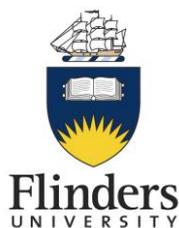


FLINDERS UNIVERSITY
ADELAIDE • AUSTRALIA



Flinders Human Behaviour & Health Research Unit

Releasing Children's Shining Potential

**Improving the social and emotional wellbeing of
primary school children through Journeywork**

Journey into Schools Report
August 2010

Results: Academic Progress and Work Habits

Jill Beattie
Suzanne Dowd
Susan Leeder-Morale
Cecile George
Jan Henderson
Amanda Carne



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Chapter 8

Results: Academic Progress and Work Habits

The results of the total sample (n=24) are reported from December 2008, prior to commencing Journeywork and from December 2009, following completion of Journeywork. The academic results were presented in the school parent reports using the current Victorian Essential Learning Standards (VELS) system. Raw scores were therefore not available for analysis.

8.1 Academic progress results

Analysis of the children's academic progress prior to and following completion of the study showed that overall, all of the children had progressed "At the standard expected" that is, achieving a "C" grade at the end of each assessed year. Thus, no significant changes in scores were found.

Analysis of the individual learning areas in individual reports revealed that prior to commencement of the Journey Program (pre-study) three children were 'above standard' in 1 to 2 of their learning areas and three children were 'below standard' in 4 to 5 of their learning areas. Following the Journey Program (post-study) an additional three children, six in total, achieved 'above standard' in from 1 to 4 learning areas, with three children 'below standard' in from 1 to 5 of their learning areas. One child was 'below standard' in 6 learning areas, and they also achieved 'above standard' in 1 of their learning areas. In addition, one particular child was 'below standard' in 7 areas and 'well below standard' in 1 learning area, however, not to the degree that this affected their final rating of achieving the standard (C grade) for the time of the year. Thus, changes in academic progress for the individual children were variable across the group. Further analysis of the academic results remained problematic because raw data was unavailable for analysis.

8.2 Work habits results

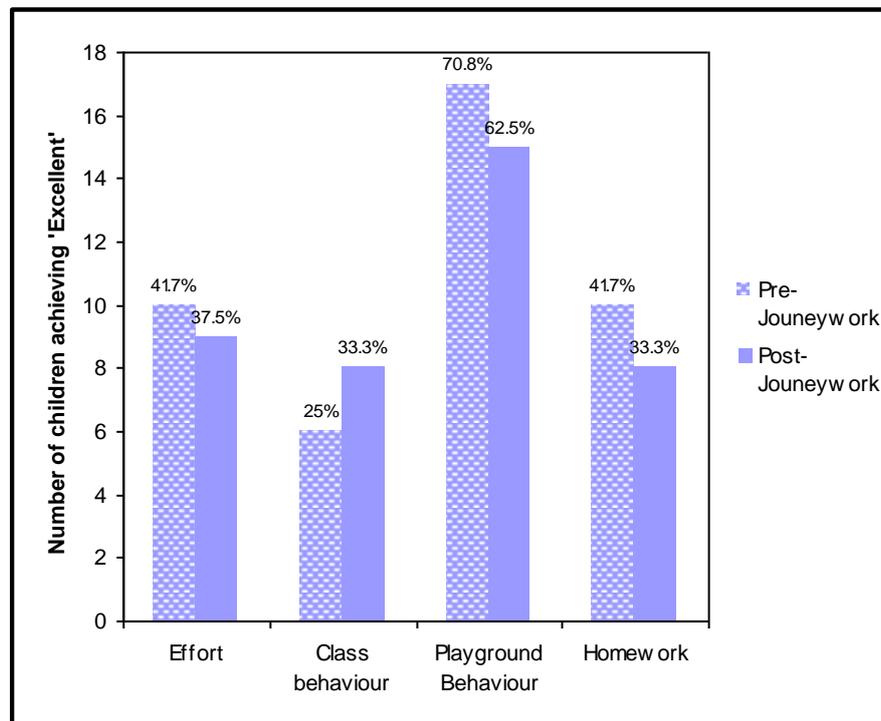
As highlighted in the 'methods' chapter, due to the difference in the number of points in the Likert scales, and the differences in text categories on the scale between 2008 and 2009 time points, only a brief analysis of this data is possible. Consequently, the number of children (count of *n*) in the total sample (n=24) who scored at the extreme ends of the scales which share common reference points; 'Excellent' at both time points, and 'Needs Attention', were the only data able to be analysed. In addition, one child did not have a pre- and post-Journeywork rating for the Playground Behaviour and Homework/Home tasks areas.

As illustrated in Figure 18, there was a decrease in the number of children who scored "Excellent" for 'effort' (from 41.7% to 37.5%), 'playground behaviour' (from 70.8% to 62.5%), and 'homework' (from 41.7% to 33.3%) at the end of the year following Journeywork than at the end of the year before commencing Journeywork. In relation to 'class behaviour' however, there was an increase in the number of children who scored "Excellent" (from 25% to 33.3%). Alternatively, in relation to those children who scored "Needs Attention", there remained only one child for the 'effort' and 'homework' habits

areas between the two time periods. For 'class behaviour' and 'playground behaviour' between the two time points, there was an increase by one child in each of these habits areas ('class behaviour', from 1 child to 2; and 'playground behaviour', from no children to 1).

The results presented here show small to very small changes in the numbers of children scoring "Excellent" or "Needs Attention" over time and further interpretation should be applied cautiously. In addition, it is important to note that the work habits results encompass teachers' assessment of the child in the areas of effort, class behaviour, playground behaviour, and homework/home tasks, and are subjective assessments which are likely to be made by different teachers each year, therefore consistency in assessments vary.

Figure 1: Work habits: Number of children achieving excellent in each area



8.3 Chapter summary

In this chapter the results of the academic progress and work habits of the participating children were presented, noting the difficulty in conducting analysis of these data sets in the absence of raw scores. Overall, there were no changes to academic results, with all of the children progressing "at the expected standard", and there were very little changes to work habits between the two time points.