



Parkmore Primary School

Science Policy

1. Rationale:

1.1. The Science domain is an essential component of the discipline-based Learning Strand of the Australian Curriculum and Victorian Essential Learning Standards (AusVELS). The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge (scientific method), understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers

2. Aims: Parkmore Primary School aims to ensure students develop:

- 2.1 an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- 2.2 an understanding of the vision that Science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- 2.3 an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- 2.4 an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- 2.5 an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- 2.6 an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- 2.7 a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

3. Implementation:

- 3.1 Teams of teachers will implement a sequential and organised Foundation to Year 6 program based upon AusVELS.
- 3.2 Teachers work in teams to develop a sequential Science program based on the identified needs of each student.
- 3.3 The Science Developmental Continuum will be integrated by teams of teachers into programs that support students to develop increasingly sophisticated science understanding.
- 3.4 Student's individual abilities will be monitored using a range of assessment strategies (for, as, and of learning). These will be used to measure student progress and identify future learning needs.
- 3.5 Learning opportunities will be structured to cater for the identified needs of each student.
- 3.6 Students in Foundation to Year 6 will participate in the science program, for an average of 1.5 hours per week. Variance may occur due to changes in the regular program, such as camps and excursions.
- 3.7 Specialist teachers will be mindful in incorporating Science concepts into their programs whenever possible, strengthening the classroom based Science program.
- 3.8 A staff member will be allocated the responsibility of coordination and resourcing of the Science program across the school.
- 3.9 Provision of resources will be targeted to meet the learning needs of students at different stages of their development. A range of learning and teaching resources are available to assist teachers in supporting students from language backgrounds other than English.



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3.10 Students will develop an ability to use a range of scientific methods to formulate a questions, conduct research, evaluate information and present their findings.

3. Resources:

Australian Curriculum - Science Domain. <http://www.australiancurriculum.edu.au/science/curriculum/f-10?layout=1>

The Science Developmental Continuum F-10 provides evidence based indicators of progress, linked to teaching strategies, aligned to the progression points and the achievement standards for the AusVels Science Domain.

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/science/continuum/Pages/default.aspx>

4. Evaluation:

- 4.1. This policy will be reviewed as part of the school's three-year review cycle.
Review Date: 2018

This policy was last ratified by School Council in: **Science 2015**