Humanities and Science Policy
(Ratified by School Council: July 2015)

PURPOSE:

This policy is written to support the ongoing development and revision of Inquiry Curriculum Documentation and content at Glen Waverley Primary School (GWPS).

GWPS regularly reviews Curriculum in response to current research and data. Curriculum Documentation and revisions are developed as a Whole School to maximise Scaffolding and transition from year to year.

Curriculum decisions are guided by;

- Our Guiding statements
- Our Definition of Intercultural Education
- DET Guidelines (Department of Education and Training)
- The Australian Curriculum In Victoria (AusVELS)
- Australian Curriculum Assessment and Reporting Authority (ACARA), and
- The Council of International Schools (CIS) guidelines.

GUIDELINES:

Units of Inquiry
At Glen Waverley Primary School, we plan for a Whole School Inquiry focus on;

- Humanities in Terms 1 and 3
- Science in Term 2 and 4

These units of Inquiry are planned to meet the needs of each student cohort while;

- adhering to, and maximising the potential of DET legislation
- adhering to, and maximising the potential of VCAA and Australian Curriculum legislation (AusVELS).
- adhering to, and maximising the potential of the Australian Curriculum and Assessment and Reporting Authority (ACARA) legislation.
• Utilising school data to inform our whole school approach to high quality development of teaching and learning, pedagogy and Curriculum.

• Facilitating effective assessment for learning (ref; Assessment And Reporting Policy GWPS).

• Matching in principle the Council of International Schools standards and indicators - http://www.cois.org/page.cfm?p=1071 GWPS has a commitment to the implementation of international and intercultural perspectives within our Curriculum.

• Effectively utilising ICT within the Curriculum to support and enhance teaching and learning outcomes.

• Differentiating Curriculum content and standards of achievement to address specific needs of all students. This includes high achieving students, giftedness, different genders, special learning needs, disabilities, impairments, English as an additional language and intervention programs.

**Humanities**

The Humanities involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities domain is organised as follows:

• The Humanities: Foundation to Level 4 (includes History)
• The Humanities: History Levels 5 & 6
• The Humanities: Geography Levels 5 & 6
• The Humanities: Economics Levels 5 & 6
• Note; at GWPS, elements of the Civics and Citizenship AusVELS Domain are also integrated into the Humanities Inquiry Unit.

**Science**

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating mysteries, making predictions and solving problems. AusVELS Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

The *Science Understanding* strand comprises four sub-strands.

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences
IMPLEMENTATION:

Whole School Planning

School planning at Glen Waverley Primary School is an integral part of the improvement process involving four key stages.

1. Gathering and analysing data – this includes students’ achievements and learning needs

2. Planning for improvement – this includes breadth and balance in Curriculum planning

3. Teaching and learning – this includes learning outcomes and content

4. Assessment and reporting – as outlined in the GWPS Assessment and Reporting Policy

A model for success for all students

Pedagogy and Curriculum will be explicitly planned using the Gradual Release of Responsibility Model. Furthermore, Learning Intentions and Success Criteria will be explicitly expressed wherever possible in all teaching and learning environments.

ICT implementation

ICT will be integrated wherever possible as part of existing Curriculum, teaching and learning. Use of ICT will be guided by the SAMR Model, guiding incremental development of how technology is utilised in the classroom.
**RELATED LEGISLATION:**

Department of Education and Early Childhood Development (DEECD)  

Victorian Curriculum and assessment Authority (VCAA)  

Australian Curriculum and Assessment and Reporting Authority (ACARA)  

Council Of International Schools (CIS)  
http://www.cois.org/

**RELATED POLICIES:**

This policy is to be read in conjunction with the following Curriculum based policies at Glen Waverley Primary School:

- Art Policy
- Assessment and Reporting Policy
- English as an additional language Policy
- English Policy
- Health and Physical Education Policy
- Home Learning Policy
- Languages Other Than English (L.O.T.E.) Policy
- Mathematics Policy
- Information and Communication Technology (ICT) Policy
- Music Policy
- Curriculum Policy
- ICT as a Teaching and Learning Tool Policy

**POLICY EVALUATION:**

Evaluation will be conducted by the Curriculum School Strategic Plan (SSP) Team

**DUE DATE FOR REVIEW:**

Due for review in July 2017.