

RAINBOW STREET PUBLIC SCHOOL

WELLBEING AND INCLUSION GUIDELINES



“Excellence in education in a caring environment”

STATEMENT OF PURPOSE

Rainbow Street Public School provides “Excellence in education in a caring environment” to inspire students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. Our school recognises and celebrates the diversity in all our students’ cultural backgrounds, abilities and interests.

The *Rainbow Street Public School Wellbeing and Inclusion Guidelines* outline our school values and rules, teaching and learning supports, attendance procedures, positive behaviour supports and our commitment to engaging with our community.

Rainbow Street Public School holds **RESPECT, EXCELLENCE, INTEGRITY** and **CARE** as our core educational values and embeds these across all areas of our school community.

The *Rainbow Street Public School Wellbeing and Inclusion Guidelines* have been developed in collaboration with our students, staff and parent/carer community and align with NSW Department of Education policies and procedures.

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TEACHING AND LEARNING

Rainbow Street Public School has a diverse learning community and provides opportunities for all students to engage with a high-quality curriculum that is differentiated to their point of need in their learning journey. Rainbow Street Public School offers a range of supports and cocurricular opportunities for all students.

HIGH-QUALITY CURRICULUM

'The delivery of a high-quality curriculum allows students to engage in rich and meaningful learning experiences'

All students at Rainbow Street Public school have the opportunity to engage in meaningful learning experiences across a range of curriculum areas. Students receive high-quality explicit instruction when participating in learning experiences and are provided many opportunities and ways to demonstrate their understanding of syllabus content.

STUDENT VOICE

'Including student voice in learning increases engagement, builds connections and belonging and creates a positive learning environment and culture'

In the development of high-quality teaching and learning programs, teachers engage with students to ensure that their voice is heard. Students have the opportunity to collaborate with teachers and communicate what they would like to learn about and how they would like to demonstrate their understanding of syllabus content across key learning areas.

Through the use of surveys and focus groups, supported by the Student Representative Council, students provide input into the evaluation of existing programs and procedures and development of the future directions of the school.

LEARNING SUPPORT

'Supporting students to achieve their personal learning goals'

Rainbow Street Public School has a specialised Learning Support Team (LST) which supports students to access curriculum through targeted interventions. The LST works closely with students, parents/carers and allied health teams to develop and support students achieving their learning personalised learning goals. The LST includes specialist language and learning teachers, school executive and the school counsellor.

Support is provided for students who have additional learning needs. This includes students who are finding learning challenging and those who are high potential or gifted. Students who receive learning support will participate in small group, targeted interventions at their level of need. These interventions may include in-class support or learning interventions that take place outside of the student's learning hub.

Rainbow Street Public School's specialist language teacher implements the New Arrival Program (NAP) which provides initial, on arrival, intensive English language tuition for eligible newly arrived students who are learning English as Additional Language or Dialect (EAL/D) and are in the early stages of their English language proficiency.

EAL/D education aims to develop EAL/D students' English language competency across the curriculum, so that they can fully participate in schooling. EAL/D students who have completed the NAP receive in-class support from the specialist language teacher or tailored adjustments in teaching and learning programs dependent on their level of need.

INDIVIDUALISED LEARNING

'Personalised learning and support helps a wide range of students with additional learning and support needs to reach their full potential'

Rainbow Street Public School supports the development and implementation of Individualised Learning Plans (ILP) to help students reach their full potential. ILPs are developed collaboratively with teachers, support staff, parents/carers and allied health professionals. These plans may include but are not limited to:

- specific learning goals for students
- learning hub adjustments
- social supports
- emotional regulation strategies

Personalised Learning Pathways (PLP) are learning plans for Aboriginal and/or Torres Strait Islander students. These plans are developed collaboratively by the student/s, teacher and parent/carer. PLPs can have short term and/or long-term goals. Short term goals can be specific stepping stones to reach long term goals.

HIGH POTENTIAL AND GIFTED EDUCATION

'High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential'

Rainbow Street Public School provides a targeted High Potential and Gifted Education (HPGE) program for students in Kindergarten to Year 6. The HPGE program promotes engagement and challenge for identified students across intellectual, creative, social-emotional, and physical domains of potential while explicitly identifying and addressing the learning needs of high-potential and gifted students.

To meet the needs of identified HPGE students, additional extension adjustments are made across teaching and learning programs. Students also participate in small-group, targeted enrichment programs.

COCURRICULAR OPPORTUNITES

'Opportunities to participate in extracurricular activities allows students to engage with programs they are passionate about that are not in the regular school curriculum'

Participation in cocurricular activities is linked to positive academic outcomes, such as students' grades and educational aspirations, improved attendance, pro-social behaviours and more positive development generally. Rainbow Street Public School provides a range of cocurricular activities that students can participate in. Examples include:

- Student Representative Council (SRC)
- Inter-school sporting competitions
- Chess club
- Showcase dance group
- Band
- Strings ensemble
- Choir
- Recorder group
- Rainbow Street TV
- Film club
- Garden club

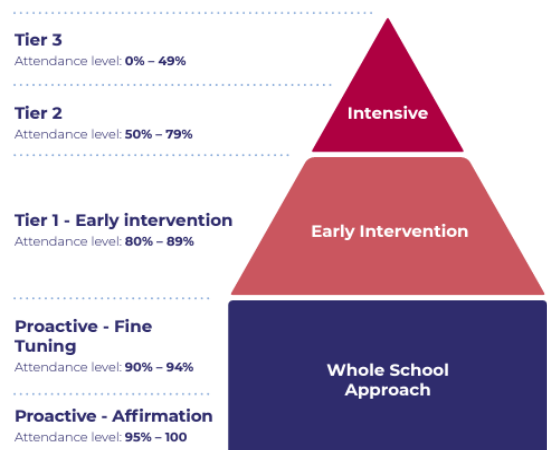
ATTENDANCE

The NSW Education Act (1990) requires parents/carers to ensure that their children attend school on each day that the school is open unless they are sick or the Principal approves leave for another reason. If your child is absent, you are required to provide an explanation within seven days of the absence.

PURPOSE

Regular attendance at school is essential for students to achieve their educational best and increase their career and life options. When a student attends school every day, learning becomes easier and they build and maintain friendships with other children. While parents hold the legal responsibility for their child’s regular attendance, *RSPS plays a critical role in supporting this by implementing the following quality practices that align with the DoE [Every Day Counts Guide](#)*:

- **High Expectations:** We have established and clearly communicate our expectations for student attendance.
- **Quality Systems and Processes:** We ensure compliance with the [School Attendance Policy](#) and conduct regular self-assessments to drive continuous improvement.
- **Data Systems:** We analyse individual student attendance data to inform targeted actions that promote effective improvement.
- **Intervention:** We closely monitor attendance and intervene when it falls below 90%, utilising strategies and resources from the early intervention and intensive tiers of the DoE *Every Day Counts* support model (see right).
- **Communication:** We prioritise effective communication with students, parents, and carers through proactive and procedural communication, as well as positive reinforcement for students with high attendance rates.



PROCEDURES

Source: DoE Every Day Counts Guide

The school follows and implements Department of Education (DoE) [School Attendance Policy](#) and [Student Attendance in NSW Public School Procedures](#).

The attendance procedures are supported and followed by all key stakeholders across the school community, each playing a vital role in prioritising student attendance. This collaborative approach includes the school executive, teaching staff, learning and support teams, school counsellor, administrative staff, student learning support officers, and active participation from students, parents, and caregivers.

INTERVENTION

Our goal is to ensure student attendance is consistently above 90%, with an ultimate target of exceeding 95%.

When attendance falls below 90%, intervention will be initiated by school staff. Tier 1 intervention will start with the student's mentor teacher and family. If attendance does not improve or drops into Tier 2, additional support will be provided by the Stage Assistant Principal. If attendance continues to decline and reaches Tier 3, the Principal will become involved, and an attendance support program referral will be made to the local DoE Attendance Support Team.

COMPASS

Attendance, including roll marking procedures and recording of absences is undertaken online using the *Compass*. Parents can monitor their child's attendance and submit absence notification to their child's mentor teacher using the [Compass Parent Portal](#). Alternatively, parents can also provide written or verbal reasons for absences to the school.

Please note, as per DoE Student Attendance Policy, mentor teachers will contact parents and carers of any student absent without explanation.

SUPPORTING ATTENDANCE

Everyone plays a key role in ensuring children are at school. For additional and specific information about the responsibilities of individuals regarding attendance—students, parents/carers, teachers, school leaders, attendance support officers, or Directors, Educational Leadership - please visit the link below:

<https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools/your-role-in-supporting-attendance>

All links provided above and additional supporting resources regarding attendance can be found in the appendix sections of the RSPS Wellbeing And Inclusion Guidelines.

Days missed = years lost

A day here and there doesn't seem like much, but...



Source: DoE Compulsory School Attendance: Information for Parents

SUPPORTING POSITIVE BEHAVIOUR

Rainbow Street Public School is committed to supporting positive behaviour for all students in our learning community. Through supporting positive behaviour, the school strives to develop socially responsible, respectful and engaged students who embody the Rainbow Street Public School Learner Qualities.

LEARNING HUB EXPECTATIONS

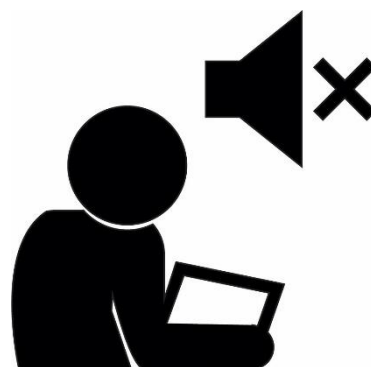
Learning at Rainbow Street Public School takes place in stage-based learning hubs. Learning hubs are designed as a flexible learning environment that allows for greater collaboration between staff and students. Each learning hub has specialist design learning areas with their own learning expectations. Expectations for each space were developed collaboratively by staff and students. Learning spaces are identified by the icons shown below:



Learning Studio



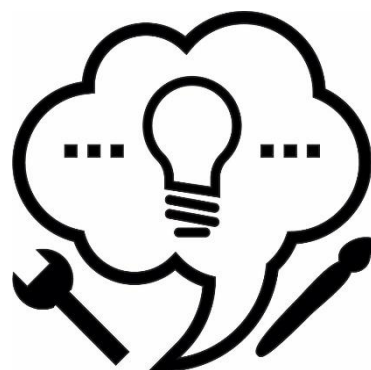
Collaboration Space



Individual Learning



Showcase



Creation Station

Students displaying negative behaviours are afforded three-warnings before being transitioned to a new learning space to continue their learning with a 'buddy teacher'. The Stage Assistant Principal will then engage in restorative practice with the student and contact their parent/carer.

PLAYGROUND EXPECTATIONS

At Rainbow Street Public School students are expected to be 'safe' and 'respectful' when using the library, playground and other outdoor areas. Students will eat their lunch in stage groups between 12:50 pm and 1:00 pm.

- The school Library will be open Monday-Thursday during the 2nd half of lunch and is a designated quiet space.
- Ball games are played on the multipurpose courts
- Running games are played on the grass field at the back of the school
- Quiet games are played on the astroturf at the front of the school

For further information, please refer to appendix **Playground 'safe' and 'respectful' overview**.

LEARNER QUALITIES

Rainbow Street Public School's Learner qualities or learning dispositions define the qualities of a good learner. The seven Rainbow Street Public School learner qualities were collaboratively developed by staff, students and parents. For further information please refer to appendix **RSPS Learner Quality Overview**.



I can do this.



I share, contribute and listen when working with others.



I ask questions, make connections and look at things in different ways.



I care about the feelings of others and show kindness and respect through my actions.



I think about my next steps, take action and get things done.



I strive to do my best.



I try my best and I never give up.

The implementation of the Rainbow Street Learner Qualities is supported through students receiving 'learner quality raffle tickets'. Students receive raffle tickets for demonstrating the school learner qualities inside the learning hubs and on the playground. Each week a K-2 and a 3-6 learner quality raffle draw is held. Winning students select a prize from the learner quality prize box.

RAINBOW REWARD SYSTEM

JOURNEY OVER THE RAINBOW

Rainbow Street Public School students are rewarded for positive behaviour through the implementation of the 'Journey Over The Rainbow' reward system. Students receive 'rainbow stickers' for demonstrating the school learner qualities in the learning hubs and on the playground. Once students have completed a learner quality row on their 'Journey Over The Rainbow' chart, they receive a badge representing that learner quality. Badges are presented at weekly stage assemblies. An example of the 'Journey Over The Rainbow' chart is attached in the appendix section of the RSPS Wellbeing And Inclusion Guidelines.

STUDENT OF THE WEEK

Students receive Student Of The Week awards at weekly assemblies held across stage groups. Each class awards one Student Of The Week each week.

BEHAVIOUR MANAGEMENT

Rainbow Street Public School embeds positive behaviour approaches, safe and inclusive education practices. The school implements inclusive and positive student behaviour support and management approaches aligned to the care continuum that establish support and maintain high expectations for student behaviour, in line with the [Behaviour Code For Students](#) and the *NSW Department Of Education Student Behaviour Policy*.

Students experiencing challenging behaviour are supported through the implementation of a Behaviour Management Plan (BMP). BMPs are collaboratively developed between staff and parents/carers. In addition, a referral to the school counsellor may be made to further support students challenging behaviour.

SCHOOL LEADERSHIP AND AWARDS

Students at Rainbow Street Public School are rewarded for positive behaviour through school leadership opportunities and class awards.

Each year, students in Year 1-6 present leadership speeches to their class and can be elected for a position on the Student Representative Council (SRC). In addition, students demonstrating exemplary behaviour and attitude to learning are eligible to be nominated for a senior school leadership position such as school captain, vice-captain or prefect. For further information on senior school leadership selection, please refer to the **'RSPS Leadership Procedures'** attached in the appendix section of the RSPS Wellbeing And Inclusion Guidelines.

Students are also rewarded for their achievements throughout the year through class awards that are presented at the Rainbow Street Public Presentation Day held at the end of each academic year.

WORKING TOGETHER

The best education happens when parents and schools work together. Working together as partners is fundamental to maintaining positive student behaviour in schools. Parents, students and the wider school community have a shared commitment to keep schools safe.

COMMUNICATION CHANNELS

The school utilises a variety of communication channels to ensure parents and the wider community are well-informed and engaged.

- **The Rainbow Rambler**
The weekly school newsletter, *Rainbow Rambler*, provides parents with up-to-date information about school events, classroom learning, student achievements, and cocurricular activities. It also includes updates from the school's Parents and Citizens Association (P&C) and offers advertising opportunities for local community groups that might be of interest to the school community.
- **Stage Newsletters**
Distributed each term, these newsletters inform parents about upcoming events, term learning focus for each key learning area and examples of high-quality student work.
- **Compass Parent Portal**
Excursion details and permission notes are communicated directly to parents through this platform.
- **Semester Reporting**
Released in Terms 2 and 4 via the Compass Parent Portal, these reports provide a comprehensive overview of each student's academic, behaviour and social performance.
- **School Stream App**
Families can receive announcements and updates through this app, available for download on various devices.
- **School Administration Communication**
Admin staff are available to respond to emails and phone calls between 8:30 am and 3:15 pm, Monday to Friday, during operational school days.

PARENTS & CITIZENS ASSOCIATION (P&C)

The P&C meets on the first Monday of every month, excluding school holidays. These meetings are attended by members of the school executive, including the principal, who provides a detailed Principal's Report. This report includes updates on school events and information, staff professional learning for staff, enhancements or changes to learning spaces and playgrounds, and upcoming school events.

The P&C plays a vital role in fostering community spirit and organising a range of events, which the school actively supports. Examples of supported P&C events include:

- School discos
- Colour runs
- Fundraising raffles
- Mother's and Father's Day breakfasts

ANNUAL SCHOOL EVENTS AND ACTIVITIES

Our school hosts a variety of events throughout the year, inviting parents and the community to actively engage in school life. These events include:

- Meet the Teacher sessions
- Parent-Teacher interviews
- Aboriginal and Torres Strait Islander Personalised Learning Pathway (PLP) meetings
- Individualised Learning Plan (ILP) meetings
- Open classroom events such as Grandparents Day and Education Week
- Presentation Day
- Parent classroom learning helpers
- Parent workshops such as The Anxiety Coach (linked to current wellbeing program, *The Anxiety Project*)
- Kindergarten orientation sessions (for future students and parents)
- Creative Arts Showcase (Film Festival, Dance Showcase and Art Show)

DEPARTMENT OF EDUCATION POLICIES AND ADDITIONAL LINKS

NSW DoE School Attendance Policy - <https://education.nsw.gov.au/policy-library/policies/pd-2005-0259>

NSW DoE School Values Policy - <https://education.nsw.gov.au/policy-library/policies/pd-2005-0131>

NSW DoE Behaviour Code For Students – <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code>

NSW DoE Anti-Bullying Policy - <https://policies.education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy>

Student Attendance in NSW Public Schools Procedures - <https://education.nsw.gov.au/policy-library/policies/pd-2005-0259-02>

Compass procedures for parents - <https://www.compass.education/compass-features/compass-for-parents/>

Compulsory School Attendance – Information for parents

An information brochure for parents/carers outlining attendance requirements for school-aged students is available:

<https://education.nsw.gov.au/schooling/translated-documents/compulsory-school-attendance-information-for-parents>

Every day matters

A short note to parents/carers about the importance of their children attending school every day is available

<https://education.nsw.gov.au/schooling/translated-documents/every-day-matters>

Completing Absentee Notes and Notices

<https://education.nsw.gov.au/schooling/translated-documents/completing-absentee-notes-and-notices>

An information brochure for parents/carers providing advice on how to complete the Absentee Notes and Notices is available:

<https://education.nsw.gov.au/schooling/translated-documents/completing-absentee-notes-and-notices>

Absentee note 1 – One day absence

<https://education.nsw.gov.au/schooling/translated-documents/absentee-note-1-one-day-absence>

Absentee note 2 – More than one day absence

<https://education.nsw.gov.au/schooling/translated-documents/absentee-note-2-more-than-one-day-absence>

Absentee note 3 – Part day absence

<https://education.nsw.gov.au/schooling/translated-documents/absentee-note-3-part-day-absence>

Parents and Carers brochure on school attendance:

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/attendance/attendance_parents.pdf

Anti-bullying – Parent and Carer tips:

<https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/anti-bullying---parents-and-carers-tips/antibullying-fs-english.pdf>

Department Of Education – Anti-bullying

<https://policies.education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy>

RSPS LEADERSHIP PROCEDURES

YEAR 6 STUDENT LEADERS - CAPTAINS AND PREFECTS

Aim

Rainbow Street Public School endeavours to develop students' leadership skills and to share decision making processes. The procedures put in place have been developed to be fair, unbiased, equitable and inclusive for all students.

Nomination Of Candidates

Students can nominate if they:

- Have earned at least one Rainbow Award badge during their Primary years (Years 3-5). NOTE: Special consideration will be given to newly arrived students;
- Have had no more than 3 Reflection Room incidents during their Primary years (Years 3-5);
- Have a good record of attendance;
- Uphold and demonstrate the school's Core Values;
- Take responsibility for their actions;
- Wear the school uniform 100% of the time; and
- Demonstrate school and community spirit, participating in events.

Following teacher monitoring and checking of eligibility, Year 5 students are advised of their eligibility to nominate. Students nominate themselves.

Election Procedures

Once nominees have been confirmed, nominees need to design a campaign poster. These posters will be displayed in the hall from Monday until Thursday of the week indicated closer to the time. Posters should:

- Be A4 in size (no larger)
- Include the student's name in big bold writing
- Include a current photograph of the student
- Contain information about:
 - The student's school contribution – What they have been involved in or done to support the school.
 - Role of a prefect – what the student believes a prefect does and what responsibilities they have.
 - Electing them – why the student body should elect the student, what the student would do for the school, etc. (Remember not to make promises that can't be kept e.g. installing a swimming pool).

During the period described above, classes are encouraged to walk through the hall at a time suitable for them to read the posters and discuss nominees and what each one is offering the school and student body.

During the election process, students are not to hand out flyers, offer bribes or approach students in the playground pressuring the students to vote for them.

On the Thursday of the week that posters are displayed, election speeches will be conducted in the school hall.

Nominees need to prepare a 2-5 minute speech outlining what they believe being a prefect is all about and why they should be elected as a prefect for our school. This is a formal occasion and speeches should be sensible and appropriate. By the Tuesday before speeches are presented, nominees must show their speech to their class teacher who will ensure that the speech meets the above requirements.

Under no circumstances may students distribute lollies or any other gifts to the voting students. Parents are most welcome to join us to watch the speeches.

Elections will also be held on this Thursday, after speeches have been made. Election forms will include each nominee's name and a photo to serve as a reminder for voting students.

Electors will indicate the four girls and four boys they wish to elect. Votes will be counted and confirmed with the school principal.

The 'First Past The Post' voting system will be used. Four girls and four boys will be elected. The School Captains and Vice-Captains will come from those students elected and will be announced at our annual Presentation Day at the end of the year.

School Captains, Vice-Captains and Prefects will retain office for the entire year and form part of the school's Student Representative Council (SRC).

The *Student Leader Code Of Behaviour* will be signed by the elected students, their parents and the Principal.

The Captains and Prefects will be reintroduced to the school at the beginning of their year of office.

Timeline

Please note that some modification may be made to the weeks if there are changes to the number of weeks in a term i.e. 11 or 9 weeks rather than 10.

Term	Week	Procedural Step	Responsibility
1	2	Inform all Year 5 students and parents of the criteria which will enable them to be eligible for candidacy and the election procedures.	Assistant Principal Stage 3 and Principal
1	2-10	Monitor Year 5 students' eligibility for nomination.	Class Teachers and Assistant Principal Stage 3
1	10	Provide feedback to students as to whether they are meeting eligibility requirements. Inform parents if child is not meeting nomination requirements.	Class Teachers and Assistant Principal Stage 3

Term	Week	Procedural Step	Responsibility
2	2-10	Monitor Year 5 students' eligibility for nomination.	Class Teachers and Assistant Principal Stage 3
2	10	Provide feedback to students as to whether they are meeting eligibility requirements. Inform parents if child is not meeting nomination requirements.	Class Teachers and Assistant Principal Stage 3
3	2-10	Monitor Year 5 students' eligibility for nomination.	Class Teachers and Assistant Principal Stage 3
3	10	Provide feedback to students as to whether they are meeting eligibility requirements. Inform parents if child is not meeting nomination requirements.	Class Teachers and Assistant Principal Stage 3
4	1-5	Monitor Year 5 students' eligibility for nomination.	Class Teachers and Assistant Principal Stage 3
4	5	Provide feedback to students as to whether they are meeting eligibility requirements. Inform parents if child is not meeting nomination requirements.	Class Teachers and Assistant Principal Stage 3
4	6	Students in Year 5 are advised of their eligibility to nominate for election. Students nominate themselves by advising the Assistant Principal Stage 3 at their Student Leadership meeting. Election procedures are revised with students.	Assistant Principal Stage 3 Year 5 Students Assistant Principal Stage 3
4	6-7	Once nominees have been confirmed, nominees need to design a campaign poster. These posters will be displayed in the hall from Monday until Thursday of Week 8 of term. Posters should: <ul style="list-style-type: none"> • Be A4 in size (no larger) • Include the student's name in big bold writing • Include a current photograph of the student • Contain information about: <ul style="list-style-type: none"> • The student's school contribution – What they have been involved in or done to support our school • Role of a prefect – what the student believes a prefect does and what responsibilities they have • Electing them – why the student body should elect the student, what the student 	Year 5 Students

would do for the school, etc. (remember not to make promises that can't be kept e.g installing a swimming pool).

4	8	<p>During the period described above (Week 8), classes are encouraged to walk through the hall at a time suitable for them to read the posters and discuss nominees and what each one is offering the school and student body.</p> <p>During the election process, students are not to hand out flyers, offer bribes or approach students in the playground pressuring the students to vote for them.</p>	Class Teachers
4	8	Students are asked to present a speech at a Years 2-6 Assembly. Each student is given a 2-5 minute time limit. They must have their speech approved by a teacher before they present it to the school assembly.	Year 5 Students
4	8	Prefect Elections. Students in Years 2-6 and all staff will vote. Four girls and four boys are elected.	Class teachers and Principal
4		School Captains and Prefects are announced and presented with their badge on Presentation Day. The <i>Student Leader Code Of Behaviour</i> will be signed by the elected students, their parents and the Principal.	Principal

Captains And Prefects Roles And Responsibilities

As a Captain or Prefect, students will:

- Be a member of the Student Representative Council;
- Represent the school student body at school and external outside functions;
- Be a role model for other students and be respectful of their position;
- Be pro-active in playground issues;
- Deliver welcome and thank you speeches to special visitors and guests;
- Greet and welcome special visitors;
- Represent the student body in discussions with staff or parent groups;
- Take a lead role in conducting assemblies; and
- Assist in the presentation of awards at assemblies.

JOURNEY OVER THE RAINBOW CHART

A QUALITY JOURNEY OVER THE RAINBOW

Perseverance

Confidence

Collaboration

Initiative

Empathy

Motivation

Creative & Critical Thinking

RAINBOW STREET PUBLIC SCHOOL

Critical and Creative Thinking

AWARDED TO

I ask questions, make connections and look at things in different ways.

Mentor Teacher

Sample Learner Quality Certificate

RSPS LEARNER QUALITY OVERVIEW



Learner Qualities



Key Vocabulary

respect, perspective, diversity, acceptance, tolerance, listen and hear, consideration, humility, kindness, sensitivity, friendship, sympathy, open heartedness, concern, caring, understanding, compassion

What is it like in the classroom environment?

Everyone valued and cared for
Class discussion
Role play
Circle time
Random acts of kindness
Inclusivity
'Shout outs'
Social stories guide us
Teachers model
Encouraging others



Is caring about how other people feel and understanding that these feelings might be different to yours.

I care about the feelings of others and show kindness and respect through my actions.

What do we need to teach?

What empathy is
Why is it important
Social and emotional learning
Ways to express emotions to show awareness of the feelings of others
Discussion stems
Active listening
Ethical understanding
Building relationships
Putting yourself in someone else's shoes
Reflection



Key Vocabulary

contribute, cooperate, collaborate, negotiate, team work, communicate, listen, respond, patience, flexibility, accountability



Collaboration

Is working together as a team.

I share, contribute and listen when working with others.

What do we need to teach?

What collaboration is
Why is it important
How to be an asset to a team
Communication skills
Team building skills
Responsibility
Group roles
Managing emotions in a group
Understanding strengths
Planning processes
Reflection and evaluation

What is it like in the classroom environment?

Problem based learning
Collaborative learning tasks
Group tasks
Integrated groups
Interdisciplinary tasks
Sharing
Visual scaffolds
Reflection



Key Vocabulary

responsibility, goal, action, independent, inquisitive, self-directed, risk, feedback



Initiative

Is taking responsibility for your own learning and actions.

I think about my next steps, take action and get things done.

What do we need to teach?

What initiative is
Why is it important
It's ok to take risks
My next step is...
What to do when you're stuck
Time management

What is it like in the classroom environment?

Student-centred learning
Growth mindset
Provision of supportive and helpful feedback
Visual scaffolds
'Ask three before me'
Challenging



Key Vocabulary

strive, self-discipline, responsibility, inner drive, attitude, enthusiasm, incentive, independence, mindset

What is it like in the classroom environment?

Effort and progress are valued
Growth mindset
Engaging and relevant
Differentiated learning
Intrinsic v extrinsic
Student voice and autonomy
Celebrate progress
Expectations are modelled



Motivation

Is being excited to learn and wanting to be the best that you can be.

I strive to do my best.

What do we need to teach?

What motivation is
Why is it important
The learning process
Make a start
Next steps
Self-regulation
Self-efficacy
Goal setting and monitoring



Key Vocabulary

connections, flexible, curious, evaluate, analyse, reason, logic, imagination, innovation, wonder, perspective, question, reflect, intuition, possibilities, define, generate

What is it like in the classroom environment?

Project-based learning
Open-ended questions/tasks
Differentiated learning
STEM/STEAM
Rich texts
Critical reflection
Daring to be different
Learning is challenging
Real-world problems
Learning styles catered for



Critical and Creative Thinking

Is thinking deeply and exploring new ideas.

I ask questions, make connections and look at things in different ways.

What do we need to teach?

What critical and creative thinking is
Why is it important
Scaffolds for thinking (steps) e.g. mind mapping
Critical thinking
Discussion stems
De Bono, Blooms, Vygotsky
Evaluation



Key Vocabulary

challenge, determination, effort, persistence, adapt, resilience, inner strength, tenacity, bounce back, attitude, commitment, courage, grit

What is it like in the classroom environment?

Success criteria

Bump it up

Exemplars on display

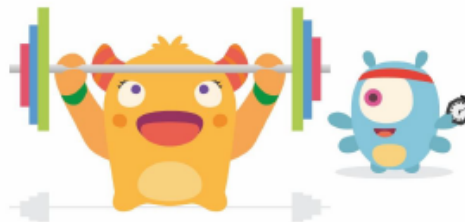
Learning is challenging

Mistakes are valued and used as a learning experience

Supportive environment

Provision of supportive and helpful feedback

Commitment to the learning journey



Perseverance

Is to keep trying even when things get difficult.

I try my best and I never give up.

What do we need to teach?

What perseverance is

Why is it important

The learning process

What to do when in the learning pit

Adaptability

Try another way

Learning is an ongoing process



Key Vocabulary

ability, belief, inner strength attitude, self-esteem, self-belief, persistence, pride, ownership

What is it like in the classroom environment?

'You can do this' climate

Culture of high expectations with support

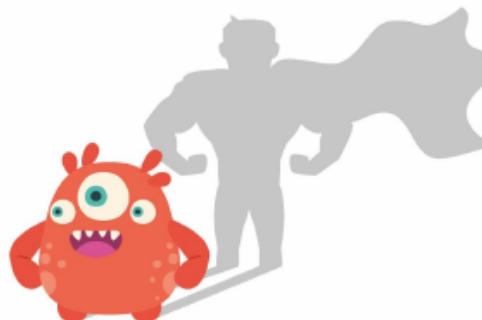
Effort and progress are valued

Focus on learning and mastery

Visual scaffolds

Finding your strengths

Have a go



Confidence

Is believing in yourself and your ability.

I can do this.

What do we need to teach?

What confidence is

Why is it important

The learning process

Learning organisational language e.g. two glows and a grow

Identifying personal strengths and how to use them

Resilience



SAFE AND RESPECTFUL PLAYGROUND OVERVIEW

Eating Time

Safe	<ul style="list-style-type: none"> • All students must be seated during eating time (12:50 – 1:00pm) • Students are to eat lunch in their allocated space • Lunch boxes must be returned to class tubs at the end of eating time • Students need to wait to be dismissed by the teacher on duty and walk to the playground • No sharing food
Respectful	<ul style="list-style-type: none"> • Follow instructions from the teacher • Put all rubbish, including food scraps in the bin • Don't touch other peoples food or drinks • Use manners such as “please”, “thank you” and “excuse me” • Make a line to collect lunch orders (Max 2 students per class to collect lunch orders) • Wait until you are dismissed by the teacher on duty before going to buy from the canteen

Lunchtime Library

Safe	<ul style="list-style-type: none"> • Line up at entry door when 2nd half lunch bell rings • Enter and exit by the main library door • Once inside, students need to stay for the rest of lunch • Always walk • Report any problems to the teacher on duty
Respectful	<ul style="list-style-type: none"> • The library is a quiet space – volume should be no more than a whisper • Sit and listen first to a story read by library monitors before choosing activities • Students must stay seated • Hats off while inside • Hats are stored in the collaboration space upon entering the library • Leave all books on the shelf • Use special ‘library lunchtime’ equipment and resources only • Use furniture appropriately • All furniture, books and equipment must be packed up before the end of lunch • Leave the library as you found it • Wait for the teacher to dismiss you before leaving the library • Be sure to return to class on time • Follow instructions from the teacher

Astroturf Playground

Safe	<ul style="list-style-type: none"> • Quiet and imaginative play area • No ball or chasing games – play these games on the field • Always wear a hat – No hat, play in the shade • Always keep hands and feet to yourself • Report any problems to the teacher on duty
Respectful	<ul style="list-style-type: none"> • Be mindful of other student's games • Use kind words and calm voices • Keep the area clean and tidy – put rubbish in the bin • Be inclusive and allow others to join in on your games • Promptly finish the game when the bell rings - Be sure to return to class on time • Follow instructions from the teacher

Play Equipment (climbing dome and slide)

Safe	<ul style="list-style-type: none"> • Only use when a teacher is on duty to supervise • Do not use when wet • Always wear a hat. No hat – play in the shade • Climb safely and follow instructions from the teacher • Look out for others • No jumping from the equipment – climb down safely • One person at a time to go down each slide • Report any problems to the teacher on duty
Respectful	<ul style="list-style-type: none"> • Be mindful of students around you when climbing • Use kind words and calm voices • Share the space and allow everyone to have a turn • Move out of the way to allow others to have a go • Keep the area clean and tidy – put rubbish in the bin • Follow instructions from the teacher • Promptly finish the game when the bell rings - Be sure to return to class on time

Toilets

Safe	<ul style="list-style-type: none"> • Always walk and use toilets appropriately • Leave the toilet and return to the playground when finished • Keep floors dry so students don't slip over • Use appropriate hygiene – Always wash your hands • One person in a cubicle at a time • Report any problems to the teacher on duty
Respectful	<ul style="list-style-type: none"> • No playing in the toilets • No loitering or playing in the toilets • Use toilets appropriately • Don't put anything into the toilet that is not meant for the toilet • Keep toilets clean and tidy • Aim well and use toilet paper to wipe up any mess on the seat or the floor • Respect student's privacy • Follow instructions from the teacher

Back Field - Grass Playground

Safe	<ul style="list-style-type: none"> • Always wear a hat – No hat, play in the shade • Watch out for other students' games – don't get in the way of students running or playing ball games • Play by the agreed rules • Always keep hands and feet to yourself • No digging in the sand • Leave sticks on the ground • Stay out of trees • Report any problems to the teacher on duty • Use the appropriate field – Junior field or senior field • Play where the teacher on duty can see you (Don't go behind the stage 3 building)
Respectful	<ul style="list-style-type: none"> • Be mindful of other students' games • Use kind words and calm voices • Keep the area clean and tidy – put rubbish in the bin • Be inclusive and allow others to join in on your games • Share the space • Promptly finish the game when the bell rings - Be sure to return to class on time • Follow instructions from the teacher

Multi-Purpose Courts

Safe	<ul style="list-style-type: none"> • Always wear a hat – No hat, play in the shade • Watch out for other students' games – don't get in the way of students running or playing ball games • Play by the agreed rules • Always keep hands and feet to yourself • Report any problems to the teacher on duty
Respectful	<ul style="list-style-type: none"> • Be mindful of other students' games • Share the space – use half of the court when other groups of students want to play • Use kind words and calm voices • Keep the area clean and tidy – put rubbish in the bin • Be inclusive and allow others to join in on your games • Promptly finish the game when the bell rings - Be sure to return to class on time • Follow instructions from the teacher

COLA

Safe	<ul style="list-style-type: none"> • All students must be seated during eating time (12:50 – 1:00pm) • Students are to eat lunch in their allocated space • No running on concrete areas • Stay out of the garden • Handball games are permitted • Railings are for holding only – no climbing or swinging • Return lunch boxes to class tubs to reduce trip hazards • Always stay within the playground area where the teacher on duty can see you. • Report any problems to the teacher on duty • Sit down in line at the end of recess and lunch
Respectful	<ul style="list-style-type: none"> • Use kind words and calm voices • Keep the area clean and tidy – put rubbish in the bin • Be inclusive and allow others to join in on your games • Be mindful of other student's games – choose appropriate places to sit • Promptly finish the game when the bell rings - Be sure to return to class on time • Follow instructions from the teacher

Gardens, Paths and covered walkways (outside learning studios)

Safe	<ul style="list-style-type: none">• Always walk – No running on concrete surfaces• No chasing or other running games• Always stay within the playground area where the teacher on duty can see you.• No climbing or playing on garden walls or stairs• Stay out of the garden• Railings are for holding only – no climbing or swinging• No playing on the stairs or returning to bags• Report any problems to the teacher on duty• Sit down in line at the end of recess and lunch
Respectful	<ul style="list-style-type: none">• Use kind words and calm voices• Keep the area clean and tidy – put rubbish in the bin• Be inclusive and allow others to join in on your games• Walk on the paths – do not step into or walk through the gardens• Promptly finish the game when the bell rings - Be sure to return to class on time• Follow instructions from the teacher