

**NEERIM SOUTH PRIMARY SCHOOL  
SCIENCE POLICY**

**1. PURPOSE**

- 1.1. Science and its applications are part of every day life. It develops students abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community and helps them make informed decisions about scientific issues..

**2. AIMS & OBJECTIVES**

- 2.1. Develop knowledge and skills central to biological, earth and physical sciences.
- 2.2. Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world.
- 2.3. Develop and use the skills of scientific investigation, reasoning and analysis to find solutions and ask questions.
- 2.4. Develop scientific attitudes (eg. flexibility, curiosity, respect for evidence and critical reflection).
- 2.5. Communicate scientific understanding in appropriate scientific language to a range of audiences.

**3. PROCEDURE**

- 3.1. Teaching science often involves the integration of ideas of other key learning areas. An integrated approach could be used to link science to one or more of the other key learning areas.
- 3.2. It is appropriate to teach science in the context of daily life.
- 3.3. Approaches will vary and will be selected according to the needs and learning styles of the students.
- 3.4. All approaches should address the learning outcomes adequately and encourage students to reflect on their understandings in light of their experiences.
- 3.5. Whenever possible students should be involved in hands on inquiry-based activities.
- 3.6. Students should have opportunities to work both individually and cooperatively to investigate scientific phenomena.
- 3.7. Use should be made of concrete materials to capture students curiosity, stimulate their interest in science and develop their problem solving skills.
- 3.8. Learning should be student centred and building on students experiences, allowing them to link new information to what they already know.

#### **4. CONTENT**

- 4.1. There are four conceptual strands:
  - Natural and processed materials
  - The physical world.
  - Earth and beyond
  - Life and living.
- 4.2. Each strand is developed with seven levels.
- 4.3. Each strand is organised into two or three sub strands (Appendix 1) P3.
- 4.4. Each sub strand at each level is characterised by one or more learning outcomes (Appendix 2 ) p15.
- 4.5. Students should have the opportunity to achieve learning outcomes and enough time should be devoted to each outcome to allow this.
- 4.6. The strands are drawn from the traditional areas of chemistry, physics, earth science and biology. All include major concepts such as heat and energy transformation.
- 4.7. Content and process are strongly linked.
- 4.8. Strands need not always be taught separately.
- 4.9. In many cases, teaching sub strands together will help students understand the strand's essential concepts.

#### **5. SAFETY**

- 5.1. Safety procedures and potential hazards need to be emphasised at all levels.

#### **6. ASSESSMENT**

- 6.1. Can take the form of: investigations; identifying key features of procedures and results; reports; presentations of data and other information; participation in planning investigations.
- 6.2. Presentations may be in writing, orally, drawing, graph, film, video.
- 6.3. Learning outcomes are specific for each strand at each level. These relate to the aspirations of each curriculum focus, and provide bench marks against which students achievement can be measured.
- 6.4. Outcome statements cannot be used by themselves to report with precision on an individual student's achievement or progress. Any specific standard may be achieved in a variety of ways and with varying degrees of ease. The standard provides the basis but not a complete mechanism for reporting on student achievement.
- 6.5. Assessment will be on-going.