

Discipline-based Learning SCIENCE

POLICY



Rationale:

- Science education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. They will be able to see the connections between science and people, note the relevance of science and technology to past achievements and current and future development and be aware of the impact of science and technology on society, the individual and the environment.

Aims:

Through learning science students will: -

- Acquire scientific skills and conceptual knowledge
- Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
- Develop scientific attributes such as flexibility, curiosity, critical reflection, respect for evidence and ethical considerations
- Recognise and understand the strengths and limitations of science
- Be able to interpret and communicate scientific ideas effectively
- Appreciate the dynamic role of science in social and technological change.

Implementation:

- All students at our school will study a sequential Science course based upon the outcomes contained within the VELs framework.
- Student's individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in Science will be reported in half and end of year academic reports, as well as reported in the school's annual report.
- Science study for each student will be not less than 1 hour per week.
- A budget that provides for the needs of the Science program will be developed by staff and resourced by school council.
- Thinking Curriculum strategies will be utilised in Science lessons.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

Oct

2006