bay. As part of the schools inclusive policy all students are expected to participate in wider school activities such as assemblies, scripture, Multicultural Day and sporting carnivals. Some students integrate into age-appropriate mainstream classes for lessons such as mathematics and sport. This year children from the Support Unit represented Rainbow Street in cultural activities such as Koori Kids Day Out as well as sporting events which include netball, soccer, athletics, cross-country and swimming. This year the support unit received a donation of four iPads which have been integrated into daily literacy, numeracy and communication activities to assist students in the Junior IO and Autism classes.
successful transition to school for Kindergarten students as well as transition to high school for students starting Year 7. A number of students are involved in extra curricular activities in the local community that are targeted at developing the skills of students with special needs such as dance and modified soccer and cricket. Throughout the year we have also provided a range of professional experiences for trainee teachers from universities across Australia.

In 2012 Variety Club donated ten bikes to the Support Unit to enable the implementation of a bike safety program.

Learning Support

The Learning and Support Team (LaST) consists of the School Counsellor, ESL teacher, the Principal and two Assistant Principals, (Support Unit and mainstream). The LaST meets weekly to assist teachers in supporting the social, emotional and learning needs of our students. The LaST coordinates student support to ensure needs are systematically identified and addressed. When considered appropriate, further referral is made to the School Counsellor, DEC personnel and community support agencies.

Students identified with additional educational needs have participated in a number of specialist programs throughout 2012. These programs have promoted inclusive learning opportunities and success for all students involved. Our Learning and Support Teachers (LaST) were able to provide small groups of students with intensive and systematic learning experiences in literacy and numeracy, assisting classroom teachers in helping these students achieve stage outcomes. The LaST also assisted in assessing students and reporting back to teachers with progress reports and strategies to help meet students’ additional needs. These strategies included creating visual cues and social stories to assist students with additional needs.

Other programs

Library

All classes visited the library on a weekly basis in 2012. Students were able to borrow books to take home and for in class reading and research. Approximately 80% of students borrowed on a weekly basis, with some students borrowing less regularly due to the length of the book previously borrowed.

Students enthusiastically participated in dress up Book Week celebrations with staff, parents and local preschool students. All students learnt about the Children’s Book of the Year competition and were exposed to the 2012 shortlisted books. This year we introduced Book Club, with many students ordering books from the brochures during the year. This was in addition to the annual Book Fair in Education Week. These two programs raised over $2000 for the school library to update resources. A group of Stage 3 students initiated and organised a cake stall to raise over $350 for the school library. These students then chose the books to purchase for the library.

Learning across the curriculum was enhanced through library and information skills programs that included the use of ‘blogED’ the DEC blogging tool for sharing ideas and learning, the use of audiovisual and multimedia research skills and responding to literature with an Aboriginal perspective. Throughout the year a number of fantastic displays and a photographic competition highlighted the library as a wonderful resource for students and teachers in our school.

Garden Club

The parents’ garden group has helped to reinstate the school’s vegetable garden, with beautiful herbs, vegetables and flowers planted in all seven raised beds. Eight teachers and their classes planted and cared for their plants, supported by parent helpers who teamed with each class. The school was given some delicious compost by our neighbouring Randwick Community Organic Garden, and plants were bought with the help of funds from Allpress. The gardens are very popular with the children, partly
due to the gardens’ luscious growth in the warm weather.

A new compost bin is now being used by the canteen with the aim to become self sustaining in compost for the gardens.

The garden group has also planted native garden beds near the vegetable garden and in other parts of the school. The aim is to create sensory gardens for the kids to see, smell, feel and listen to the gardens and the birds they attract.

In 2012 three successful working bees were held. More and more parents come along to help improve the grounds, get to know each other and enjoy tea and snacks.

Number Crunchers

Stage 3 students participated in the Number Crunchers mathematics competition for the second year running. In Stage 3 classrooms, students participated in five rounds of timed mental computation trials. The five highest scoring students represented at a ‘cluster final’ against five other schools. Rainbow Street Public School hosted this event where students were verbally asked a range of mathematical problems which had to be solved within 10 seconds. One Rainbow Street Public School student was the cluster final champion and represented the cluster at the regional finals held at the Powerhouse Museum.

Progress on 2012 targets

Three target areas were a focus in 2012: Literacy and Numeracy, Engagement and Attainment, and Curriculum and Assessment.

Target 1

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 in the percentage of students in Year 3 achieving at proficiency in NAPLAN Writing from 57.9% to 65%.
- Increase in the percentage of students in Year 5 achieving at proficiency in NAPLAN Writing from 38.5% to 45%.
- Increased Year 3 NAPLAN boys achievement in overall numeracy to at or above the state mean.
- Increased Year 5 NAPLAN boys achievement in Number and Patterns and Algebra to at or above the state mean.

Our achievements include:

- Best Start data has been used by all teachers from Kindergarten to Year 2 to monitor the achievement of students.
- 92.1% of Kindergarten students achieved a reading benchmark of Level 6 or above. Five of the six students who did not achieve this level were new arrivals.
- 90.6% of Year 1 students achieved a reading benchmark of Level 16 or above.
- 93.2% of Year 2 students achieved a reading benchmark of Level 24 or above.
- The percentage of Year 3 students achieving at proficiency in NAPLAN Writing increased to 62%.
• In Year 3 NAPLAN Numeracy, boys achieved a mean score of 431.3 which was above the state mean of 409.3.
• A balanced literacy session was introduced from Kindergarten to Year 2.
• Grade and stage rubrics were developed to assess student achievement.
• Targeted classroom support was provided for students experiencing difficulty.
• Parent workshops were conducted in: Helping Your Child To Read; How We Teach Subtraction; NAPLAN; How To Help Your Child Be A Reader, A Researcher And Information Literate Learner; Anti-bullying; blogED; and ICT in the classroom.

School priority 2 – Engagement and Attainment
Outcome for 2012–2014
Improved student engagement in learning.
2012 Targets to achieve this outcome include:
• Increased student engagement through a broad and varied curriculum within a physically appealing environment.
• Decreased partial absence rates.

Our achievements include:
• Best Start data has been used by all teachers from Kindergarten to Year 2 to monitor the achievement of students.
• Review of school scope and sequence for Human Society and Its Environment and Science and Technology.
• Development and implementation of a more extensive Kindergarten orientation program.
• The introduction of ESR Momentum software in Term 3 to monitor attendance.
• Additional noticeboards were purchased to display students’ work.
• Publication of student achievement in the Rainbow Rambler.
• Revitalisation of the garden beds and vegetable patches.
• Use of the RISC database to record individual student contacts and development of a more proactive relationship with parents regarding learning, behavior and social concerns.

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.

Our achievements include:
• Stage teams commenced the development of rubrics to ensure consistency of teacher judgment when assessing student learning.
• Across grade assessment tasks were developed in literacy and numeracy. This will be extended to the other key learning areas in 2013.
• IPads were introduced in the Support Unit classes.
• Staff were trained in key software applications.
• SMART data and ESR Summary Reports were analysed and used in conjunction with Literacy Continuum tracking to inform teaching and learning programs.
• Upgrade of school infrastructure and equipment (see ICT on page 11).

School evaluation
NSW public schools conduct evaluations to support the effective implementation of the school plan.
Online surveys using Survey Monkey were undertaken by parents, students and staff.
In 2012 our school carried out an evaluation of English.

English
Background
The staff survey focused on effective and explicit literacy learning, use of data to inform practice, student feedback, responsibility for literacy achievement, expectation, and knowledge of literacy development and syllabus requirements.
The student survey focused on expectation, literacy skills, classroom activities and strategies and feedback.

The parent survey focused on understanding of literacy teaching and communication of achievement.

Findings and conclusions

- 100% of the 40 parents who responded to the survey believe English is an important subject to learn. 75% of those parents know what children learn in English.
- 96% of students believe English is an important subject. 83.5% of students believe they are good at talking and listening, 89% believe they are good at reading and 81.7% believe they are good at writing. Some students answered that they weren’t sure. 77.1% of students stated that their teacher clearly explains what skills they are learning and why.
- 100% of staff are confident in implementing the English syllabus and believe that they are responsible for student’s literacy development. A variety of teaching materials to explicitly address literacy needs across the key learning areas are used. Teachers use explicit criteria as a reference point for assessment.
- Parents, students and staff all agree that more resources are needed to support English development.

Future directions

- Communicate more information to parents about English teaching and learning programs and student achievement.
- Provide explicit feedback to students about the skills they are learning and why, and about their English development.
- Purchase resources to support the teaching of English including classroom sets of books, home readers, audio books and language games.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

The focus was Learning. Surveys were conducted online using Survey Monkey.

Learning

Background

The survey encompassed the areas of: the learning environment, student learning and teacher learning.

The learning environment questions focused on learning opportunities being provided in a stimulating and secure environment, relationships to enhance learning, the use of a wide range of resources and clear expectations to promote excellence.

The student learning questions focused on responsibility for learning, working both independently and collaboratively, risk taking and reflection and self-assessment.

The teacher learning questions focused on critical reflections of practice, understanding of effective practice and current research, commitment to ongoing professional development and collaboration with colleagues to share ideas and experience to improve teaching practice.

Findings and conclusions

- Despite online and paper surveys being available only 39 parents responded to the survey.
- 92.8% of students believe that school expects them to do their best.
- Over 90% of all students, parents and staff believe that students have good access to equipment that helps them to learn.
- 97% of parents who responded to the survey believe students are provided with a balance of independent and group learning activities.
- 76.4% of students believe that samples of their work help them to see how they have improved.
- 100% of staff believe that they provide learning opportunities within a stimulating and secure environment using a range of appropriate resources to assist students with their learning.

Future directions

- Investigate ways to increase parent response to surveys.
• Increase student self reflection and self assessment.
• Provide greater communication with parents as to opportunities for them to meet with their child’s teacher to discuss learning.

Newsletter
Parents were also surveyed about the Rainbow Rambler.

• 36 parents responded to the survey. Only one respondent stated that they never read the newsletter.
• 100% of respondents said that the newsletter communicates formation about the school very well or to a satisfactory level.
• The most useful sections of the newsletter were identified as information about upcoming events, the Principal’s message and the calendar.
• The most enjoyable sections were student achievement and Student of the Week.
• 94.5% of respondents prefer to receive the newsletter by email or by download from the school website.

Future directions
• Continue to provide detailed information about upcoming events and publish student achievements and work samples.
• Development of Stage newsletters each term to communicate teaching and learning programs to parents.

Professional learning
The ongoing professional learning of all staff is a priority for the school. In 2012, as at 30 November, $13,365.76 was spent on the professional learning of staff. This is an average of $557 per teacher.

In line with school plan targets and identified needs, staff attended external courses including:
• Taking Off With Numeracy (two staff)
• Introduction To Count Me In Too (two staff)
• Can I Persuade You? (two staff)
• Best Start Literacy (four staff)
• Using the local environment for integration of sustainability outcomes (one staff member)
• Sydney Region ICT Coordinator days (one staff member)
• The Right Application For the Right Job (three staff members)
• Merit Selection Panel training (five staff and fifteen parents)
• Introduction to Autism Spectrum Disorder and Mainstream School Strategies (one staff)
• Getting Little Hands Ready (one staff member)
• Assisting The Hearing Impaired Student In The Classroom (one staff member)
• Embedding Public Speaking as part of best pedagogical practice (two staff)
• Maintaining Accreditation At Professional Competence (four staff)
• ASPIRE Primary Teachers Leadership Program (two staff)

This was supplemented by school-based training in:
• Microsoft Word (ten staff)
• Microsoft PowerPoint (seven staff)
• Microsoft Publisher (four staff)
• Microsoft Excel (nine staff)
• Comic Life (eight staff)
• blogED (six staff)
• Email (four staff)
• Student Response Network (five staff)
• Notebook (seven staff)

Six teachers of Kindergarten to Year 2 attended collegial Sydney Region Early Childhood Network meetings.

The support staff also attended ESL, LaST, Reading Recovery, teacher librarian and school counselor conferences, training courses and/or network meetings.

Executive staff attended courses in Building Leadership Capacity, Mindset and the Psychology of Success, Leading Professional Learning Using The Classroom Teacher Program and Planning To
Implement Syllabuses With The Australian Curriculum.

The LaST coordinator, Principal and school counselor attended Every Student Every School Module 1 training.

As part of the Institute of Teachers requirements in order to maintain professional competence, new scheme teachers are required to undertake 100 hours of professional learning over a five year period. Our eight new scheme teachers maintaining profession competence engaged in professional learning activities outlined above to assist them to meet this criterion.

Two teachers completed the Institute of Teachers requirements to be accredited at professional competence.

All staff attended update courses for CPR and Emergency Care.

All staff participated in Non-Violent Crisis Intervention training.

All staff participated in School Development Day activities which focused on strategies for implementation of the school plan. Topics/workshops included:

Term 1 – NAPLAN data analysis, teaching writing, 2012 School Plan and teaching science.

Term 2 – A balanced literacy session, anti-bullying, DEC attendance requirements (presented by the HSLO) and CPR.

Term 3 – Literacy planning, Premier’s Sporting Challenge, electronic attendance procedures and Emergency Care.

Term 4 – ICT across the key learning areas, Numeracy (CMIT and TOWN), 2013 stage planning, child protection update and Every Student Every School Module 1.

**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**

Teachers consistently use the elements of quality teaching practice as a key instrument to improve literacy and numeracy performance.

**2013 Targets to achieve this outcome include:**

- School based assessment data show 75% of students achieving minimum stage expectations in reading, writing and talking and listening.
- Increase the percentage of students in Year 3 achieving at proficiency in NAPLAN writing from 62% to 65%.
- Increase Year 3 NAPLAN boys achievement in overall numeracy to at or above the state mean.

**Strategies to achieve these targets include:**

- Stage team review of the elements of the quality teaching framework.
- K-2 staff participation in Teaching English Language Learners: ESL Across The Curriculum to enable them to effectively support ESL learners across the six key learning areas.
- Years 3-6 staff participation in Focus on Reading which focuses on explicitly teaching reading in the 3-6 years of schooling.
- Executive staff participation in Leading Change In English to explore strategies for ensuring appropriate structures and classroom pedagogy is in place.
- Count Me In Too and Best Start training for untrained staff.
- Review of reading materials across the school and purchase of quality literacy resources to suggest teaching and learning programs and the implementation of the new syllabus.
- Provision of explicit feedback to students about their level of achievement.
School priority 2 – Curriculum and Assessment

Outcome for 2012–2014

Strengthened curriculum planning enables all students to reach their learning potential.

2013 Targets to achieve this outcome include:

- Teaching and learning programs are cohesively mapped K-6 and show effective curriculum differentiation.
- All Human Society and its Environment and Science and Technology units of work are collaboratively planned.
- A range of ICT tasks linked to the school’s scope and sequence are embedded in units of work.

Strategies to achieve these targets include:

- Explicit feedback linked to teaching and learning programming requirements and the national teaching standards is provided to teachers.
- Implementation of a K-6 mathematics scope and sequence with an emphasis on working mathematically.
- Review of the scope and sequence for Personal Development, Health and Physical Education.
- Collaborative planning of units of work in Human Society and its Environment, Science and Technology with ICT tasks embedded.
- Use of NAPLAN and school based data to inform planning.
- Years 1 and 2 teachers maintain Best Start data to track student achievement.

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: