

### CALENDAR

#### Week 10

Monday 1 July – 6pm P&C Meeting in K Block

Tuesday 2 July – Choir rehearsal for the Opera House performance

Thursday 4 July – Semester 1 Reports distributed

Friday 5 July – Library Friday; Round 7 PSSA; 2pm K-2 Assembly (2M); Last day of Term 2

#### Term 3

##### Week 1

Monday 22 July – School Development Day (Staff only at school)

Tuesday 23 July – **Students return to school**

Friday 26 July – 11:30am 3-6 Assembly (6S) in the Hall; Round 8 PSSA

##### Week 2

Tuesday 30 July – Banksia Concert (Strings) at the Opera House

Wednesday 31 July – Maths Olympiad 3; OC Test; Jacaranda Concert (Recorder) at the Opera House

Thursday 1 August – ESPSSA Zone Cricket trials

Friday 2 August – Round 9 PSSA; 2pm K-2 Assembly (2G); Stewart House Clothing Appeal

### Semester 1 Reports

Semester 1 reports are being distributed next Thursday. Teachers have put a lot of time and effort into providing parents with a comprehensive outline of students' achievements in each of the six Key Learning Areas, work habits, effort, additional activities and general school life.



For students in Years 1-6, achievement is measured against the achievement of syllabus outcomes using what is called the 'common grade scale'. The same scale is used in public schools across NSW.

**Students who are achieving at grade level i.e. where they should be at this stage of their learning, are defined as 'Sound'.** Students working above expected grade level receive either 'High' or 'Outstanding' whilst those who aren't yet achieving at expected grade level receive either 'Basic' or 'Limited'.

Sometimes students will be achieving at, for example, an overall sound level but may be working below grade level for a particular learning descriptor.

Of course, a student's level of achievement can be limited by their level of English language.

The full descriptors for each grade level are:

**Outstanding:** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**High:** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**Sound:** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

### What's Happening At Rainbow Street?

#### Teacher Accreditation

Congratulations to Miss Rice who was recently accredited as a 'Proficient' teacher. Teachers who have achieved the Proficient Teacher level are experienced teachers who have demonstrated practice that meets the requirements for full accreditation in NSW.

#### Showcase

We have received confirmation of our dates for Showcase. They are:

- Rehearsal day Monday 26 August 2019 (Week 6)
- Performance night Tuesday 27 August 2019 (Week 6)

**Basic:** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**Limited:** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Students in Kindergarten **who are achieving at grade level i.e. where they should be at this stage of their learning**, are defined as **‘Expected Level’**. Students working **above expected grade level** receive **‘Working Beyond’** whilst those who **aren’t yet achieving at expected grade level** receive **“Working Towards”**.

Students in the Support Unit classes or those on an individual program receive a comment about their achievement in each of the Key Learning Areas.

*Where To Next?*

For English and Maths, in ‘Where to next’ statements teachers have provided information as to future directions for your child’s learning i.e. what they need to do next, based on their individual needs.

*Additional Components*

- *Library* learning descriptors have been included for mainstream classes and a Library comment written for students in the Support Unit or those on an individual program.
- *Additional Learning Programs* has been included for students receiving additional support in learning, be it English as an Additional Language or Dialect (EAL/D), Learning Support or Gifted Education.

*Reports – EAL/D Phase*

As per the *Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12* (updated December 2016), schools are required to report on the overall EAL/D Learning Progression phase of all students identified as EAL/D. If your child has English as an Additional Language/Dialect you will see their current phase and information about how they are supported with learning English along with information about their achievement in English in their report. The phases are:

<i>Phase</i>	<i>Description</i>
Beginning English	Students with <b>some print literacy</b> in their first language. This may include Kindergarten

	students who are born in Australia.
Beginning English, <i>limited literacy background</i>	A subcategory to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language. This may include students from refugee backgrounds.
Emerging English	Students who have a growing degree of print literacy and oral language competency with English.
Developing English	Students who are further developing their knowledge of print literacy and oral language competency with English.
Consolidating English	Students who have a sound knowledge of spoken and written English, including a growing competency with academic language.

*(English As An Additional Language Or Dialect Advice For Schools 2014, p. 7)*

The table below outlines the average time it takes an EAL/D student to progress through the *EAL/D Learning Progression* phases.

<i>Phase</i>	<i>Average time</i>
Beginning	6-9 months (< 1 year)
Emerging	1-2 years
Developing	2-5 years
Consolidating	5-7+ years

If you would like more information, please do not hesitate to contact one of our EAL/D teachers.

Attendance (full day and partial absences) and a General Comment are also included.

We are confident that the report will provide you with a comprehensive overview of your child’s learning and social development.

Reports are important documents. You might like to file them in a special place or folder so that you have them on hand should you need them in the future.

If you would like to discuss your child’s report with their teacher, please contact the teacher to schedule an appointment.

### School Administrative Officer Position

We have received notification that the vacant School Administrative Officer position will be determined through merit selection. A community representative is required for the panel. The P&C has been asked to organise a representative. Please note that you do not need to be a member of the P&C to be the panel representative.



### Library News

*Hands-On Learning And Creation In Our School Library*



During Term 2 library classes, students across K-6 were problem solving through design, construction and iteration.

They were learning to:

- Solve problems
- Work in teams
- Question
- Brainstorm
- Reflect
- Redesign

Teams had to build a bridge that would hold up a small toy car and was as long as the ruler in their kit. They could only use the materials in their kit - popsicle sticks, blocks, ruler, toy car, whiteboard markers and a cloth wipe. The kit was reusable so they couldn't break anything or stick anything together.



What was the most difficult part of the challenge?

- We all agree it was hard working as a team - Illeanna 6S
- Making a plan because I wasn't sure if this thing would work completely - Regan SZ
- Agreeing on whose design we should go with - Joshua 4/5N
- The bridge kept falling down and that made me feel bad – Bryn KH

What was the most fun part of the challenge?

- Working with my team because I can get feedback and other ideas - Hamish 1EH
- When we got to fix our mistakes - Behafarid 4/5N
- Asking questions and finding out what other people think – Max 3C
- Improvising – we had so many ideas and we put them altogether – Jacob 4/5N

If you were starting this challenge over, what would you do differently?

- I would make sure everyone had a part in the challenge and everybody would feel included – Amelia 1/2A
- In definition we didn't ask that many questions. We went into planning in the defining part. We were really excited and skipped defining and went straight into planning – Emily, Himay, Aliyah 5R
- What we need to do to get a 4 is we all should have contributed – Aedan 5R



We are learning what works and what does not. We will continue to change our school library's physical and virtual spaces to further nurture creativity and collaboration and promote both self-directed and peer-to-peer learning.

Mrs Soo

Teacher Librarian

## Canteen – Reminder/Repeat

Our school currently has a licensed canteen operation.

The current school Canteen Licence Agreement with Jessica Nugent is due to cease on 19 October 2019 and under the department's guidelines there is no provision in the current agreement for a further extension.

In consultation with the school community a decision needs to be made about the method of operation (no canteen, school or parent operated canteen, or canteen licensing arrangement).

Community consultation will be undertaken at the next P&C Meeting, 6pm on Monday 1 July 2019. Consultation will involve discussion and selection of the method of operation.

If a decision is made to continue a licensing arrangement, I will work with the P&C to elect a representative for the tender panel.

We hope you can join us for this discussion.

## Earn and Learn



It is finished! Please deposit all sticker sheets in the deposit box in the foyer by Wednesday 3 July.

## 3-6 Student of the Week

### Week 8

Class	Student	Awarded for.....
3C	Kaythari	Showing exemplary manners to her peers
3E	Jennifer	Creativity and inventiveness when constructing her art show piece
4H	Marley	Her brilliant effort and passion towards her public speaking
4/5N	Annabel	Excellent delivery during a class debate
5R	Caleb	Demonstrating exceptional focus across all Key Learning Areas
5/6R	Kevin	Outstanding explanation of mathematical problem solving strategies
5/6S	Piper	Her can-do attitude when solving challenging problems. Keep it up!

### Week 9

Class	Student	Awarded for.....
3C	Eleanor	Always showing care and concern to her peers
3E	Phong	Persevering and attempting new challenges with maths lessons
4H	Matthew B	Demonstrating leadership skills by explaining a mathematical strategy to his peers
4/5N	Oliver	Excellent work in mathematics
5R	Allegra	Dramatic improvement in calculating the area of regular and irregular shapes
5/6R	Fred	Excellent use of vocabulary and persuasive devices in his writing
5/6S	Alper	Implementing effective vocabulary in his persuasive writing. Well done!

## Rainbow Awards

Year	Student
5	Thomy, Thomas, William and Mason



### Meetings And Special Meetings

By the time you read this, the agenda for our June Meeting will have been distributed via email. Please also go to our website for the agenda updates too. Occasionally, us parents are asked to vote on essential matters between meetings. Among these is Merit Selection Panels. It's essential that there's parental involvement in choosing who among us will help ensure high quality staff are hired by our school. We have a cohort of qualified parents already who have already participated: it's a rewarding experience. Please go to <https://www.pandc.org.au/pc-members-guidance/> to download the "Merit Selection" PDF document for some background context.

### Canteen

As covered by the Principal, us parents are also invited to discuss future directions of our canteen at next meeting, as the current provider's contract has nearly expired. Just a FYI, being an Employer, —as some school's P&C Associations are— takes a **lot** of resources and is an undertaking not to be taken lightly <https://www.pandc.org.au/employer-information>

**Renowned Finnish Educator To Speak At Our School!**  
SAVE THE DATE – Wednesday 21 August 2019, 7-8pm.

Pasi Sahlberg is an award-winning Finnish educator and author. He advises on education reforms around the world. [www.pasisahlberg.com/](http://www.pasisahlberg.com/)

Pasi is now a professor of education policy at the Gonski Institute for Education at UNSW.

Pasi's graciously accepted an invitation to speak at Rainbow Street PS. Come and hear him talk about his latest book *Let the Children Play* - a key way of learning in Finland's primary and middle schools - at our school on 21 August 2019, from 7-8pm, in the school hall.

More details on how to register soon.

Thanks Di for organising.

### Uniform Sale

I will see you with the other volunteers tomorrow morning and after school.

Greg./

Gregory Dodwell

[info@rainbowstpandc.org.au](mailto:info@rainbowstpandc.org.au)

<https://www.rainbowstpandc.org.au>

### Community News

**Disclaimer:** Rainbow Street Public School, as a service to parents, will advertise community events which may be of interest. RSPS does not necessarily endorse or sponsor the events and accepts no responsibility for the management or organisation of these events.



**Are You A Parent of a Child Aged 2 to 12?**  
The Parenting and Family Support Centre at the University of Queensland is conducting research into parents' opinions about parenting and parenting programs. If you have a child between 2 and 12 years, we would love to hear your views on parenting and the services that are available to you as a parent. You will need to complete a short survey. To find out more or to participate please visit <https://exp.psy.uq.edu.au/parenting>



**SALES ENDS JULY 31ST 2019.**

\*T&Cs apply. Savings off original prices. While stocks last. Cannot be used with any other offer.