



Kinross Primary School

Science Policy



Vision

To provide the foundations for an understanding of Science for a scientifically literate society.

Mission

In the Science Learning Area the school will encourage a love of science and support and nurture children's natural curiosity to develop a passion for how the world works.

Beliefs About Learning

- Students learn Science in a motivated and positive environment.
- Students learn in an environment whereby Science is valued by the classroom teacher and seen as an important Learning Area.
- Students learn in an environment where they are engaged in discussions about science.
- Students learn in an environment whereby there is a keen interest in Science and the world around them.
- Students learn in an environment where they are able to question scientific ideas.
- Students learn in an environment where they are able to observe, predict, question, investigate and draw evidence-based conclusions / hypothesise.
- Student's should connect the learning of Science to their every day lives and the world they live in.
- Provide students with hands on experiences to develop explanations about science.

Beliefs About Teaching

- Teachers use the K-10 Science Syllabus to plan programs of work for year levels.
- Teachers use Kinross Guide to the Guides in Science.
- Teachers include the National Statements of Learning in their programs to ensure students are consistent with the learning opportunities that have been agreed upon to be consistent across Australia. (They are not a Curriculum in itself; they are to be taught in conjunction with other concepts in Science.)
- Use quality curriculum materials.
- Science is to be taught in a meaningful context to develop students' knowledge, skills and understandings.
- All phases of Learning use similar curriculum materials to allow for continuity e.g. Primary Connections, Concept Cartoons etc.
- Teachers use similar strategies from Early Phase of Learning to Middle Phase of Learning to teach investigation skills e.g. Post it Science
- **The Four Conceptual Outcomes (Earth and Beyond, Energy and Change, Life and Living and Natural and Processed Materials) to be dealt with in each year level i.e. one per term.**

ASSESSMENT

- Teachers make consistent judgements in Science with common assessment tasks.
- Use Assessment techniques as outlined in Primary Connections.
- Diagnostic Assessment – establish student’s prior knowledge to assist in planning suitable lessons.
- Formative assessment – monitoring students’ understanding and providing feedback to extend their learning.
- Summative - assessing students’ achievement of the investigation and conceptual outcomes (skills).
- Principles of assessment from CF.

REPORTING

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- Report in Investigating Scientifically (Year 1 – 3)
- Report in Investigating Scientifically and the Conceptual outcome (Year 4 and 5) e.g. Earth and Beyond, Natural and Processed Materials, Life and Living, Energy and Change in Semester reports.

WORKING COLLABORATIVELY

Teachers work collaboratively to plan teaching programs to cater for students’ skills and concepts to be developed in their year level.

SCHOOL PRIORITIES AND TARGETS

- Work with staff to improve teaching practice in Science.
- Provide opportunities for teachers to participate in moderation activities in science to ensure consistent, comparable judgements on student achievement.
- Provide Professional Development eg Primary Connections, Scitech
- Complete the full implementation of Kinross Planning Guides with a focus on Curriculum Guides and Syllabus materials for each Phase of Learning Team /Year Level plans and classroom planning (both long and short term).