



Westbourne
Grammar
School

Academic Buoyancy

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BACKGROUND & CONTEXT

Westbourne Grammar School opened in 1867 to meet the growing needs of Melbourne's growing western suburbs.

We currently have 1 913 STUDENTS from ELC TO YEAR 12 across two campuses: Williamstown and Truganina.

AMICI:122 JUNIOR: 765 SENIOR: 1026

MIDDLE YEARS OPENING 2026-2027

Our research project aims to understand and explore student academic buoyancy at Westbourne Grammar School in Middle Years.

Identified research problem:

Students struggle to demonstrate resilience and maintain a positive outlook when confronted with everyday academic challenges and setbacks.

We are interested in...:

Gaining an understanding of the current levels of academic buoyancy among our middle years' students. (Years 5-8)

"We define academic buoyancy as students' ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life (e.g., poor grades, competing deadlines, exam pressure, difficult schoolwork)."

RESEARCH QUESTIONS

Big Question
(long term)

How can we **enhance** academic buoyancy among Middle Years Students at Westbourne?"

2024-2025

How academically buoyant are Middle Years' Students at Westbourne?"

METHODS

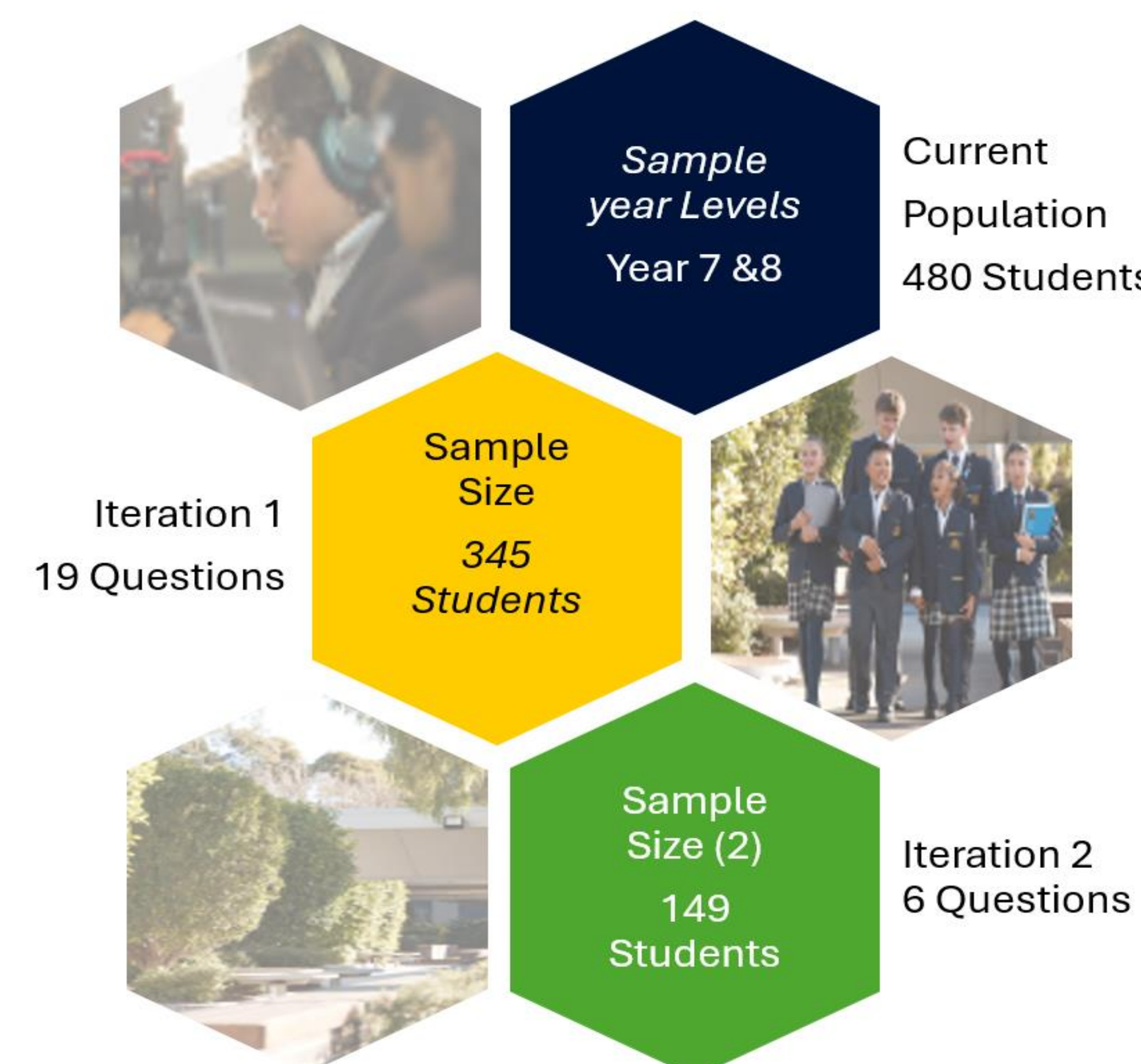
Methodology

Questionnaire designed to collect ordinal data on students' self-reported academic buoyancy.

Instrument evaluates buoyancy, self-efficacy, control, anxiety, academic engagement, and teacher-student relationships.

Likert scale 1=Strongly disagree – 7=Strongly agree

Survey questions are adapted from the MSLQ handbook by Pintrich (1991). The questionnaire went through two iterations: the initial version contained 19 questions, which were refined into a final version with 6 core questions focused on academic buoyancy



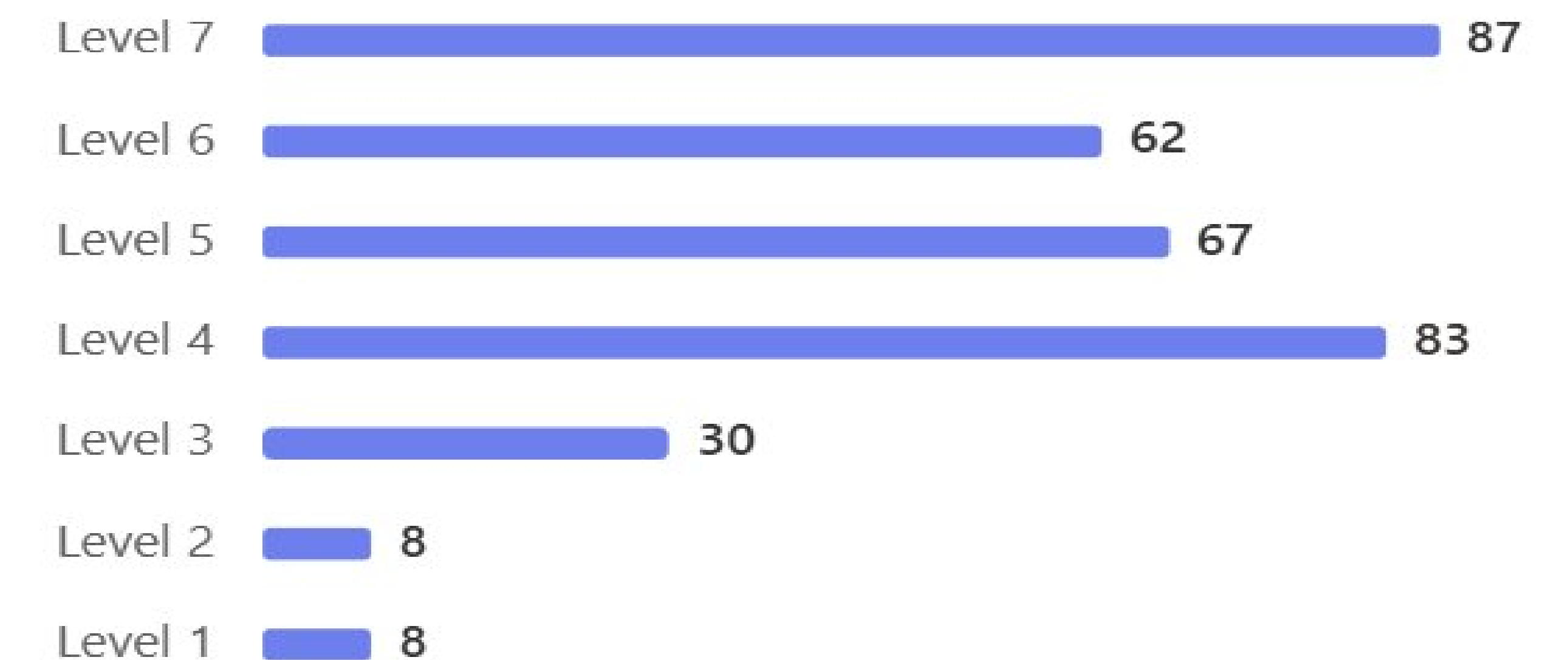
ANALYSIS & RESULTS

Preliminary Findings:

- Our students place significant value on the quality of feedback and its role in helping them improve.
- Notably, 67% of our Year 7 and 8 students indicated that they agree or strongly agree that they prioritise grades over feedback.
- As a result, this question was key in supporting our problem but did not provide an indication of the current buoyancy capabilities of our students.

ANALYSIS & RESULTS

Student responses to question 17 reveal strong focus on improving grades.



Core Concepts:

- Students' Values
- Students' Skills
- Self-resilience
- Buoyancy

LIMITATIONS & CHALLENGES

- Time constraints
- Lack of shared understanding and knowledge of "academic buoyancy"
- External academic pressures faced by students
- Emphasis on grades as the sole measure of learning

CONCLUSIONS & NEXT STEPS

2024-2025

- Establish a baseline understanding of where our Middle Years Students stand in terms of their academic buoyancy and identify their current strategies.

2026

- Develop strategies in conjunction with the Westbourne CARE model to foster students' self-buoyancy. These strategies will be mentored by teachers and staff as part of the Middle Years' Wellbeing Program.
- Gather continuous data using the same questionnaire

Master Plan 2039

- Develop strategies that will create lifelong learners rather than subject-focused learners.
- Map the progress of our students over a five-year duration.