

# YOUR CHILD; OUR FOCUS

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## 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

- The spread of grades is comparable against like schools
- Regular moderation with other schools occurs.
- 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 S norm referencing data shows closer correlation between Donnybrook DHS and other schools over time.
- Common language is visible and evident in all classrooms.
- Regular implementation of student feedback in all classrooms.
- All planning documentation clearly demonstrates linkages to literacy and numeracy.
- Staff are utilising the judging standards and assessment samples provided by SCSA to help make valid judgements regarding consistent assessment of students

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# **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 4 science lessons in High School and 2 in Primary each week
- Explicit teaching linked to Learning Intentions to promote a culture of high expectations for the achievement of all students.
- Use of subject specific guides to achieve success.
- Explicit feedback is used to improve student outcomes..
- Differentiation based on student's academic progress and socio-emotional needs..
- Literacy and numeracy integrated.
- Explicit teaching model evident in all Primary and Secondary classrooms.
- Gradual release of responsibility used to scaffold student learning as well as learning through inquiry.
- Regular reviews completed as the end of learning sequences demonstrate success criteria.
- Common language visible and evident in all classrooms.
- Plan, teach, assess cycle is evident in all classrooms with programs consistent with our whole school approaches.



## Supporting Documents

- Our Agreed Approach
- Example of weekly programs including use of RIC resource
- Warm up scope and sequence
- Vocabulary scope and sequence

# Curriculum and Knowledge

## What you will see

- The application of a consistent vocabulary and explicit teaching of concepts using SCSA recommended teacher resources.
- The use of concrete manipulatives to connect and consolidate learning concepts.
- Questioning used to encourage the application of critical thinking and reasoning skills in the classroom



## Supporting Documents

- List of resources in classroom sets
- List of resources available in storeroom

# Planning and Assessing

## What you will see

- Student feedback is used to inform future planning
- Utilise SCSA documents to develop classroom program.
- Set challenging learning goals and celebrate student diversity utilising this to support student agency and voice.
- Moderate externally to form fair, valid and reliable judgements.
- Provide students with engaging and relevant learning information.
- Provide students with multiple methods of learning and a variety of ways to demonstrate their understanding.
- Use whole school common assessments to inform planning.
- Use assessments for learning (diagnostic and formative), of learning (summative) and as learning (self-assessment).



## Supporting Documents

- Teaching schedule
- Reporting schedule
- Assessment schedule
- Ways of assessing
- Scope and sequence

# Scaffolding and Resourcing

## What you will see

- A range of resources are utilised to respond to the needs of culturally and linguistically diverse learners.
- Learning environments include print rich displays and reflect student agency.
- Targeted peer observation and feedback to support staff development and student progress.
- Access to professional learning to support the development and progress outlined in Your Child Our Focus.
- The capacity of staff is built through sharing professional knowledge.



## Supporting Documents

- List of resources available to implement whole school programs
- List of PL completed and staff to get support from.