

Wesley College and EdPotential: a genuine partnership to improve student achievement



edpotential

Inquire. Analyse. Act.



Wesley College is an independent co-educational school operating across three campuses and catering for three and a half thousand students, ranging early childhood to year 12. Since early 2020, EdPotential has partnered with the College to customise the EdPotential assessment analysis software so it fits the specific and complex needs of the College. Wesley College's leaders share insights into the journey and describe how EdPotential supported them to achieve their vision.

Wesley College initially decided to work with EdPotential because students are firmly at the centre of the EdPotential cloud-based platform. EdPotential could aggregate data from the College's existing student management systems and internal, national and international assessment systems. The College liked the dashboards and the accessibility of the data to teachers with a range of IT and data literacy levels.

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EdPotential also had a strong track record of working with high performing, multi-campus and complex organisations.

EdPotential's capacity for customisation was the deciding factor. Wesley College had undertaken significant research to identify what they were looking for in a College-wide assessment analysis tool. From the very beginning of the process, EdPotential were open to

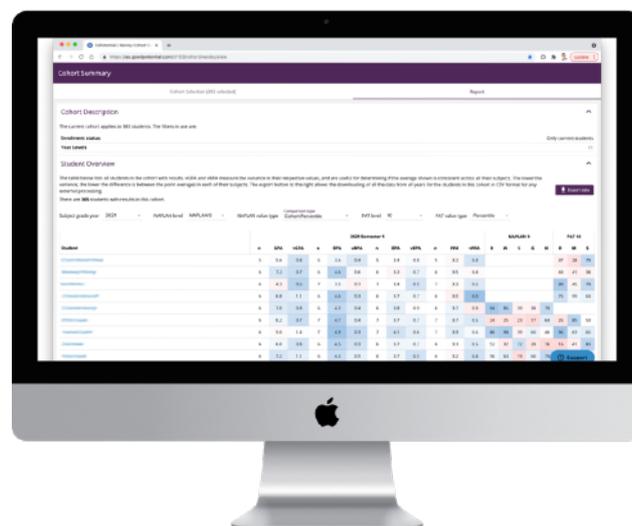
the College's ideas and as the project got underway, College leaders were astounded by EdPotential's flexibility.

Anne-Louise Szujda, Head of Assessment and Student Reporting, and Tim O'Leary, an independent consultant working with the College, describe the journey.

A flexible two-way design process

The College's vision was to provide teachers with accessible and easy to interpret data that would better inform teaching and learning decisions. Anne explains, "We want teachers and management to be able to promptly identify and initiate professional dialogue about academic and behavioural underperformance and overperformance – at a student or cohort level – and subsequently monitor progress."

The EdPotential team brought technical know-how, insight into educational assessment and an understanding of the end user. Anne recalls, "EdPotential were extraordinarily helpful as we worked through the design process. Nothing seemed to be too much of a problem and communication was excellent.



Example of report, showing colour coded performance

Tim, who himself brings a PhD in analytics for teaching and learning, highlights the EdPotential team's flexibility "I have been constantly amazed and pleased by EdPotential's willingness to listen to our needs. After every design meeting, what they came back with exceeded my expectations."

Engaging and empowering staff

For the College, it was important to include all the internal stakeholders in the design process. The project leadership would draw up mock reports in collaboration with staff, present them to EdPotential, who would then design a number of prototypes for feedback.

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Tim has appreciated EdPotential's commitment to meet the needs of the target audience, "We might come back with additional things and they would be implemented, no problem. As a result, we are finding that staff have a sense of ownership. Previously it was 'someone else's data, not our data' that they were working with. Now they already know a lot more than they think about the new software and it isn't a big step up from what they were using before."

More time for what educators do best

The end results are multiple dashboards that enable senior staff to quickly access and interpret large amounts of assessment data. As an example, the 'Cohort' report used by senior leaders provides a broad summary of student results across a range of variables including grade and behaviour point averages, and PAT and NAPLAN assessment data, both historical trends and current results. A heat map enables users to quickly triage across a snapshot summary of the information.

Previously it would take over two weeks for the College to manually process such data. It now takes a few days. Not only has the new automated process decreased workload, but it has also reduced capacity for error and significantly increased the amount of data that is accessible. Anne estimates that following the release of the "Year 12 Reports", school leaders were viewing longitudinal trends and having conversations about future strategic directions about a month ahead of previous years. Tim sums up the major benefit for the College, "Staff have more time to collaborate together and make strategic educational decisions based on the

data, rather than spending time producing the data."

'It is all there' – staff feedback

Tim mentors the middle and senior College management to build their capacity to roll out the new platform to their teams, "All the feedback has been positive. There is a real sense that staff 'can do this.' I have heard nothing but positivity. I consistently hear praise for the dashboard's ease of use, the fact that 'it is all there', that it is simple to understand, and clear where they need to go."

For Anne at the executive level, "The project has been brilliant to work on, making us really look at our data and how we use it. Following the release of the Year 12 report the feedback from my colleagues has been very complimentary, across a range of data literacy levels too. Even the marketing team were pleased because of the speed at which the data was available!"

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Tim concludes, "I designed my first set of reports for Wesley College a decade ago. Watching them come to life has been so satisfying. We had a vision of what we wanted to achieve and EdPotential has implemented it. After every meeting with EdPotential, we come out smiling."

