



BEAUMARIS PRIMARY SCHOOL

SCIENCE POLICY

Rationale:

Science is part of human experience and has relevance for everyone. All students can experience the joy and excitement of knowing about and understanding the world in which they live. Knowledge of science enables them to value the systems and processes that support life and to take a responsible role in using science. There is a diversity of world views which should be welcomed, valued and respected. Students explore the organisation and structure of their world. They learn the interrelation of technology and science and become aware of how research can improve the quality of life. Science empowers students to be questioning, reflective and critical thinkers.

Purpose:

1. To understand that the science learning area is comprised of: Working Scientifically (includes Investigating, Communicating, Science in Daily Life, Acting Responsibly and Science in Society); and Understanding Concepts (includes Earth and Beyond, Energy and Change, Life and Living and Natural and Processed Materials).
2. To provide a positive learning environment.
3. To provide opportunities for development of skills.
4. To provide opportunities to extend scientific knowledge through practical and meaningful experiences.
5. To provide resources to enable the development of scientific processes.

Broad Guidelines:

1. School planning to encompass the key principals and major learning outcomes as stated in the Curriculum Framework.
2. Developmental levels to be based on Student Outcome Statements.
3. Content area development to be supported by the Science Syllabus, Primary Investigations and other teacher resources.
4. Portfolios, common assessment tasks and moderation to provide evidence of developmental outcomes and formal reporting judgements.

Conclusion:

Students will be given opportunities and encouragement to develop scientific skills, understandings and concepts. Where possible activities will be open ended to allow for progress through the outcome levels. Students should be aware of their level and what is required for progress (transparent assessment).