



Ruskin Park Primary School

CURRICULUM STATEMENT

Ruskin Park Primary School's core purpose is to provide students with every opportunity to develop their natural curiosity and imagination through new and engaging approaches to teaching and learning. This is undertaken through the encouragement of a positive attitude within a friendly community of learners that will promote success today, tomorrow and into the future.

Our school curriculum; delivered through the Victorian Curriculum has a strong academic focus on literacy and numeracy where a variety of evidence based programs develop our students' abilities in Reading, Writing and Mathematics. It is the expectation that all students will undertake one hour of Reading, Writing and Maths each day. In addition to our comprehensive literacy and numeracy programs, our students are allocated on average 1.5 hours of Science per week; while also working on their term's integrated unit.

Over the last three years we have had staff undertake and complete the Bastow Numeracy, Bastow Literacy and Bastow Data Literacy programs as well as the Melbourne University Advanced Certificate in Education (Positive Education). Learning from these courses has been and will continue to be implemented into the whole school and the classrooms to support the continual improvement of teaching practice.

We also place great emphasis on the Growth Mindset and Positive Education ideals where we teach the necessary skills to support our students to not only be quality citizens but also to cope within an ever changing world. These are supported through a wide range of other student wellbeing strategies.

As a school we provide specialist programs in Physical Education and Japanese for 1 hour per week over the year and Music and Art for 1 hour per week over alternate semesters. The programs are continued in the classroom over the remainder of the year. We participate in a wide range of sporting competitions and provide opportunities for our students to participate in school choirs and a rock band; as well as offering learning of a wide range of musical instruments.

Professional Learning Teams work within the areas of English, Mathematics, Digital Technologies, STEM and Positive Education.

Data based and targeted Intervention at all levels across the school is in place. We have a specifically employed Intervention teacher who works closely with year level teams to use data to identify specific students and their needs. In addition to individual and small group intervention programs, we provide evidence based intervention in the LEAP program in the Junior School and QuickSmart in the Senior School. The home/school relationship is also further strengthened through our parents/guardians providing additional support within classrooms.

Our curriculum is reviewed regularly through a variety of methods. Our four year Strategic Plan guides our direction and is broken down yearly into the Annual Implementation Plan. The AIP is regularly reviewed to monitor progress by our school leadership team. The various PLT's consistently review practice within their area to continually develop programs to support teaching and learning in the school.

Teaching and learning teams ensure that the school's scope and sequences are followed across year levels and consistently reviewed for areas of current need. Teams have weekly designated planning time together to ensure data is used across the level to inform teaching and to collaborate to create rich, focused and differentiated lessons for their students.



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A wide range of data sets are used across the school for a variety of purposes. Students and cohorts are tracked systematically using formal assessment tools whilst both formal and informal assessments are made within the classroom to guide learning and assess outcomes. School performance data including that attained from staff, parent and students is also analysed to improve performance and gauge future direction.