Our full 2016 agreement can be found at:

Our school initiatives are on track to meet or exceed our targets

During 2016, Bunyaville EEC used its I4S funding to:

- Increase the percentage of Year 6 students achieving a grade C or above in the application of skills associated with Australian Curriculum Science – Science Inquiry Skills (sub-strand of Questioning and Predicting)
- Build teacher capacity by mentoring classroom teachers for student improvement in understanding of the scientific method and science inquiry skills
- Build on the Bunyaville EEC - Albany Hills State School Science Enrichment Partnership started in 2016

After reviewing Bunyaville’s 2016 Investing for Success agreement, it is clear that the Centre met its targeted student outcomes; each of the initiatives implemented and their outcomes are described below.

- Initiative 1 – Targeted and Scaffolded Instruction of Year 6 students

  Targeted and scaffolded instruction around the scientific method, with a focus on the science inquiry skills of questioning, predicting and hypothesizing, was provided to Year 6 students via the Sensational Science program, prior to the students conducting a field investigation at the Bunyaville Conservation Park. This resulted in the following student learning outcomes:

  - 50% of students moved to a C grade or higher in their understanding of what a testable question is, what a prediction is and what a hypothesis is
  - 43% of students moved to a C grade of higher in their ability to identify a testable question
  - 54% of students moved to a C grade or higher in their ability to develop a testable question
  - 54% of students moved to a C grade or higher in their ability to develop a prediction
  - 39% of students moved to a C grade or higher in their ability to develop a hypothesis
Initiative 2 – Building Classroom Teacher Capacity
Year 6 classroom teachers were provided with professional development by Bunyaville EEC staff to deepen their understanding and application of the Australian Curriculum: Science – Science Inquiry Skills strand and to extend their confidence and repertoire of effective strategies for teaching science inquiry skills. This resulted in the following outcomes:

- 80% of teachers improved in their understanding of the scientific method and how it is used by scientists in their research
- 80% of teachers felt more confident in scaffolding students to develop testable questions, predictions and hypotheses
- 100% of teachers felt more confident to practically apply science inquiry skills during a field investigation
- 100% of teachers had more ideas for how to implement activities in the classroom that will initiate, continue and reinforce student learning of science inquiry skills before and after the field investigation held at Bunyaville

Initiative 3 – Building Bunyaville Teacher Capacity
Bunyaville teaching staff were provided with opportunities to develop their data literacy and effectively use data analysis skills to inform targeted teaching of science inquiry skills. Bunyaville Centre teachers were also mentored in the teaching of the scientific method through the Sensational Science program using Pedagogy of Place. This resulted in the following outcomes:

- All permanent Bunyaville teaching staff and a contract staff member have been trained and mentored in the teaching of the Sensational Science program for Year 6 students
- The Bunyaville staff member in charge of the I4S project developed an assessment and guide-for-making judgement tool and used newly acquired data analysis skills to assess the success of the Sensational Science program in improving student outcomes and building visiting teacher capacity around science inquiry

As a result of the success of this program, the Sensational Science program has been made available to all schools and Albany Hills State School is continuing its whole-school partnership with Bunyaville in 2017.