Rainbow Street Public School
Annual School Report 2013
**School context**

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.

Our school has a wonderful group of students and families that reflect 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-resourced 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.

Our school’s core values of Caring, Learning and Effort underpin all that we do.

**Principal’s message**

It is wonderful to share with you the 2013 achievements of our school. Rainbow Street truly upholds the values of public education: integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

Community demand for enrolment at Rainbow Street has continued. The school’s high reputation comes from the value we place on quality teaching and learning programs within a broad and varied curriculum, one that is supported by the use of Information and Communication Technologies.

Our 2013 NAPLAN results saw improvement across the board, with Year 3 results particularly pleasing. There was an increase in the number of students achieving in Band 6, the highest level for Year 3, in both Reading and Writing. We also saw an increase in the number of Year 5 students who achieved Band 6 or above in Reading, Writing and Numeracy. Our students’ growth, from Year 3 to Year 5, for students who remained at Rainbow Street and therefore can be tracked, was above both the State and Department of Education and Communities schools average in Reading, Writing and Numeracy.

In line with the school’s strategic plan target of improving students’ talking and listening skills, students participated in both the Multicultural Public Speaking Competition and the Sydney East Public Speaking Competition. Our debating team participated in the Sydney Region Debating competition. Our debaters progressed to the finals for the first time, an amazing achievement. They were beaten by the eventual winners.

Our music program continues to grow. In 2013 we introduced violin tutorials with four students joining that group. We look forward to hearing them play in 2014. This year there were 18 new students in the Junior Band. The Senior Band performed at the Daceyville Band Big Bash and 20 of our choir students performed at the Sydney Opera House in the Expanding Horizons Concert which is part of a reciprocal program between schools in Sydney Region and China. The Recorder Ensemble performed in the Festival Of Instrumental Music at the Opera House.

Other activities are also available for students. The Chess Club’s competitive group more than doubled its number from 7 to 16 students meaning four teams were entered in the local
after school competition and a new K-2 lunchtime chess club was formed.

Our Showcase dance troupe performed ‘Cool and Groovy In Paris’ in Showcase At The Juniors.

In the sporting arena we continued our participation in the Premier’s Sporting Challenge. 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.

Our PSSA teams were very competitive with the Senior B Netball team winning the B2 Netball competition. The trophy is proudly displayed in the foyer. Golf and rugby league were also introduced as part of the school sport program. We held four very successful carnivals, Athletics, Swimming, Cross Country and K-2 Athletics with the parent races being the most competitive!

This year we continued our plans for the implementation of new syllabus documents and the teaching of 21st century skills. Donations from the P & C have allowed us to purchase many new resources for our upgraded reading room. Additionally, we have developed a mini-lab within the library to assist students with their information skills.

Two concerts were held this year. Students in Kindergarten to Year 2 entertained us with their Animal Safari and Years 3 to 6 students brought back memories with Turn Back Time.

A number of other special events took place this year including: Harmony Day, Reconciliation and NAIDOC Weeks, the Easter Hat Parade and the Book Week Parade.

One of the strengths of the school is the parent and community support. This was highlighted when I was asked at the beginning of year how much money I would like the P & C to raise. I challenged them to the equivalent of $1000 per class which totaled $20 000. Not only did they reach the target but exceeded it. A huge achievement! The funds raised have enabled us to begin purchasing materials to support the implementation of the new English syllabus.

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. Thank you to all of you.

The Garden Club also continued their fine work. The saying ‘rain, hail or shine’ doesn’t really apply as the garden club seems to have mostly rain for their working bees. Nevertheless this committed group dons their raincoats and get to work. I would like to take this opportunity to thank Allpress coffee who kindly donated $600 for garden supplies and Randwick Council who assist our working bees by providing tools.

And when reflecting on the year that was, who could forget that Rainbow Street Public School turned 90 years old this year. Over 100 people returned to Rainbow Street for a morning of performances, a school tour and an opportunity to catch up with old friends. We also received numerous phone calls from ‘old boys and old girls’ who couldn’t make it but wanted to share their memories. Many of our visitors were interviewed by students in Years 5 and 6 and these interviews will form part of our school archives. We hope everyone will be back to join us for the centenary in 10 years’ time!

Congratulations to all of our Kindergarten students who have completed their first year at Rainbow Street.

Congratulations to all of our Year 6 students who completed their Primary education and move into to the next phase of their schooling at high school. I wish you every success in high school.

I would like to conclude by thanking the staff, both administrative and teaching, for all of the efforts this year to ensure optimum learning for all students. Thank you also to the school community for your continued support. Finally to the students of Rainbow Street Public School – you are a great bunch of kids. Well done on a fabulous year!

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

What a busy year 2013 has been for the school and the P & C.

I would like to start with thanking the fantastic Executive team. I have greatly valued their support and experience in helping me with my new role as President. I would also like to say a huge thank you to everyone involved with fundraising co-ordination, to the P & C members and the broader school community, who have donated, baked, coordinated, gardened, volunteered and supported our activities over the year. I would like to thank TRAC (before & after school care) for continuing to provide childcare during our P & C meetings. Last, but not least, thank you to Miss Sayers and the wonderful teachers for their support with our P & C activities and requests.

We started the year with the Welcome BBQ which we co-hosted with the school, and activities provided by TRAC. It was the school’s 90th Anniversary this year, and we marked the occasion with a lovely Open Morning in Education Week. Over 100 past students, teachers and Principals attended the morning tea, and enjoyed the school performances, posters and photo displays. They all shared many happy Rainbow Street memories.

The P & C also made a submission to the State Government’s Joint Regional Planning Panel (JRPP) in May to oppose the planned re-zoning of the Inglis site, and spoke at the JRPP hearing in October. We applied for and were successful in gaining a $50 000 grant to improve the back field through water tanks and a sprinkler system.

The P & C’s fundraising efforts for 2013 have included a trivia night, two Car Boot Sales in May and October, the Bunnings BBQ in June, Mother’s Day and Father’s Day stalls, the Election Day BBQ, end of year raffle and the school disco. Apart from raising money for the school, these were wonderful events to foster the school’s community spirit. The focus for our fundraising this year was to purchase literacy resources for the school, and so far $16 000 has been donated to the school. This year we raised over $21 000!

I look forward to another fun and productive year in 2014.

Belinda Simmonds
P&C President
Student representatives’ message

I am very proud to have been school captain because only five years ago I came to Rainbow Street Public School as a shy child with barely any English. I couldn’t speak the language, I could only understand it. I came from Columbia and I can also speak Spanish. The teachers at Rainbow Street Public School gave me the strength and confidence to become who I am today. They helped me in every way they could and they do the same for every other student in our school.

At Rainbow Street Public School, I have had many opportunities. I have been part of the SRC (Student Representative Council). As an SRC we meet each fortnight and discuss things we can improve or implement in our school. There are representatives from Year 1 to Year 6. We have PSSA sporting teams. In winter we have soccer and netball and in summer we have softball, t-ball and cricket. If students aren’t involved in PSSA sport they participate in school sport. In Term 4 we were really lucky to have been able to play golf and rugby league. I’ve also been a library monitor and helped out in the library at lunchtime. I have participated in the debating team for quite some time and finally I represented Rainbow Street Public School in the Sydney Drama Camp, Sydney Drama Festival and Create East this year. What opportunities!

This school has a beautiful and safe environment and over my years here I have always seen people being friendly and willing to help each other. All the teachers are kind and friendly and they will do anything to support students as much as they can. Not long ago, our school celebrated its 90th birthday. It was a fun and exciting time. We got to meet many different people who had attended our school.

For our future students may I say Rainbow Street Public School will be your best primary school experience ever. I have really enjoyed my time here and hope that the new kindergarten students will enjoy it as much as I have.

Henry Lopez Lopez
School Captain

Rainbow Street Public School is a multicultural school with students from many different cultural backgrounds. Everyone in our school is always welcoming of new students.

Each year we have a Multicultural Day celebration where we learn about different cultures and languages. We dress up in traditional clothing and taste food from different countries.

I have had the opportunity to participate in different sports, debating, public speaking, dance, choir, band and chess. We also have lots of different learning experiences, we can take part in, school camps in the primary and lots of excursions, starting in Kindergarten.

Our school has a healthy canteen that sells a variety of homemade food and a great before and after school centre.

Rainbow Street is a fun and caring place to learn and all children are most welcome here.

I know all students and their families will enjoy being part of our school community as much as I have.

Uma Baumeister
School Captain

Student information

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

Student enrolment profile

Seventy new Kindergarten students commenced at Rainbow Street Public School in 2013. Across the school there are more male than female students enrolled.

In addition to the data above, there are 39 students enrolled in classes in the Support Unit.

The school buildings are currently fully utilised and an in-zone only enrolment policy has been implemented.
Student attendance profile
A significant number of students take extended leave overseas due to overseas family commitments.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</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>96.0</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>96.2</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>95.5</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>96.9</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>96.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>97.1</td>
<td>95.5</td>
<td>90.8</td>
<td>96.2</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.0</td>
<td>97.3</td>
<td>94.8</td>
<td>92.4</td>
<td>96.3</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>
<td>96.0</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, the class teacher contacts the parents seeking an explanation.

When attendance is a concern, meetings are conducted with parents to develop an attendance plan and Home School Liaison Officer support is sought when necessary. In 2013, two students were placed on an Attendance Improvement Plan.

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

Rainbow Street has a stable staff of permanent teachers supplemented by a number of high quality temporary staff filling vacancies and leave positions.

Workforce composition

<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 Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance (Autism)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disability</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disability</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Part-Time Teacher/RFF Teacher</td>
<td>1.75</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.022</td>
</tr>
<tr>
<td>Total</td>
<td>33.792</td>
</tr>
</tbody>
</table>

NOTE: 0.2 refers to a teacher who works one day per week.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

One staff member is Aboriginal.

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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>30</td>
</tr>
</tbody>
</table>

Additionally two staff have commenced the accreditation process with a view to completion early in 2014 and one staff member is currently undertaking a post graduate qualification in Master of Education (Teacher Librarianship).
Financial summary

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

Date of financial summary 30/11/2013

Income
Balance brought forward $191601.55
Global funds 223051.68
Tied funds 119912.15
School & community sources 230247.97
Interest 7456.44
Trust receipts 14137.85
Canteen 0.00
Total income $786407.64

Expenditure
Teaching & learning
Key learning areas $69022.49
Excursions 37450.78
Extracurricular dissections 60082.59
Library 5218.89
Training & development 45.46
Tied funds 129488.23
Casual relief teachers 51426.51
Administration & office 77033.11
School-operated canteen 0.00
Utilities 46022.26
Maintenance 75769.86
Trust accounts 14062.84
Capital programs 0.00
Total expenditure $565623.02

Balance carried forward $220784.62

The majority of the school’s expenditure on professional learning is included in the tied funds dissection. In total, $7071.51 + $21,811.90 + $45.46 = $28,928.87 was spent (up to 30 November 2013).

At the time of financial rollover (1 December 2013) some outstanding payments remain. Please note that the Balance carried forward includes:

- Tied funds of $41,034.62
- Trust funds of $2868.68
- Unpaid orders of $21,818.84
- Unpaid invoices of $14,492.85
- Unpaid casual salaries of $14,049.71
- Provision for asset replacement of $20,000.00

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

Our Learning Environment

Each year the school aims to upgrade and redevelop areas of the school to improve learning spaces and ensure a stimulating and engaging learning environment. This is financed through DEC programmed maintenance works, schools funds and P & C funds.

Classroom And Indoor Learning Environment

The Reading Resource Room was upgraded in 2013. This included installation of compactus, cupboards and carpeting, and the painting of the room. All resources were repackaged, reorganised and the big book collection was added to the library catalogue. Teacher reference resources were moved to this store and a computer and printer installed for staff use.

A mini-lab was installed in the library. Six computers are now available for use by students for research and presentation purposes that support their class learning, including individual programs. Class teachers are able to select a small group of students to work independently in the library.

Indoor areas of the school including A Block ceilings were painted as part of the programmed maintenance works. Two walls in the Gallery Of learning were re-rendered and the 90th birthday photographs are now proudly displayed there.

Playground And Outdoor Learning Environment

New softfall was installed under the playground equipment at a cost of $39,000.00. The Garden Club continues to meet regularly to maintain the school gardens. Our General Assistant assists with the maintenance of trees and a community user maintains the grassed area at the rear of the school.

Programmed maintenance works included the painting of C Block and the eaves of H Block. Throughout the year repairs were carried out as required.
Grants

Rainbow Street Public School P&C was awarded a $50 000.00 Community Building Partnership Program grant. This grant will be used to improve the school’s main green recreational area (back field) through the installation of rainwater tanks, sprinkler irrigation system and associated pumps and electricals. The remediation of the area will also include aeration, top dressing, levelling and reseeding.

Rainbow Street Public School was awarded a $2000.00 food and native garden grant from Randwick City Council through the School Food and Native Gardens Grants Program. The grant will be used to regenerate and utilise previously installed garden boxes. Classes will plant vegetables, be responsible for weeding, water etc. the vegetables will then be harvested and used for cooking. The number of native plants in the area to the side of the boxes will be increased (alongside Paine Reserve fence) to attract further birdlife.

School performance 2013

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 and the students’ achievements.

Sport and physical education

3-6 Sport

Sporting programs have continued to focus on developing students’ abilities to perform movement skills fundamental to gymnastics, dance and sport. In doing so, a number of new programs were delivered that aimed to introduce students to sports they may not have had the chance to play. By exposing students to a wider range of sporting activities, our aim is to encourage positive attitudes towards staying fit and healthy. Students who demonstrated proficiency in the fundamental movement skills were given the opportunity to refine these skills in a competitive environment through the Eastern Suburbs Primary School Sports Association (ESPSSA) sports competition.

In Term 1, Sports in Schools returned for a third year to run their program. As in previous years, participating students used a wide range of equipment specifically designed to improve students’ balance, coordination and strategic skills. This program will be continued in 2014. In Term 2, teachers collaborated to design stage specific gymnastics programs. Students learned to balance, jump, manipulate objects and compose movement sequences using a range of equipment. In Term 4, two new programs were delivered and students participated in 45 minutes of each for Friday sport. The Jack Newton Golf Program introduced students to the game of golf. Modified equipment was purchased and students developed their stance and club grip in order to putt, chip and full swing. They learned golfing terminology and rules and worked in groups to design golf ‘holes’ to create a Rainbow Street golf course. The Coles Backyard League program introduced students to the game of rugby league. Students used modified equipment and rules to learn how to pass, kick, dodge and work as a team. Both of these programs will be continued in 2014.

ESPSSA

During the summer season (Terms 1 and 4), senior and junior teams competed in the cricket and softball/t-ball competitions. Our cricketers had an outstanding year with our junior team finishing in 1st place and our senior team finishing in 3rd place. During the winter season (Terms 2 and 3), two senior and two junior teams were selected for both netball and soccer. Our senior soccer teams had an excellent year with the Blueys and Stripies achieving 3rd and 4th place respectively. The ESPSSA netball competition followed a new format this year with the teams being graded into two divisions. Our Senior B team won the B2 competition which is a fabulous achievement. Altogether, 97 students
represented Rainbow Street Public School in PSSA sport.

**Years 3-6 Carnivals**

Thirty-three students qualified at the school swimming carnival to represent Rainbow Street Public School at the ESPSSA Swimming Carnival. One student qualified to represent Eastern Suburbs at the Sydney East Primary School Sports Association (SEPSSA) Swimming Carnival. Forty-nine students qualified at the school athletics carnival to represent Rainbow Street Public School at the ESPSSA Athletics Carnival. Four students qualified to represent Eastern Suburbs at the SEPSSA Athletics Carnival. Thirty-four students qualified at the school cross country carnival to represent Rainbow Street Public School at the ESPSSA Cross Country Carnival.

**K-2 Sport**

All students took part in a variety of sporting programs throughout the year. In Term 1, students participated in the Sports in Schools program. Students take part in regular physical activities, including sport, throughout the week which focus on building skills to play games.

**Premier’s Sporting Challenge**

This year Rainbow Street participated in the Premier’s Sporting Challenge. All classes were involved in the challenge which involved recording their participation in physical activity throughout the week for a ten week period. Susan Pratley, Australian champion netballer, visited the school to promote the challenge. She conducted a netball clinic with the PSSA netball teams to develop their skills in the sport. All students demonstrated great effort in the challenge with 22 students receiving a diamond award.

**Swimming Scheme**

The Department of Education and Communities School Swimming Scheme is an intensive learn to swim program, which develops water confidence and provides students with basic skills in water safety and survival. The scheme was conducted over nine days at Botany Aquatic Centre and was attended by 50 mainstream and 14 Support Unit students, ranging from Year 2 to Year 6.

**Creative Arts**

**Music**

In 2013 an increased emphasis on the music program saw the development of recorder and strings ensembles and music tutorials for interested students.

The band program continues to grow with 18 students commencing in the junior band in 2013. The students are learning five different instruments: saxophone, clarinet, flute, trumpet and percussion. Four senior band students extended their skills through ensemble performances. The senior band performed at the annual Daceyville Big Band Bash.

For the first time, violin lessons were offered to students in Years 2 to 6. Seven beginner students commenced weekly lessons in Term 1. As their confidence grew, they began performing at school events for their peers and the school community. In 2014, these students will combine to form a string ensemble group. Beginner lessons will also be offered to students in Year 2.
The school choir performed at numerous school events including Open Day, Kindergarten Orientation, 90th birthday celebrations and Presentation Day. Twenty choir members performed at the Sydney Opera House in the Expanding Horizons Concert.

A dedicated group of students from Years 3 to 6 have formed the recorder ensemble. Students learn to read musical notation and play different styles of recorder music. Eighteen students performed three pieces at the Sydney Opera House as part of the Festival of Instrumental Music. The ensemble also performed at school assemblies, Kindergarten Orientation Day and Presentation Day.

**Showcase**

Rainbow Street performed two dances in Showcase At The Juniors. Our item “Cool and Groovy in Paris” demonstrated the amazing talent that Rainbow Street dancers have. All students worked very hard to learn the choreography and perfect the performances. They did a fantastic job and were very well received by the audience.

**Biennial Concerts**

In Term 3 the students in Early Stage 1 and Stage 1 created and performed a wonderful concert titled Animal Carnival. In preparing for the concert the students explored the elements of dance and the use of ‘a carnival’ theme as a stimulus for generating ideas and movement. The teachers and the students explored the elements of music as the basis of communicating their ideas; exploring songs that would best suit their needs. There was a wonderful array of performances and spectacular costumes created by the teachers and class parents. For the first time ever, there were two performances, one matinee and one evening performance.

It was wonderful to see the dance performance skills of our Years 3-6 students as part of our Creative Arts programs. Students were involved in designing costumes and choreographing the class item with their teacher. The theme of Turn Back Time, which celebrated the year each class teacher was born, was a hit! Parents and friends enjoyed listening to the music and watching the students perform. As a tribute to the students themselves, the finale featured the 2013 ‘Music: Count Us In’ song ‘Keep On’. This song involved all students and encouraged students to be anything that they want to be as they grow up.

**DEC Events**

Three students were selected for the Create East Sydney Region Creative Arts program, one each in dance, band and drama. The students attended workshops and performed in an event at the Seymour Centre.

One student was selected for the Sydney Region Drama Ensemble which performed at the National Institute Of Dramatic Art.

Three students participated in the NSW Public Schools State Years 2-4 Dance Day at the Sydney Dance Company Studios, located at Walsh Bay.

**Learning Enrichment**

A number of additional programs are undertaken at Rainbow Street Public School.

**Public Speaking**

Students participated in the Sydney East Public Speaking Competition which involved composing and delivering a speech in front of their class. Student representatives from each class then presented their speech to their stage group. Four students were then chosen to represent Rainbow Street at the Sydney East Public Speaking Competition. Students in Years 3-6 were given the opportunity to participate in the Multicultural Perspectives Public Speaking Competition, four students represented the school at the regional finals.

**Debating**

Two teams of Stage 3 students entered the Sydney Regional Debating Competition in which students travelled to local schools to compete under a teacher-assisted model. The Year 6 team
achieved 2nd place in their pool while the Year 5 team gained valuable experience for 2014. For the first time, a team of five experienced Year 6 debaters entered the Premier’s Debating Challenge competition. These students attended weekly debating coaching throughout Term 3. They travelled to numerous schools in the Sydney Region and achieved 1st place in their pool. They progressed to the semi-finals where they were narrowly defeated. These students also mentored a group of Year 5 students who will enter this competition in 2014.

Premier’s Reading Challenge
The Premier’s Reading Challenge was well received by K-2 students. Classroom teachers and the teacher-librarian read books from the challenge and encouraged students to borrow these books from the library. One hundred percent of K-2 students completed the challenge in 2013. Years 3-6 students were responsible for selecting and reading their own books, with assistance from the teacher librarian. A smaller number of students participated than in previous years, possibly as students were more inclined to choose new books not on the challenge list. A highlight was the recognition of challenge completion given to eight students who received their Gold Award (four years) and a Year 6 student who received a Platinum Award (seven years).

Premier’s Spelling Bee
Four students represented Rainbow Street at the regional round of the Premier’s Spelling Bee. This year, one of our students represented Rainbow Street Public School at the State Spelling Bee final which was a great achievement.

Maths Olympiad
For the first time, in 2013, Rainbow Street Public School entered a team in the Australian Primary Schools Maths Olympiad. The team of 12 consisted of students from Years 4 to 6. One student scored in the top 10% of all participants and two students scored in the top 25% of all participants.

Chess
This year’s Chess Team expanded from seven students in 2012 to sixteen students in 2013. Rainbow Street Public School had 16 players across four teams consisting of students from Years 2 to 6. They played against other schools in our area in a home and away competition during Terms 2 and 3. A majority of Year 2 students participated for the first time in competitive chess and their success rate improved as the competition went on. The aim of the Chess Team is to encourage students to participate and to expand their skills in thinking and tactics within the game setting of chess, while promoting new friendships as they learn the game together.

On Mondays at lunchtime, K-2 students participate in non-competitive chess. The aim of the lunchtime Chess Club is to involve students in chess and teach strategies and rules to those who wish to learn how to play.

ICAS Assessments
Students from Years 3 to 6 were offered 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 Certificate Of High Distinction, four Certificate Of Distinction and eight Certificate Of Credit were awarded.
- In Spelling, five Certificate Of Distinction and five Certificate Of Credit were awarded.
- In Writing, two Certificate Of Distinction and six Certificate Of Credit were awarded.
- In Science, one Certificate Of High Distinction and eleven Certificate Of Credit were awarded.
- In Mathematics, one Certificate Of High Distinction, five Certificate Of Distinction and eleven Certificate Of Credit were awarded.
- In Computer Skills, one Certificate Of High Distinction, three Certificate Of Distinction and five Certificate Of Credit 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.

Excursions and camps

A number of excursions and incursions took place to support classroom teaching and learning programs.

Excursions:

- Kindergarten – Sea Life Aquarium and Wildlife Sydney, Sydney Children’s Hospital and a community walk.
- Years 1 and 2 – Powerhouse Museum, Botanical Gardens and a community walk.
- Years 3 and 4 – IMAX, Powerhouse Museum, Museum Of Contemporary Art, Sculpture By The Sea and the ABC Exhibition Trailer.
- Years 5 and 6 – IMAX, Canberra and the ABC Exhibition Trailer.

Years 5 and 6 students travelled to Canberra for an educational tour to support their Human Society and its Environment learning about democracy and government. The students were excellent representatives of our school and enjoyed many of the exciting learning opportunities available. The students visited the Electoral Education Centre, Parliament House, Old Parliament House (including the Museum of Australian Democracy), Australian War Memorial, The Australian Institute of Sport and the National Science and Technology Centre (Questacon). These programs focused on Australia’s history, culture, heritage and democracy.

Incursions

- Years 1 and 2 - Wake Up and Read, Life Education and CSIRO What’s Alive?
- Years 3 and 4 - Oliver Phommavanh, Life Education and CSIRO What’s Inside?
- Years 5 and 6 - Oliver Phommavanh, Life Education and CSIRO Lego Robotics.

Moran Photography Workshop

Thirty Year 6 students engaged in a photography workshop as part of the Moran School Photography Workshop program which aims to foster creativity amongst students in Years 3 to 12. The students participated in lessons with a professional photographer and had access to individual digital cameras and printers throughout the day.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 3, 51 students participated in the NAPLAN.

The Year 3 Reading results show an increase in the percentage of students in Bands 5 and 6, the top two bands. This equates to 58.8% of our students in the top two bands compared to the State DEC percentage of 43.7%. The school’s average score of 447.8 is above the State DEC average of 418.7. The average score of students from an English speaking background was 475.8 compared to State DEC average of 425.

Year 3 girls have improved by 36 scale scores from the 2012 data in the test aspect of reading.

Students at Rainbow Street Public School demonstrated particular strength in the ability to:

- Summarise the main purpose of the text
- Summarise information in a table
- Interpret the portrayal of characters
- Locate directly stated information
- Interpret figurative language
- Infer the purpose for using a quote

- Identify the reason for a character’s action
- Identify layout features in advertisement
- Sequence directly/indirectly stated events
- Identify the meaning of an idiom

Areas for further development include:

- Interpret the reason for a character’s reaction in a narrative text
- Identify the character’s action in a folktale
- Interpret the reason for a character’s reaction in a narrative text
- Interpret advertisement to identify author

The school’s average Year 3 writing score in 2013 was 454.3 compared to a State DEC average of 416. 78.4% of our students achieved in the top two bands compared to the State DEC 50.2%. The average score of students from an English speaking background was 468.6 compared to State DEC average of 417.7.
The Year 3 Spelling results show that students at Rainbow Street achieved higher than the State DEC average with an average score of 443.3 compared to 418.1.

Students at Rainbow Street Public School demonstrated particular strength in the ability to:

- Spell ‘winner’, ‘bowl’ and ‘parrot’
- Identify error and spell ‘white’, ‘movement’, ‘kindness’ and ‘sneeze’

Scores for grammar and punctuation were higher than State DEC for all groups (boys, girls, language background other than English and English speaking background). The school’s average score was 483.5 compared to State DEC of 430.3. Additionally, boys and students from an English speaking background performed particularly well with averages well above state (490.1 and 503.9 compared to 427.5 and 434.5 respectively).

Students at Rainbow Street Public School demonstrated particular strength in the ability to:

- Identify correct placement for apostrophe
- Identify correct noun and verb
- Identify correct sequence punctuation
- Identify a simple sentence
- Identify correct use of capital letters and list commas
- Identify correct combined sentences
- Identify adverb of time
- Identify use of apostrophe in a contraction

Areas for further development include:

- Identify correct preposition

**NAPLAN Year 3 - Numeracy**
Again, students in Year 3 performed above the State DEC average with an average score of 426.6 compared to 399.7. Particularly pleasing was the boys’ score in number, patterns and algebra which was 466.2 compared to a State DEC of 412.2.

Students at Rainbow Street Public School demonstrated particular strength in the ability to:

- Share a collection
- Recognise view of 3D model
- Complete a number sentences
- Identify likelihood of a simple event
- Identify symmetrical 2D shapes
- Subtract 29 from 43
- Estimate pencil length
- Solve a word problem

Areas for further development include:

- Find the date two weeks before
- Working backwards using fractions and decimals

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Thirty-seven Year 5 students completed NAPLAN.

The Year 5 Reading results show a decrease in the number of students in Bands 3, 4 and 5. The majority of the student population is in Band 6. The overall average score of our students was 507.3 compared to 500.6 for State DEC.

Year 5 boys are 32 scale scores above the state average growth in the test aspect of Reading.

Students at Rainbow Street Public School demonstrated particular strength in the ability to:

- Identify the speaker in a poem
- Recognise the characters’ common motivations
- Locate a stated detail
- Infer from details in an information text

Areas for further development include:

- Identify appropriate placement of a review
- Interpret information from a photograph
- Interpret a character’s reaction
- Locate a stated detail
- Interpret a point in an information text

In Writing, students at Rainbow Street Public School again scored better than DEC students across the state with an average of 488 compared to 476.5.
The school’s average score was above State DEC average score. 43% of our students scored in the top two bands compared with 36% of State DEC.

Students at Rainbow Street Public School demonstrated particular strength in the ability to:

- Spell ‘neatly’
- Identify an error and spell ‘daily’

Overall the school’s average score in grammar and punctuation was slightly below State DEC (37.8% compared to 38.8%). Boys and students from an English speaking background scored below State DEC.

Students at Rainbow Street Public School demonstrated particular strength in the ability to:

- Identify correct use of past tense
- Identify correct use of brackets
- Identify correct use of pronoun

Areas for further development include:

- Identify correct use of verb
- Identify information combined from a table
- Identify incorrect use of ‘real’ as an adverb
- Identify correct possessive pronoun

**NAPLAN Year 5 - Numeracy**

Year 5 students’ numeracy results were comparative to the State DEC. The percentage of students in the top two bands was 32.4% compared to State DEC of 26%. Girls and LBOTE students performed better in measurement, data and space and geometry whereas boys and students from an English speaking background performed better in number, patterns and algebra.

Students at Rainbow Street Public School demonstrated particular strength in the ability to:
- Interpret an alphanumeric grid
- Calculate elapsed time
- Complete a 4-digit number multistep problem
- Calculate perimeter of a composite shape
- Calculate items bought

Areas for further development:
- Name a number on a numberline
- Find the date two weeks before
- Add/subtract mixed numerals
- Calculate volume of similar solids
- Work backwards with fractions and decimals
- Identify side view of 3D model
- Calculate the maximum number of items which can be purchased

**Average Progress between Year 3 and Year 5**

NOTE: SSG refers to Statistically Similar Group.

**Average progress in Reading between Year 3 and 5**

**Average progress in Writing between Year 3 and 5**

**Average progress in Spelling between Year 3 and 5**

**Average progress in Grammar & Punctuation between Year 3 and 5**

**Average progress in Numeracy between Year 3 and 5**

**Best Start**

Best Start data has been used by all teachers from Kindergarten to Year 2 to monitor the achievement of students.

Overall, 89.33% of Kindergarten to Year 2 students achieve expected reading benchmarks (K= Level 6, Year 1=Level 16, Year 2=Level 24).
- 90% of Kindergarten students achieved a reading benchmark of Level 6 or above. Two of the eight students who did not achieve this level were new arrivals.
- 95% of Year 1 students achieved a reading benchmark of Level 16 or above.
- 83% of Year 2 students achieved a reading benchmark of Level 24 or above.

Planning Literacy and Numeracy (PLAN) software is now available for K-6 teachers to track progress data is only available from 2011-2013 for Writing as the text type changed to persuasive text in 2011.
student’s progress along the literacy and numeracy continuum.

Other achievements

Significant programs and initiatives

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. Each class is staffed with a full-time teacher and SLSO (School Learning Support Officer). The total student enrolment at the end of 2013 was 41. An Assistant Principal has responsibility for the educational leadership and administrative management of the Support Unit.

All students in the Support Unit receive instruction in the six mandatory key learning areas, with accommodations and adjustments as required. Support Unit students are involved in a variety of special programs and activities. Students from support classes participated in the two week intensive swimming scheme held at the Botany Aquatic Centre as well as cooking and gardening programs. A total of 15 students from the support classes travelled by train to a three-day school camp, held this year at Myuna Bay, where they participated in archery, damper cooking, bushwalking, canoeing and the giant swing.

The school’s inclusive philosophy expects all students will participate in wider school activities such as assemblies, scripture, cross-country, Multicultural Day and excursions. Some students integrate into age-appropriate mainstream classes for activities such as physical education, visual arts, English and music. This year, children from the Support Unit represented the school in athletics, netball and soccer.

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 a successful transition to school for Kindergarten students as well as transition to high school for students starting Year 7. We also provide a range of professional experiences and teaching practicum supervision for trainee teachers from Macquarie University, the University of Sydney and the Australian Catholic University.

Aboriginal education

Aboriginal culture is an inherent and significant part of our Australian identity. We aim to respect, acknowledge, support and advocate Aboriginal and Torres Strait Islander history, culture and accomplishment.

Personalised Learning Plans were developed for our Aboriginal students. These plans involved consultation with parents and students.

Reconciliation Week was acknowledged with a whole school event where every student designed their own hand to contribute to a ‘Sea of Hands’. Each grade was allocated a colour of the rainbow and given the opportunity to decorate their hands using traditional dot painting techniques. During the Reconciliation Week assembly students raised their decorated hands to create a rainbow as a symbol of reconciliation. The Sea of Hands was a powerful, physical representation of reconciliation which the students were encouraged to discuss with their parents/carers.

In 2013 Rainbow Street Public School celebrated NAIDOC Week by participating in a variety of lessons and activities about various Aboriginal and Torres Strait Islander topics. Students were involved in a number of learning opportunities on topics such as traditional art, the Dreamtime and successful people. The SRC sold stationery packs with all proceeds going to Koori Kids.

Multicultural education

Approximately 75% of the students that attend Rainbow Street Public School come from a variety of cultural backgrounds, 46 in total. For these students English is their second language. Rainbow Street Public School supports an inclusive and non-discriminatory culture.

There are two English as a Second Language (ESL) teachers that work with students from Kindergarten to Year 6. The ESL program aims to provide students with support to learn English as a second language. This occurs through the New Arrivals Program (NAP) where students are withdrawn daily in small groups for intensive support and through in-class support where the
class teacher and ESL teacher cooperatively plan and teach activities to cater for student needs.

In 2013, all K-2 staff participated in the course, Teaching English Language Learners: ESL Across The Curriculum to enable them to effectively support ESL learners in the classroom and to enhance the delivery of the school’s literacy and numeracy programs.

The annual Multicultural Day celebrated the cultural diversity of the school with stories from other countries and a fabulous luncheon with a smorgasbord of delights from countries such as Sweden, Peru and Korea. The whole school celebrated the diversity and inclusivity of the school community with a Multicultural Day Food Fair where 190 participants (47% of the student population) donated 150 fabulous dishes, representing 45 different cultures, allowing students to become aware of and appreciate the food of other cultures.

Harmony Day was celebrated on Thursday 21 March. The message of Harmony Day was ‘Everyone Belongs’. We celebrated Australia’s cultural diversity and showed respect for everyone – from the traditional owners of this land to those who have come from many countries around the world. All students and teachers wore orange to symbolise ‘harmony’ with students also making their own colourful badges with harmony messages. Two students from each class were awarded a certificate for ‘being the most friendly and kind to others’.

**Focus on Reading**

Improving reading comprehension has been a major focus in 2013 in the Years 3-6 classrooms and will continue to be so in 2014. This year, teachers participated in a year-long program titled Focus on Reading. Teachers collaborated with four other local schools and were required to complete four modules. This involved regular professional learning meetings with a regional literacy consultant and required teachers to reflect on their students’ levels of achievement and plot them on the literacy continuum at regular intervals. During these sessions, teachers examined six key strategies that good readers employ as they view a variety of texts, including picture books, information and digital texts, text-based and graphic novels and multimodal texts. Teachers observed the characteristic features of quality literature and explored a variety of teaching techniques that model the six key reading strategies and guide students to explore and reflect on how and when these strategies are helpful when comprehending texts.

**Library**

All students accessed the library on a weekly basis, as well as at lunchtime. They were able to borrow books to take home and for use in class reading and research. Many new resources were added to the library collection this year, resulting in approximately 83% of students borrowing on a weekly basis. A large number of fiction resources were culled, making space for the new resources. The upgrading of the Reading Store enabled staff to access teacher resources and texts easily, particularly in preparation for the implementation of the new English syllabus in 2014.

Book Week celebrations around the theme of ‘Read Across the Universe’ were fantastic, with staff, parents and local preschool students involved. Author Oliver Phommavanh presented a writing workshop and performance for Years 3-6 students. K-2 students were entertained by a performance titled ‘Wake Up and Read’, which included tales about growing up in Australia. All students learnt about the Children’s Book of the Year competition and the 2013 shortlisted books.
Book Club continued this year, with many students ordering books. This was in addition to the annual Book Fair during Education Week. These two programs raised over $2500.00 for the school library to update resources.

Our library assistant continued to design and display a number of exciting displays which the school community enjoyed. Towards the end of the year, the teacher resources were relocated, enabling six computers to be installed in this room. The computers have been well utilised by students for research purposes already, and will become an integral feature of the library next year.

Information and Communication Technologies (ICT)

In 2013, the LAN remediation program was completed with all classrooms and learning spaces now connected to the school's network.

Rainbow Street Public School participated in a Sydney Region trial of the use of iPads to support students in mainstream classes with autism. Six iPads were provided, one for each of the three students selected and one for each of their teachers. Wireless access points were also installed in the classrooms and some funding provided to purchase applications.

A number of peripheral devices were purchased including digital cameras, both still and movie, and printers.

The revised ICT scope and sequence was implemented K-6 and all classes, the principal and teacher-librarian maintained a class blog using blogED.

Student Representative Council

In 2013, the Student Representative Council (SRC) consisted of elected members from each class and the student leaders. The SRC met fortnightly to discuss ways in which they could contribute to school life. In 2013 they conducted a fundraiser for Koori Kids, drafted the concept of a friendship chair in the playground and introduced a drawing club.

Students With Additional Needs

The Learning Support Team aims to facilitate processes and strategies to cater for students who have additional support needs within the school. Such needs could include social, physical, emotional, academic and/or behavioural concerns.

The Learning Support Team consists of the School Counsellor, ESL teacher, Principal, two Assistant Principals and the Learning and Support Teacher. Teachers and parents can attend the weekly meetings to discuss students. We aim to maximise the use of Department support when applicable, outside agencies, as well as school resources and staff expertise in order to have a coordinated and efficient structure to improve learning outcomes for students.

Our outcomes include:

- Guidance and support for teachers to cater for the diverse range of needs within any one classroom;
- Support and guidance for parents to cater for their child’s needs;
- Quality teaching and learning programs for all students K-6;
- Effective communication between concerned parties; and
- Coordination of resources.

Additionally, all staff participated in professional learning about best practice in meeting the learning needs of students experiencing difficulties with their learning conducted by the regional Assistant Principal Learning and Support. This included the revision of the teaching and learning cycle, universal strategies to meet the needs of the majority of learners, adjustments to meet the needs of learners experiencing difficulties and annotating adjustments in class teaching and learning programs.

Reading Recovery

Reading Recovery has been operating at Rainbow Street Public School for 15 years. The 2013 allocation was four students per day. This year, 12 students (15% of Year 1) entered and accessed the program. Eleven students were discontinued from Reading Recovery. Students’ initial reading levels ranged from Level 2 to Level 6, however by the end of the year, all but one student reached the expected classroom reading level of at least Level 20.

Rainbow Street Public School was above the average of 9.66 students given Reading Recovery lessons and also above the average of 87%
successful discontinued rate (our successfully discontinued rate was 91.66%).

Kindergarten Transition

An extensive Kindergarten orientation program focused on providing future students with a positive experience of coming to school. Through scheduled transition sessions, students became familiar with the school and classroom setting and met their new Kindergarten peers. Parents also attended three information sessions about starting school, the Best Start assessment, and English and mathematics in the Kindergarten classroom. Students took home an information pack with lots of great activities they could do at home to prepare for school.

High School Transition

Randwick Girls’ High School and Randwick Boys’ High School, two of our local high schools, invited Year 4 students to their respective schools as part of their High School Orientation Program. The purpose of the visit was to enable students to become familiar with the setting and activities that high schools undertake. During the day, students were engaged in familiarisation and educational programs at the high schools.

Randwick Boys’ High School (RBHS) also invited all Year 6 students to their school as part of their recognition of White Ribbon Day. The purpose of the visit was to expose students to programs which seek to change the attitudes and behaviours that lead to and perpetuate men’s violence against women. During the session, students participated in learning experiences with students and staff from RBHS that encouraged them to lead social change.

In Term 4, the Year 6 High School Orientation Day was an opportunity for students attending government high schools in 2014 to visit their high school. Students enjoyed the experience, meeting students from other schools and participating in lessons about design and technology as well as in science laboratories.

90th birthday celebrations

Rainbow Street Public School celebrated a significant milestone this year, celebrating its 90th birthday. School commenced on 2 November 1923 in a temporary building under the first Principal, Miss K. D’Arcy. On 26 January 1924 there were 73 children enrolled (38 boys, 35 girls). The new, permanent school was finally completed in August 1929 – this being the entire ‘peach’ coloured building fronting Rainbow Street. Famous former students include Russell Crowe (actor), Ron Coote (footballer), Don Reid (saxophonist), Ray Selkirk (jockey) and Danny Katz (journalist).

An open morning was held on 1 August 2013 during Education Week. Over 100 people including past students, teachers and principals attended the morning tea and enjoyed the school performances, posters made by each class and photo displays. Many letters and phone calls were received from people who were unable to attend, but wanted to share their memories and pass on their best wishes for the celebrations. It was lovely to hear so many happy recollections and to see so many people re-connecting with their former class mates.

Years 5 and 6 students conducted interviews with ex students and staff about their recollections of their time at Rainbow Street Public School.

Many people in the school community are looking forward to the centenary celebrations in 2023.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Online surveys and paper surveys undertaken by staff, students and parents.
- Student comments added to the Principal’s blog.
- Observational data.
- Class teaching and learning programs.
School planning 2012—2014: progress in 2013

School priority 1
Literacy and numeracy

Outcomes from 2012–2014
All students have a teaching and learning program catering to their individual needs.

LBOTE students’ NAPLAN results are comparative to region.

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

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

Innovative technology use enhances literacy and numeracy learning.

Evidence of progress towards outcomes in 2013:
- In 2013 Year 3 NAPLAN Writing, 78% of students were at proficiency.
- In 2013 Year 3 NAPLAN Numeracy, boys’ achievement (445) was above the State mean (407.1).
- Professional learning was conducted in catering to the need of ESL learners in the classroom and the English as an Additional Language/Dialogue (EAL/D) progression.
- Implementation of Focus on Reading.
- Emphasis on working mathematically in class teaching and learning programs.
- Participation in the Australian Primary Schools Mathematics Olympiad.
- Learning adjustments explicitly notated in class teaching and learning programs.
- Upgrade of the Reading Store and purchase of resources to support the teaching of English.

Strategies to achieve these outcomes in 2014:
- Implementation of the new English syllabus.
- Use of the DEC literacy continuum and PLAN software to track student progress.
- Assessment of all identified EAL/D students and mapping to the EAL/D progression.
- Purchase of resources to support the implementation of the new mathematics syllabus.
- Professional development for staff in identification of, and catering for, gifted and talented students.

School priority 2
Curriculum and assessment

Outcomes from 2012–2014
Quality Teaching Framework elements are embedded in teaching and learning programs.

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

Explicit integration of ICT in teaching and learning programs and innovation in the use of interactive technologies.

Rich assessment tasks incorporate a variety of approaches to cater for individual learning styles.

Evidence of progress towards outcomes in 2013:
- Development of an English working party to oversee the implementation of the new English K-10 syllabus.
- Collaborative planning of units of work and assessment tasks.
- Extensive staff professional learning in the requirements and content of the new English syllabus.
- Development of more ‘rich’ assessment tasks.

Strategies to achieve these outcomes in 2014:
- All stages collaboratively planning units of work and assessment tasks.
- Development of quality assessment tasks.
- Explicit criteria provided to students prior to the task.
- Self-reflection incorporated into class teaching and learning programs.
School priority 3
Engagement and attainment

Outcomes from 2012–2014
All students have a teaching and learning program differentiated to meet their individual learning needs.
Increased quality teaching and learning practices within an enhanced digital teaching and learning environment.
Improved student engagement in learning.
Strengthened transition programs between home and school, and primary and secondary school.

Evidence of progress towards outcomes in 2013:
- Extensive Kindergarten transition program.
- Ten hours of staff professional learning in Planning For Quality Teaching and Assessing.
- Five hours of professional learning in A Process For Planning A Unit Of Work: English K-10.
- Students utilise Web 2.0 tools in learning.
- An increase in the number and scope of performance and enrichment opportunities.
- A 58% decrease in the number of playground incidents.

Strategies to achieve these outcomes in 2014:
- Use the Process For Planning A Unit Of Work across the Key learning areas.
- Review the school’s boys’ education strategies.
- Continued improvement of the physical school environment.
- Implementation of wireless network access across the school to accommodate the use of laptop computers.

School priority 4
Leadership and management

Outcomes from 2012–2014
School leaders demonstrate instructional leadership.

Enhanced positive learning culture within a creative, innovative school.
Efficient management practices are utilised.

Evidence of progress towards outcomes in 2013:
- Executive participation in the Principal Professional Development Project (PPDP). See page 24 for details.
- Conducting ‘sharing’ sessions at Stage Meetings to discuss best practice and student learning.
- Sharing of positive teaching experiences at Staff Meetings.
- Implementation of the new Student Leadership policy.

Strategies to achieve these outcomes in 2014:
- Extension of sharing sessions to Executive meetings.
- Continued participation in the PPDP.
- Executive professional learning in effective coaching and mentoring.

School priority 5
Organisational Effectiveness

Outcomes from 2012–2014
Technical infrastructure supports teaching and learning programs and innovative use of technologies.
Reforms are implemented to better meet the organisational needs of the school.

Evidence of progress towards outcomes in 2013:
- Installation of new and repair of damaged data outlets across the school.
- Replacement of outdated ICT hardware.

Strategies to achieve these outcomes in 2014:
- Installation of wireless access throughout the school.
- Use of Technology 4 Learning allocation to purchase laptop computers which can be accessed by students.
- Maintain awareness of Learning Management Business Reform implementation strategies and timelines.
School priority 6
Aboriginal Education

Outcomes from 2012–2014

Heightened understanding of the importance of Aboriginal culture.
Engaging teaching and learning programs for all Aboriginal students.
Aboriginal student outcomes matching or bettering the outcomes of broader student population.
Improved student attendance.

Evidence of progress towards outcomes in 2013:
- Development of Personalised Learning Plans for Aboriginal students.
- An increase in Aboriginal student attendance from 79.8% in 2012 to 89.5% in 2013.

Strategies to achieve these outcomes in 2014:
- Review of the Aboriginal Education policy.
- Review of Personalised Learning Plans.

Professional learning

The ongoing professional learning of all staff is a priority for the school. In line with the school strategic plan and identified needs, staff attended external courses including:
- Focus On Reading (nine staff)
- EAL/D Learning Progression Training (four staff)
- Embedding Public Speaking As Part Of Pedagogical Practice (three staff)
- Literacy and Numeracy In The Interactive Classroom: Beginner (two staff)
- Literacy and Numeracy In The Interactive Classroom: Intermediate (four staff)
- Count Me in Too (one staff member)
- Best Start K-2 (four staff)
- Introducing The NSW English Syllabus K-10 (two staff)
- Personalised Learning Plans For ATSI Students (one staff member)
- Stage Management (one staff member)
- Visual Literacy (two staff)
- Programming For Gifted And Talented Students (three staff)
- Critical and Creative Thinking In English (one staff member)
- Music: Count Us In (one staff member)
- Thinking Strategically About The Teaching Of Writing (one staff member)

This was supplemented by school-based training in:
- Teaching for The New Curriculum (all teaching staff)
- A Process For Planning A Unit Of Work (all teaching staff)
- Mathematics Connect (ten staff)
- Policy And The Application Of Judgment (seven staff)

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

One teacher attended the Aboriginal Education Contact person training day and the Aboriginal Teachers Network Day.

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

Executive staff attended courses in Leading Change In English, Teacher Quality: Evidence For Action, Positive Education and Positive Leadership, Positive Psychology and Appreciative Enquiry.

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 new scheme teachers maintaining profession competence engaged in professional learning activities outlined above to assist them to meet this criterion.

One teacher completed the Institute of Teachers requirements to be accredited at professional competence.

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

Term 1 – TELL Module 1, Focus on Reading Modules 1 and 2, stage planning and Term 1 organisation.

Term 2 – TELL, Stage Planning and English K-10.

Term 3 – Teaching For The New Curriculum, Quality Literature, using Web Enquiry and English resources.

Term 4 – A process For Planning A Unit Of Work, Work Health Safety legislation changes, Child Protection Module 1 and stage planning.

PPDP - A Positive Approach To Developing Self And Others

A learning alliance consisting of Banksmeadow, Daceyville, Gardeners Road and Rainbow Street Public Schools submitted an application as part of the NSW DEC Principal Professional Development Project National Partnership On Improving Teacher Quality. Our project was one of 30 selected from 119 applications.

The purpose of the project is to use the theory of positive leadership and associated practices to develop leaders that are highly accomplished in creating thriving individuals, teams and schools. The project is about cultural change. It is designed to build positive relationships and change the focus from a deficit model to a strengths based approach in order to create a thriving school.

Our school leaders will develop a strengths based leadership style with positive strategies for communication and effective two way feedback skills. This will provide effective feedback for staff and lead to quality teaching and learning through improved teaching and learning practices and programs.

Components of the project:

- Pre and Post Data collection through the use of The Voice Project survey (Voice Project and Macquarie University);
- Discussion paper readings;
- Professional learning for Executive Staff in: positive psychology; Appreciative Inquiry; and effective mentoring and coaching.

- Embedding of positive psychology practices and appreciative inquiry in coaching, mentoring and supervisory practices.

Additionally, all Principals must complete the AITSL 360 Reflection Tool.

At the conclusion of the project, the Principals involved will be developing a professional learning module for other schools.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The principles of positive psychology and a strengths-based approach were used to gauge satisfaction for both parents and students.

Parents were asked to identify their best experience at Rainbow Street Public School, the strengths of the school, and words to describe the school. Only 11 parents responded to the survey despite both paper and online versions being available. This is only 3% of families in the school which needs to be considered when evaluating the results.

Strengths identified by more than one respondent included: community spirit, great teaching/teachers, inclusive culture and the multicultural nature of the school. The most used words to describe the school were caring and learning.

Students were asked to provide three words to describe Rainbow Street Public School. The top five results were: awesome, fun, cool, fantastic and friendly. Students also commented that the school was: energetic, best place in the world, educational, multicultural, welcoming and caring.

Twenty-two Kindergarten students responded to the question, “What has been the best thing that you have done in Kindergarten this year? The top three responses were: mathematics, sport and dancing.

All Rainbow Street Public School staff completed the Voice Project online survey. The Voice Project began as a research program at Macquarie University exploring the use of employee and
client surveys to improve engagement, leadership and service quality. The surveys have been conducted by over 3000 organisations and ‘given a voice’ to over 800 000 employees, leaders and clients.

Staff were surveyed in the areas of: purpose, property, participation, people and peace. The reports also estimate the importance of each of these for driving passion (engagement) and progress. Results for our school were also collated with the other schools in the project and compared to other schools and industry who have undertaken the Voice Project. The staff identified the strengths of Rainbow Street Public School as:

- Diversity
- Ethics
- Student/Parent Satisfaction
- Role clarity (understand goals and objectives and what is required of the job)
- Results focus (high standards are expected)
- Mission and values (believe in the values of the school)
- School objectives

Each of these was higher than the combined primary project schools, combined public schools and all industries.

The areas in which our school had the highest positive difference in level of satisfaction when compared to other schools were:

- Technology
- Performance appraisal
- Learning and development (a commitment to)
- School direction (aware of the Principal’s vision)
- School objectives (future of the school is positive)

Teaching

Background

The surveys encompassed the areas of: curriculum relevancy, responsiveness to student needs, collaboration in the learning process, classroom management strategies, assessment and reporting.

Parents, students in Years 2-6 and staff were surveyed using the SchoolMap Best Practice Statements.

Findings and conclusions

- Despite both online and paper surveys being available only 3% of families responded to the survey.
- 100% of teachers, 93.08% of students and 84.61% of parents who responded to the survey believe that students are provided with a relevant curriculum.
- 100% of teachers, 82.45% of students and 92.3% of parents (all but one respondent) believe that teaching programs are designed to respond to students’ interests, needs and abilities.
- 100% of teachers and 90.91% of students believe that assessment processes are ongoing and provide information on students’ strengths and areas for further development. However, only 76.93% of the 11 parents who responded agree.

Future directions

- Provide explicit feedback to students at regular intervals.
- Students engage in self-reflection/self-assessment at regular intervals.
- Clarification of assessment tasks for students with explicit assessment criteria provided prior to task.
- Increase the variety of assessment strategies.
- Use of P&C Connect Time session or parent workshop to outline school assessment procedures.
Program evaluations

Mathematics

Background

With the implementation of a new mathematics syllabus imminent, parents, students and teachers were surveyed about mathematics.

The parent survey focused on understanding of mathematics teaching, student achievement in mathematics, feedback to parents and equipment.

The student survey focused on the relevance of mathematics, expectation of mathematics achievement, perception of skill level in mathematics, classroom activities and strategies, assessment, feedback and equipment.

The teacher survey focused on effective and explicit mathematics teaching and learning, the use of data to inform practice, assessment of student achievement, development of mathematical understanding and knowledge of syllabus requirements.

Findings and conclusions

- 100% of students believe that mathematics is an important subject to learn. Over 90% of students believe that their teacher, school and parents expect them to do their best and do well in mathematics.
- 83.9% of students believe that they are good at number and patterns and algebra work, 77.12% believe that they are good at measurement and space and geometry, 85.59% believe that they are have good skills in chance and data and 82.2% believe that they are good at working mathematically and problem solving. Some students stated that they weren’t sure which areas of mathematics they were good at.
- 92.37% of students believe that the work that they do in mathematics lessons challenges them and make them think. 88.5% of students believe that the school has lots of equipment and resources to help them learn mathematics.
- 100% of teachers believe that they have a deep understanding of the current Mathematics K-6 syllabus. They are still developing their understanding of the new Mathematics K-10 Syllabus Volume 1 (K-6).
- A variety of documents, teaching strategies, groupings and resources are used to support mathematics teaching in the classroom. Assessments tasks may be formal tests, work samples, open-ended tasks, oral assessments, anecdotal records and observation checklists.
- Despite both online and paper surveys being available only 3% of families responded to the survey. This needs to be considered when evaluating the results.
- 100% of the 11 parent respondents believe that mathematics is an important subject to learn and that they know what their child learns in mathematics at school. Some parents would like more information about their child’s progress in mathematics and what they need to do to improve their results.

Future directions

- Conduct professional learning for staff for the implementation of the new mathematics syllabus.
- Teaching staff participate in the Mathematics Connect sessions to enhance their understanding of the new syllabus.
- Purchase resources to support the implementation of the new mathematics syllabus.
- Conduct parent information sessions about the teaching of mathematics.
- Provide explicit feedback to students and parents about student achievement in mathematics.
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.

Joann Sayers, Principal
Tyler Broyles, Assistant Principal Support
Jacqueline Counsel, Assistant Principal
Adrian Davies, Teacher
Nicole Mayhew, Assistant Principal
Margaret Nalovski, Assistant Principal
Belinda Simmonds, P & C President

In addition various program and event leaders/coordinators made submissions.

School contact information
Rainbow Street Public School
90 Rainbow Street
Randwick NSW 2031
Ph: 9398 1986
Fax: 9399 8287
Email: rainbowst-p.school@det.nsw.edu.au
Web: rainbowst-p.schools.nsw.edu.au
School Code: 2930

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