



# SCIENCE POLICY

## **Rationale:**

Learning science and its methods of investigation encourages students to develop curiosity and a spirit of inquiry and helps them to be open-minded and to value objectivity. Students are encouraged to adopt critical perspectives, to recognise the limitations of science and to respect and share responsibility for the local and global environment. Science education enables students to appreciate that many cultures have made significant contributions to science knowledge and understandings. The concepts, skills and processes associated with the practice of science and which develop scientific and technological literacy provide the basis for science education.

## **Beliefs:**

At Cana Catholic Primary School we believe that students should have:

- An understanding of the similarity and diversity of living things and the relationships with each other and their environments
- An awareness of biological, chemical and physical changes
- An appreciation of their own planet and its place in time and space.

## **Goals:**

Through learning science students will:

- acquire scientific skills and conceptual knowledge
- acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
- develop scientific attributes such as flexibility, curiosity, critical reflection, respect for evidence and ethical considerations
- recognise and understand the strengths and limitations of science
- be able to interpret and communicate scientific ideas effectively
- appreciate the dynamic role of science in social and technological change.

## **Implementation:**

### ***a. Teaching and Learning strategies***

Our teaching and learning strategies are outlined:

- In our teaching and learning statement;
- Inquiry Curriculum program (Scope and Sequence)

Science is an integral part of our inquiry units. Science is based on three interrelated areas using the outcomes of the Victorian Curriculum.

- *Science Understanding* – This develops students’ skills in researching, processing and interpreting data. It is the foundation for analysing events and issues, constructing hypothesis, and making informed judgments.

- *Science as a Human Endeavour* – This develops the students inquisitive nature and the influence that science has when they explore, observe, make predictions, discover and problem solve.
- *Science Inquiry Skills* - This develops students' skills in using various form of communication – written, spoken, graphical, electronic and statistical. Students learn to explore, collect, process, analyse, respond, evaluate and present information using a range of formats and a variety of media.

At our school all students will study a sequential SCIENCE course based on the outcomes contained within the Victorian Curriculum.

***b. Reporting student achievement and progress to parents***

- Parent Teacher Interviews (formal and informal)
- Topic Outlines which provide outcomes to be addressed each term as directed by the SCIENCE Scope and Sequence
- Written Reports which are sent home each term
- Progress Folders which include work samples

***c. Planning Structures***

- Fortnightly Curriculum Planning
- Level Planning
- Planning Pro-forma (Inquiry Model)
- School Based Scope and Sequence Chart- Year A/ Year B cycle

***d. Resources including Personnel***

- Victorian Curriculum Science
- Curriculum @ Work
- Curriculum Co-ordinator
- S.T.E.P.S – Science and Technology in Primary Schools

**Assessment:**

- Follow Teaching, Learning & Assessment and Reporting Policy
- In Science we aim to use a variety of assessment tasks and strategies in conjunction with the Victorian Curriculum to cater for the needs of all children
- Students' progress will be monitored and recorded in a variety of ways such as observation, checklists, research tasks and presentations
- Teachers can use the information from assessment to identify students' strengths and weaknesses and to assist with the development and implementation of the inquiry.

**This policy was last reviewed in 2018.**