

TERM 3
WEEK 1
2020

RAINBOW RAMBLER

RAINBOW STREET PUBLIC SCHOOL

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CALENDAR

Week 2

Wednesday 29 July – 7:30pm P&C Special Meeting

Friday 31 July – Semester 1 Reports distributed

Week 3

Education Week

Monday 3 August – P&C Meeting

Wednesday 5 August – Maths Olympiad 4

Week 6

Book Week

What's Happening At Rainbow Street?

Welcome back

Welcome back to all of our families and a very warm welcome to our new families. We hope you all enjoyed the school holiday time with family.

It certainly has been an interesting year for all of us and things continue to change and keep us on our toes.

We do have some programs recommencing this term including SRE and SEE, and our community users return to site. Please know that there are plans in place to keep everyone COVID safe.

It is so important that we continue to maintain social distancing and good hygiene practice to protect the health and safety of the community. Let's not become complacent.

Stage teams have been busy planning a fabulous range of learning experiences for students at RSPS for the coming term. Keep an eye out for the Stage Newsletters which outline what students will be learning about this term across each of the six Key Learning Areas. Newsletters will be distributed next week.

Staff News

This term we welcome back Emma Hunt who is returning from maternity leave. Ms Hunt will be

teaching KEB. We also welcome back Caitlin Hamilton who will be working in a support teacher role.



Congratulations to Mrs Engles who gave birth to baby William in the holidays.

Learner Qualities

This term we are launching our 'Learner Qualities'. A sneak peek:



Watch this space for more information.

Semester 1 Reports

Our school produces a summary of your child's progress with written reports twice a year and provides ongoing detail through interviews or meetings. In line with advice from the NSW Department of Education, our school reports for Semester 1 2020 have been adjusted to cater for students learning at school and learning from home.



Your child's level of achievement has been assessed in English and Mathematics against a set of learning outcomes relevant to year level and academic development.

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 expected 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.

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 English and Maths.

The level of effort your child puts into their learning is very important. Effort is assessed using a numerical scale where 5 is the highest level of effort and 1 is the least amount of effort.

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 Learning Programs

Comments have 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. A Library comment has also been included.

Reports – EAL/D Phase

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 or 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 some print literacy 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.

Phase	Average time
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.

The Semester 1 report also provides information about learning in the other Key Learning Areas and information about student attendance (full day and partial absences), commitment to learning and a General Comment.

The Semester 1 reports will be distributed next Friday, 31 July 2020.

If you would like to discuss your child's report with their teacher, please contact the teacher to schedule an appointment. Currently meetings are taking place via phone or video (Zoom or MS Teams).

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.

School Development Day – Learning Intentions And Success Criteria

On Monday, RSPS staff joined staff from Woollahra PS and Coogee PS via Zoom for a fabulous day of learning about learning intentions and success criteria. The day focused on making learning clear through four sessions:

1. Why teacher clarity?
2. What are learning intentions and success criteria?
3. How do you develop effective learning intentions and success criteria?
4. How do you make learning intentions and success criteria visible to learners?

Sample learning intention and success criteria:

APPENDIX 2

Example: Mathematics (Primary)

LEARNING INTENTION
We are learning to identify symmetry in the environment.

SUCCESS CRITERIA
We will know we have been successful when we can:

Surface	Deep	Transfer
One or more concepts, skills, idea - not yet able to relate or apply them Identify symmetry in patterns, shapes, pictures and the environment.	Connects concepts, ideas and skills Compare and contrast symmetry in shapes, patterns and pictures.	Applies concepts, ideas and skills to new and novel situations Create symmetrical shapes, artwork and images.
Identify rotational and line symmetry.	Justify why a shape, pattern or picture is or is not symmetrical.	

Making Learning Visible: Learning Intentions and Success Criteria: A Visible Learning^{plus} Resource Guide p.31

Student Of The Week

Class	Student	Awarded for...
KEB	Joshua B	Trying hard to work and play well
KI	Aairah	Improved confidence to share ideas
KM	Base	Improvement in his writing
KS	Oscar	Learning to review and edit his writing
K/1W	Ava	Improved effort in reading
1G	Dylan	Improved focus during classroom learning
1/2M	Taym	Outstanding effort and strategies in mathematics
2H	Ipek	Positive attitude towards learning
2R	Teddy	Fantastic effort in writing
3C	Megan	Doing additional maths work at home without being asked
3L	Thomas	Improved concentration during all learning tasks
4R	Kundai	Outstanding work ethic during all learning activities
4/5MN	Olivia	Creating excellent introductory sentences for an argument
5M	Xanthia	Adding valuable contributions to discussions in English
5/6R	Celeste	Fantastic work when discussing themes in texts

Class	Student	Awarded for...
6A	Tim	Showing improved application towards class tasks
SL	Emily	Always being helpful in class and on the playground
SR	Jordan	Completing all tasks to the best of his ability
SS	Landon	Working hard during maths groups
SZ	Matthew	Being a kind and helpful friend

Rainbow Awards

Congratulations to the following students who received their Rainbow Badge today:

Year	Student
6	Riley, Audrey and Tiffany



Hi everyone,

We have a **special P&C meeting on 29 July @ 7:30pm**, which we will be on **Zoom** (details to follow registration). This will be a short meeting, not only because we are limited to 40min on the free version of Zoom, but also there are only four items on the agenda which are administrative in nature, although we do need quorum to vote on these items, so please do register if possible.


We anticipate that the next **P&C general meeting** will be on **Zoom in early August**, details will follow shortly.

COVID-19

We'd like to take the time to thank the school, staff, parents and students for their continued efforts to address this.

It has been noticed however that there have been some fairly large gatherings in surrounding parks and playgrounds, so we urge everyone to continue to maintain social distancing, i.e. 1.5m and/or masks. If

you have any queries or concerns, please don't hesitate to ask via email.

 There are three different types of membership, which are environmentally sustainable and convenient being 100% digital.
<https://www.entertainment.com.au/orderbooks/9s28416>, or go to our website.

rebel For any members of Rebel Sports, please consider linking your membership to the Rainbow Street Public School account, in store, which doesn't affect your membership, but gives us credits to spend on sporting goods for the school and students.

Please continue to keep safe.

Many thanks,
 Jimmy Hayes
 President

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<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.

**Learn Music on Keyboard at School
Term 3 Enrolment**

*Great songs! Musical activities!
Cool music knowledge!*



- Convenient at-school venue with additional health & safety measures in place
- Small group, 45 min weekly lesson
- Competitive rate
- Instrument not required initially
- Fun introduction to music



**To enrol: www.learnmusicatschool.com.au
(02) 9411 3122**

VIP Music est. 1984