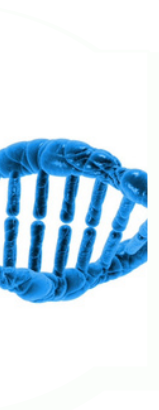
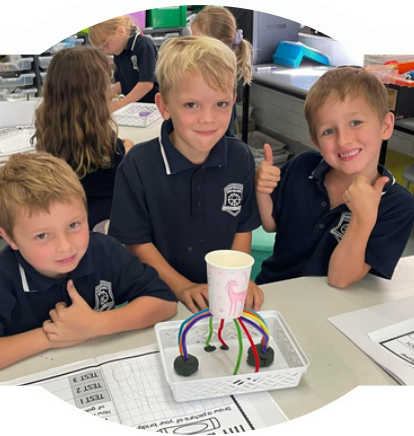


YOUR CHILD; OUR FOCUS

Science Plan 2023-2027

MAKING A DIFFERENCE
THROUGH QUALITY EDUCATION
AND SUPPORTING STUDENTS WELLBEING



Donnybrook District High School
Knowledge and Progress

As effective teachers we aspire to deliver an innovative and creative curriculum in a nurturing environment where every student can unlock their learning potential. Students are inspired to become self-motivated and confident learners that value Science.

We recognise an increasing reliance on STEM subjects, such as Science, in the contemporary world and seek to ensure our students are supported to develop the scientific knowledge, understanding and skills to make informed decisions. We create and deliver programs that encourage students to ask and seek interesting and important questions relating to the world around them.

Students will develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific methods, utilising critical and creative thinking while drawing evidence-based conclusions.

In using our Agreed Approach teachers will plan, teach and assess ensuring that every student has well established Science skills to become their own teachers and successful life long learners.

Targets

- Grade allocation in Semester 1 and Semester 2 reports are comparable against like schools.
- Percentage of students achieving at the D and E range decreases by 5% each year.
- Students attaining D and E grades is comparable with like schools.
- PAT Science norm referencing data shows closer correlation between Donnybrook District High School and other schools over time.
- Engagement is evident in Senior Campus classrooms through ABE data on attributes: 1, 6 and 7 demonstrating a decrease of 5% in the seldom column, and a 5% increase in the often column.

FOCUS AREAS 2023-2027

**CONSISTENCY
OF
APPROACH**

**CURRICULUM
AND
KNOWLEDGE**

**PLANNING
AND
ASSESSMENT**

**SCAFFOLDING
AND
RESOURCING**

Consistency of Approach

What You Will See

- At least 2 Science lessons in Primary and 4 timetabled Science lessons in High School each week.
- Differentiation based on student's academic progress and socio-emotional needs.
- Literacy and Numeracy integrated in all lessons.
- Students are explicitly taught how to:
 - plan an investigation/experiment
 - predict and formulate a hypothesis
 - measure and record accurate observations
 - conduct a fair test
 - reflect on investigations, including the fairness of the investigation
 - evaluate investigations, including making suggestions for improvement
- Plan, teach, assess cycle is evident in all classrooms with programs consistent with our whole school approaches outlined with 'Our Agreed Approach'.



Supporting Documents

-Our Agreed Approach

Curriculum and Knowledge

What you will see

- Resources used to support curriculum delivery include:
 - SCSA Scope and Sequence;
 - SCSA Teaching and Assessing Resources including the curriculum support materials;
 - SCSA Science elaborations for the Aboriginal and Torres Strait Islander Cross-Curriculum Priority; and
 - Australian's Together resources in planning documents.
- Cross-curriculum planning is evident. Such as in Critical and Creative Thinking and STEM.
- Opportunities are provided for students to plan and conduct scientific investigations/experiments individually and cooperatively to connect and consolidate learning concepts.
- A consistent vocabulary is embedded in all classrooms, including definitions.
- Students are provided with opportunities to pose, identify and respond to questions.
- Questioning used to encourage the application of critical thinking and reasoning skills in classrooms.
- Staff seek support from the Primary and Secondary Science specialist teachers.



Supporting Documents

-SCSA website

-Australians Together website

-Vocabulary scope and sequence

Planning and Assessing

What you will see

- Use of PAT Science data to inform planning.
- SCSA documents used to develop classroom programs.
- Student voice and agency are embedded by co-developing challenging learning goals.
- Provide students with multiple methods of learning and a variety of ways to demonstrate their understanding as outlined in SCSA's Ways of Assessing.
- Student feedback is used to inform future planning.
- Explicit feedback is used to improve student outcomes.
- Use assessments for learning (diagnostic and formative), of learning (summative) and as learning (self-assessment).
- SCSA Judging Standards, Assessment Activities and moderation are used to form fair, valid and reliable judgements.
- Common Assessments are conducted and moderated within Professional Learning Communities and local networks.

Supporting Documents



- Teaching schedule
- Reporting schedule
- Assessment schedule
- SCSA Ways of Assessing
- SCSA Assessment Activities
- SCSA Judging Standards

Scaffolding and Resourcing

What you will see

- Word walls and environmental print used to support student learning.
- Learning environments reflect student agency.
- Whole school Science Investigation format is embedded to support students.
- A range of resources are utilised to respond to the needs of culturally and linguistically diverse learners.
- Physical resources in the Primary Science classroom are to be utilised by all teachers on the Junior Campus.
- The capacity of staff is built through sharing professional knowledge by the Primary and Secondary Science Specialists.



Supporting Documents

-Whole school Science Investigation format