RATIONAL

Science is a dynamic, forward-looking, collaborative human endeavour arising from our curiosity and interest. It provides a distinctive way of thinking about and explaining events and phenomena. The body of science knowledge, understanding, theories and explanations has been built from observations and evidence gathered in finding answers to the questions we ask. The body of science knowledge and understanding is rapidly increasing. (Australian Curriculum)

AIMS

• To provide opportunities for all students to explore and develop an understanding of their world;

• To stimulate, respond to and nourish curiosity, wonder and questioning;

• To provide students with a solid foundation in science knowledge, understanding, skills and values on which further learning in adult life can be built;

• To foster an interest in science and a curiosity and willingness to speculate about and explore the world;

• To engage in communication of and about science, value evidence and scepticism, and question scientific claims made by others. They should be able to identify and investigate scientific questions, draw evidence-based conclusions and make informed decisions about their own health and wellbeing;

• To develop citizens who are capable of engaging in informed debate about Science and its applications;

Organisation of the Science Curriculum.

The science curriculum is organised around three interrelated strands: science understanding; science inquiry skills; and science as a human endeavour.

Science Understanding:

• properties and uses of materials;

• forces and motion;

• forms, use and transfer of energy;

• structures and functions of living things;

• life cycles of organisms;
• living things and the environment;
• changes on earth and in space;
• relationship between earth, moon and sun;
• earth’s resources and their uses.

**Science Inquiry Skills**

• identify questions and predictions for testing;
• plan and conduct simple investigations;
• observe, describe and measure;
• collect, record and present data as tables;
  diagrams or descriptions;
• analyse data, describe and explain relationships;
• discuss and compare results with predictions;
• draw conclusions and communicate ideas and understandings.

**Science as a Human Endeavour**

• consider how science is used in work and leisure;
• become aware of science-related careers;
• recognise the effect of science and technology on our environment;
• be aware of the historical nature of science ideas.

**IMPLEMENTATION:**

• The learning acquired by students in science contributes to learning in other areas of the curriculum for each area will identify where there are links or opportunities to build cross curriculum learning.

• Learning in science involves the use of knowledge and skills learned in other subjects, particularly in English, Mathematics, Technology and Design and History.

• Through ‘Inquiry Based Learning’ the students explore and develop an understandings of their world.

• Where practical students will be encouraged to develop their understanding through ‘hands on’ experiences, related to Inquiry unit.

• All students will follow all safety procedures and work in a safe environment.
EVALUATION

This Policy will be reviewed as part of the school’s three year cycle.