The Impact of Education Perfect on Teaching and Learning

A survey of 404 educators across Australia and New Zealand

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Executive Summary

The EP Impact Survey gathered responses from 404 educators across Australia and New Zealand. This is a cohort whose judgement is particularly meaningful; eight in ten have been teaching for more than a decade, and two-thirds have been using EP for more than three years. As such, they are the considered views of seasoned professionals who know their craft and know the EP product.

Before asking about EP, the survey asked teachers to rate their own practice across seven dimensions of high impact teaching. Confidence was consistently high, with an average self-rating of 4.0 out of 5, and strongest where teachers have the most direct control: assessing students, differentiating instruction, and personalising learning. Teachers' confidence dipped in giving students timely feedback and cultivating metacognition and student motivation. These are dimensions that depend not just on teacher skill but on student response. This is precisely where teachers stand to gain the most from EP.

Teachers who responded to this survey use EP regularly and broadly. Around 70% use it at least once a week, and their use spans the full teaching and learning cycle: from planning, instruction, and practice through to formative assessment, differentiation and progress tracking. EP is not an occasional resource for many of these teachers; it is an integral part of how they work. It is important to bear in mind, however, that the findings presented in this report represent the self-reported perceptions of educators who chose to respond to our questions; they do not represent outcomes verified independently.

Teachers are clear and consistent regarding EP's impact on their teaching practice. Seven in ten teachers report that EP has improved their ability to differentiate instruction and provide timely feedback. Two-thirds report a positive impact on student motivation and engagement. When teachers described EP's impact in their own words, the most common theme was time, workload and marking relief, delivering on precisely what this cohort said they needed most.

Regarding EP's impact on students, the teachers' responses are also encouraging. 84% of teachers agree that students benefit from receiving instant feedback, and 78% say students work well at their own pace. 63% believe EP has resulted in improved student learning outcomes, a figure that rises meaningfully among teachers who have embedded EP most deeply across their practice.

The single most important finding cuts across all of this: teachers who report a greater impact of EP on their own practice also report a greater impact on their students. The data suggests that the greatest returns lie in supporting teachers to use EP more fully across the teaching and learning cycle, both for alleviating the time-consuming "bottlenecks" of planning, feedback and marking, and for delivering more personalised learning to their students.

> "EP has allowed me to streamline my lessons, pinpoint individual student needs, and use data more effectively to drive future instruction."

Summary of the Sample

The EP Impact Survey gathered responses from 404 educators across Australia and New Zealand in June 2026. Australian teachers made up 62% of the sample (n = 250) and New Zealand teachers 38% (n = 154). Every Australian state and territory is represented: Victoria (26%), Queensland (25%), New South Wales (21%), and Western Australia (17%) account for the large majority of responses (Figure 1).

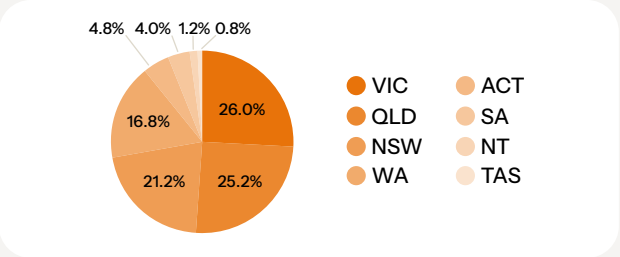


Figure 1: Respondents by Australian state. n = 250

Nearly three-quarters of respondents (72%) are classroom teachers, with heads of department the next largest group (22%), followed by school leaders, learning support teachers, and a range of specialist roles. This is a notably experienced cohort: 80% of respondents have been teaching for more than ten years, and 56% for more than twenty. These are educators who have seen many tools come and go, and whose judgements carry the weight of professional experience.

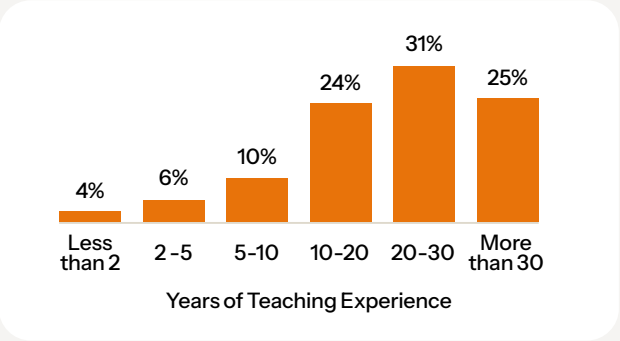


Figure 2: Respondents by years of teaching experience

Respondents teach with EP across the breadth of the curriculum, with Languages, Mathematics, Science and English the most strongly represented subjects, and many teachers using EP across more than one subject area.

A note on reliability. All 404 respondents completed the core rating scales, and almost all left written comments. The survey's two main measurement scales - impact on teacher practice and impact on student learning - both exceed the conventional threshold for good reliability (Cronbach's α = 0.89 and 0.91 respectively). It is important to bear in mind that the findings represent the self-reported perceptions of educators who chose to respond to these questions, not independently verified outcomes. The sample size, completion rate and internal consistency of the data, however, give us confidence in the findings that we present. Their value lies in the breadth and balance of the sample: over four hundred experienced educators, across two countries, every Australian state and territory and all major subject areas, reporting on how they use and perceive EP in their classrooms.

The survey also asked teachers to rate their own practice across seven dimensions of high impact teaching (Figure 3). Confidence averaged 4.0 out of 5: highest in assessing students, differentiating instruction and personalising learning, lowest for timely feedback, student metacognition and motivation; areas that depend on student response as much as teacher skill. This highlights an experienced workforce that knows its craft, and still sees room to grow where it matters most.

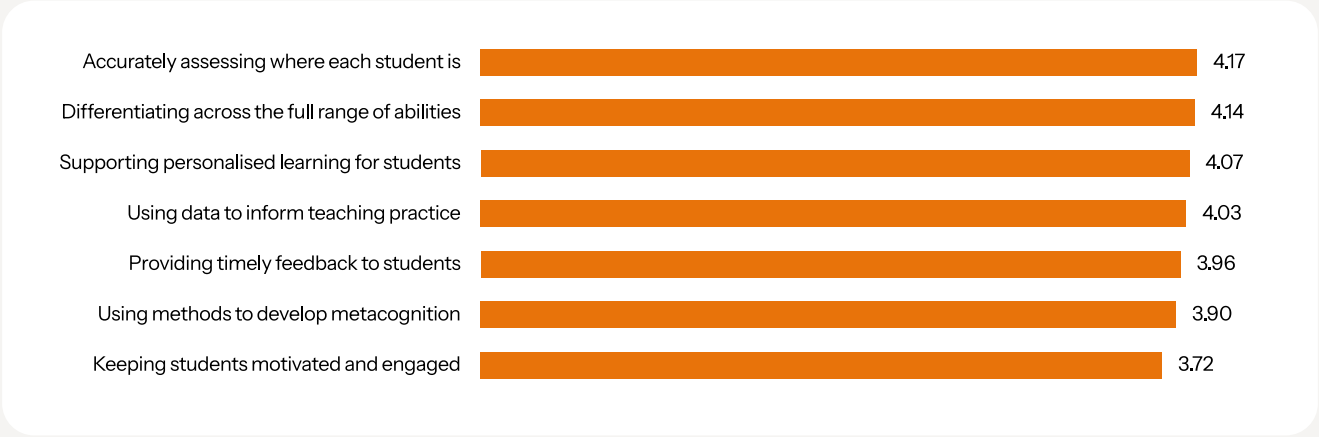


Figure 3: Teacher confidence rating by dimension

How Teachers Use EP

The teachers in this survey are not newcomers to EP. Two-thirds (67%) have been using the platform for more than three years, and a further 11% for between two and three years. Around 70% use EP at least once a week, with 38% doing so two or three times per week or more - for these teachers, EP is not an occasional resource but an integral part of how they work. Their use of EP extends across a broad range of practices. The two core contexts for EP are homework and in-class activities, and many teachers use them together (Figure 4).

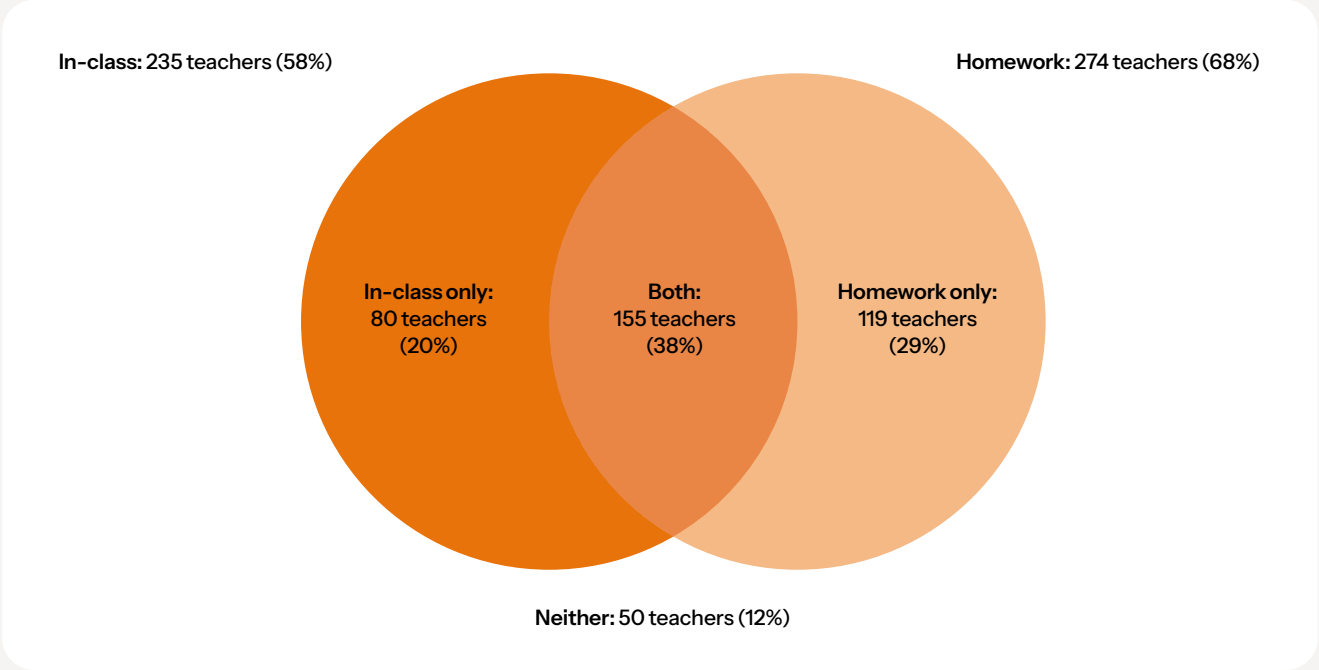


Figure 4: The two core contexts for EP use: in-class activities, homework, and often both.

Grouped by area of practice, a clearer picture emerges: EP shows up at every stage of the teaching and learning cycle, from planning and instruction through to practice, assessment and progress tracking (Figure 5). Teachers are not using EP for just one part of the cycle; they have embedded it across the whole teaching and learning process, which, as the next sections show, is exactly where the greatest impact is felt.

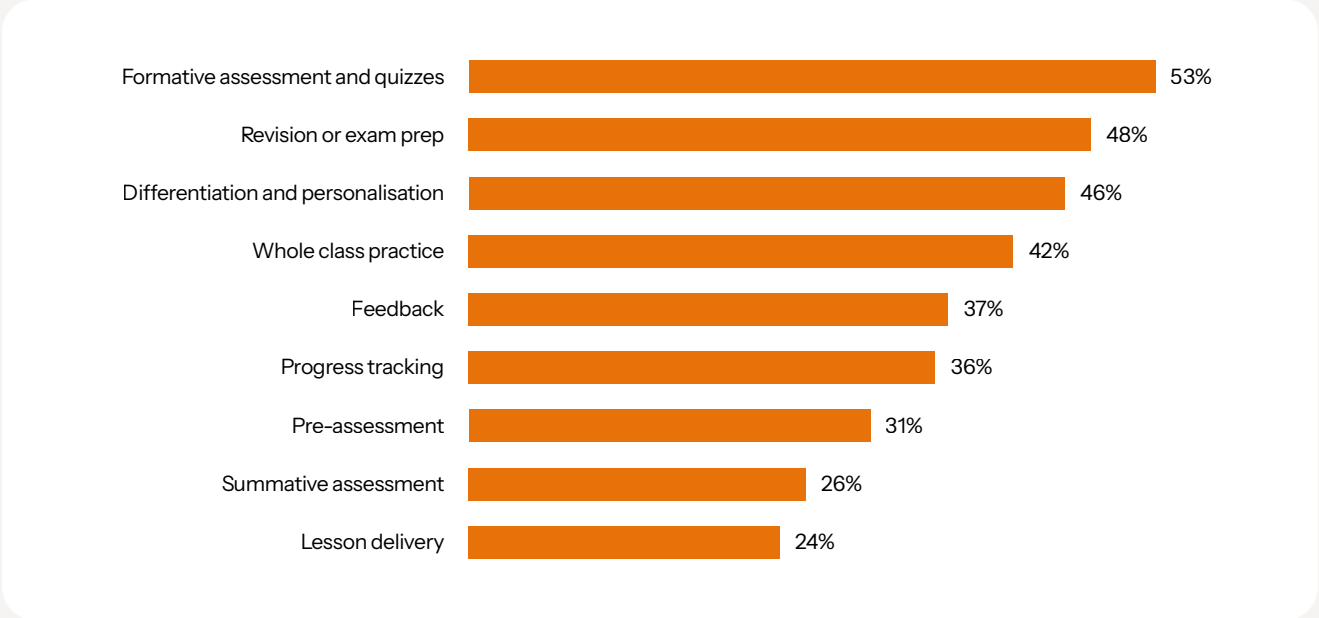


Figure 5: How teachers use EP across their practice

EP's Impact on Teacher Practice

Teachers were asked to rate their agreement with a series of statements about how EP has affected their teaching practice. Across all eight dimensions, the majority report a positive effect, and the pattern of results maps closely onto the four areas EP is designed to strengthen: differentiation and personalisation, feedback and insights, motivation and metacognition, and visibility of progress (Figure 6).

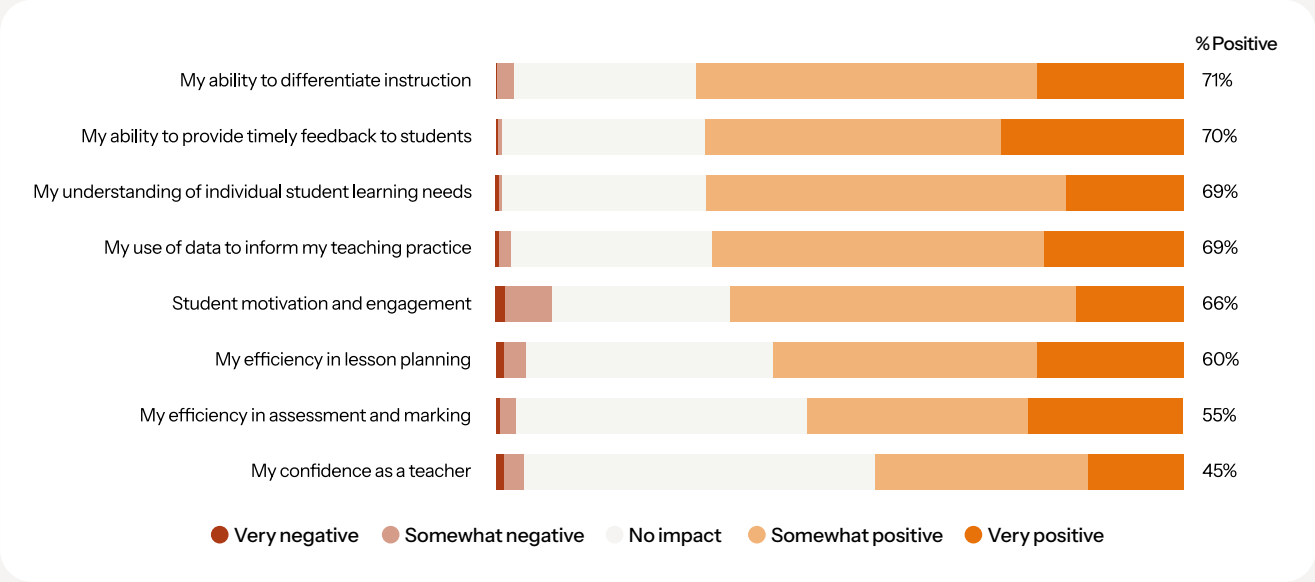
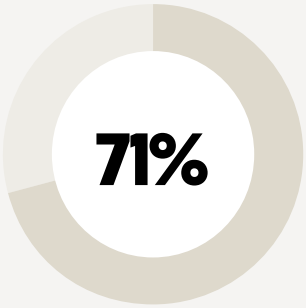


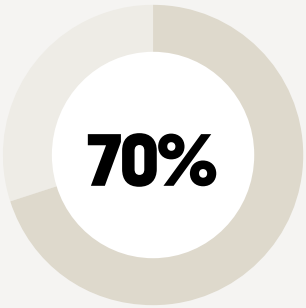
Figure 6: EP impact on teaching practice

My ability to differentiate instruction
71% agree or strongly agree



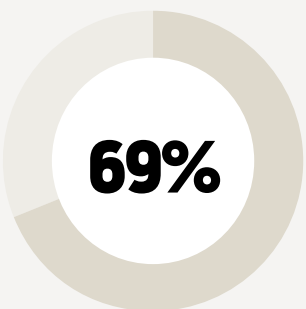
"Using EP has made it much easier to set up differentiated tasks for my students. The data allows me to see clear patterns in student errors, which helps me adjust my instruction and plan follow-up lessons more effectively."

My ability to provide timely feedback to students
70% agree or strongly agree



"I have used EP for the last three years and the outcome has been overwhelming. It has made giving feedback to my students very effective due to its ability to provide analysis on the task/assessments given by a click of a button."

My understanding of individual student learning needs
69% agree or strongly agree



"It allows me to understand specific areas where students need extra assistance. This helps inform my planning and delivery in the classroom."

When teachers described EP's impact on their practice in their own words, the most common theme was time, workload and marking relief, mentioned by more than a quarter of respondents. Differentiation and personalisation came a close second.

> "It lifted an enormous amount of workload from teachers' shoulders. Because it cut down our preparation time, we were able to focus more on what matters — our students."

Together, these findings show experienced teachers sharpening their ability to know their students, respond to their needs, and manage their practice more efficiently. The effect strengthens the more broadly EP is embedded across the teaching cycle: teachers using it across a wider range of practice report meaningfully stronger impact. In other words, not those who use it most often but those who use it most fully.* For a cohort that already rated its own confidence highly, these are meaningful gains.

* n = 404. Association between number of EP use cases and reported impact on teaching practice: Pearson r = 0.50. Association with frequency of use: r = 0.37. Association, not proof of causation.

EP's Impact on Student Learning

The survey also asked teachers about their perceptions of EP's impact on student learning.

The teachers told us that EP's impact seems to extend beyond their own practice, to the students' learning experience as well. The findings here are based on teacher observations - these are experienced educators reporting what they see in their classrooms every day, across two countries and every major subject area.

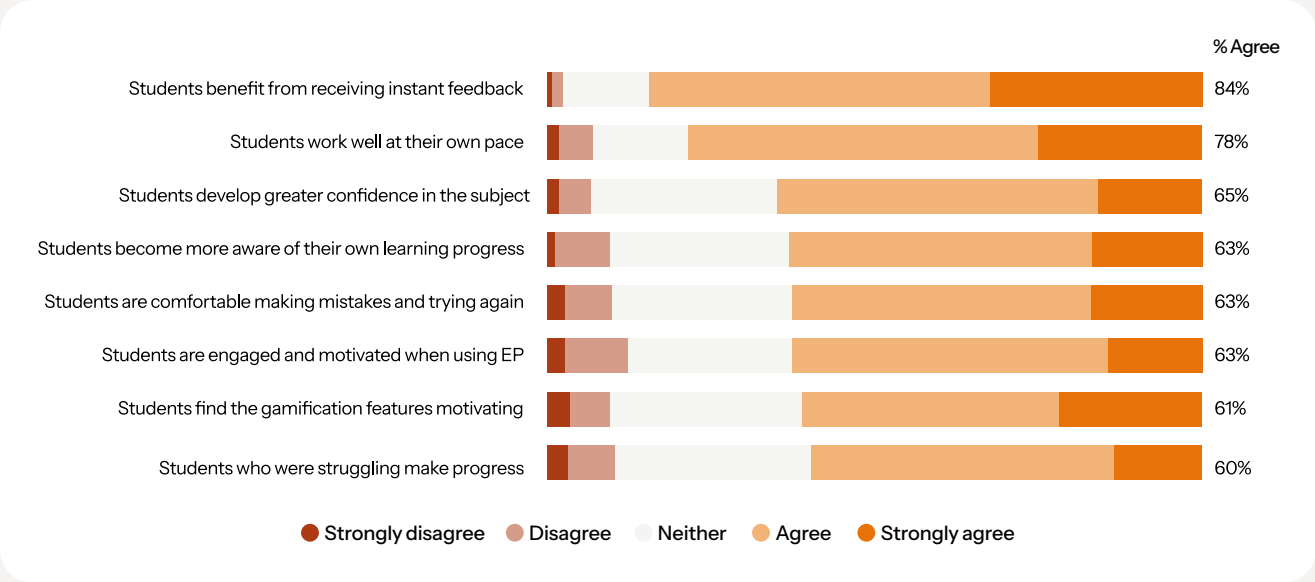
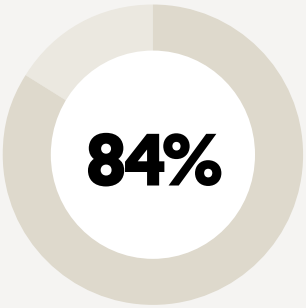


Figure 7: Teacher perceptions of EP's impact on students

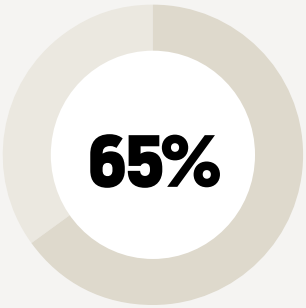
The strongest signal is around feedback and pace. An overwhelming 84% of teachers agree that students benefit from receiving instant feedback, and 78% say students work well at their own pace when using EP. These two findings speak directly to EP's core design - a platform supporting teachers to give students immediate, actionable feedback and the freedom to progress as they are ready.

Students benefit from receiving instant feedback
84% agree or strongly agree



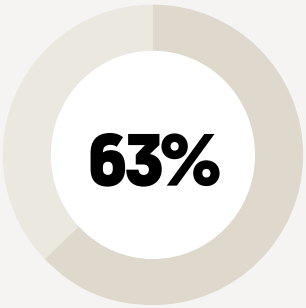
"My students genuinely enjoy using Education Perfect as a revision tool. The interactive questions, instant feedback, and ability to track their own progress have really boosted engagement, even for some of my less confident learners."

Students develop greater confidence in the subject
65% agree or strongly agree



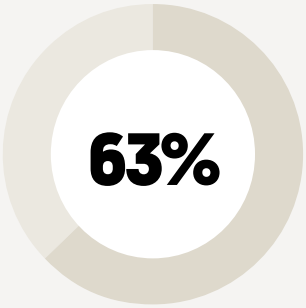
"You can actually see their confidence growing as they begin attempting the harder questions, which is a pretty special thing to see."

Students become more aware of their own learning progress
63% agree or strongly agree



"Even my reluctant learners became motivated once they realised they could track their progress and receive instant feedback."

Students are comfortable making mistakes and trying again
63% agree or strongly agree



"EP has helped me to develop a classroom culture where students are beginning to take more of a lead role in their learning. The fear of assessments is being removed as they are coming to understand that assessment is about identifying strengths and needs."

Across all eight dimensions, teachers report a consistent and positive picture. And when asked to describe that impact in their own words, engagement and motivation came through most strongly, followed closely by feedback, assessment, and revision practice.

Improved Student Learning Outcomes

63% of teachers surveyed believe EP has resulted in improved student learning outcomes.

One finding cuts across everything above: teachers who report a greater impact of EP on their own practice also report a greater impact on their students. The two rise together (Figure 8).

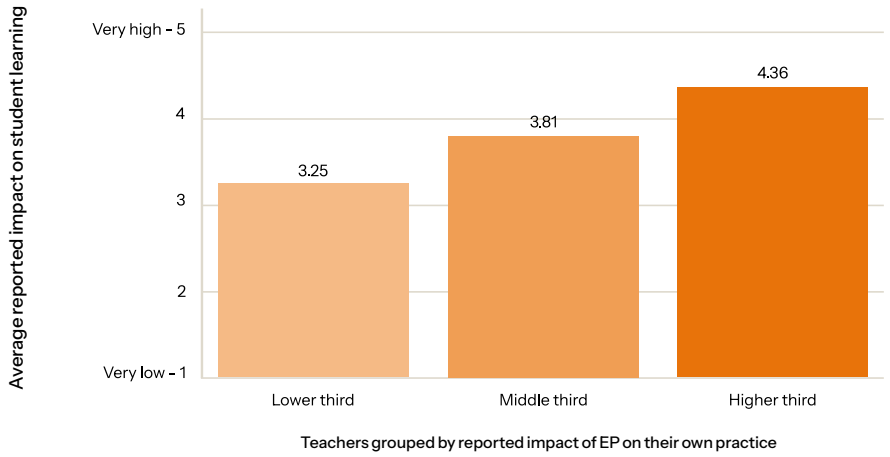


Figure 8: Impact on teacher practice and impact on student learning rise together

The data also suggests something important about how EP is used. Teachers who use EP across more areas of their practice report stronger student outcomes.

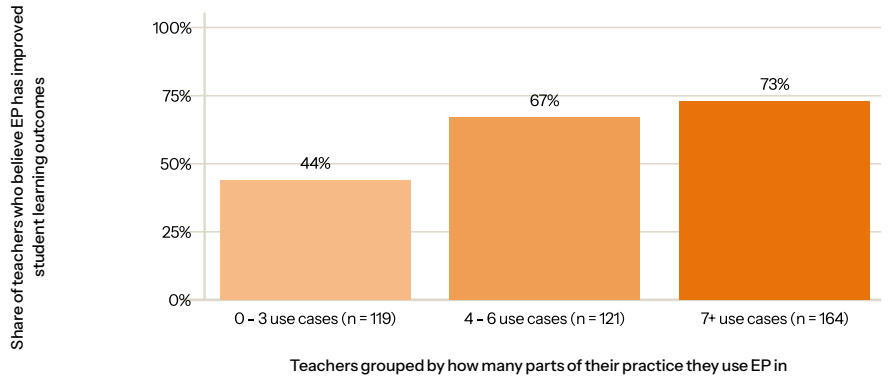


Figure 9: The more ways teachers use EP, the more impact they see for students

Homework and in-class activities are where most teachers start, and they remain central even among the most integrated users. But it's the teachers who go further - into formative assessment, differentiation and progress tracking - whose students benefit most.

This isn't a simple more-is-better story. It's about the kind of use that matters: moving from assigning work to understanding student progress and responding to it. For students who have historically found learning hardest, EP offers something particularly valuable - a low-stakes environment where effort is rewarded, progress is visible, and trying again is part of the process. *

* n = 404. Association between number of EP use cases and reported impact on student learning: Pearson r = 0.36. Association with frequency of use: r = 0.28. Association, not proof of causation.

Conclusion

This survey posed a deceptively simple question: what do teachers think of EP? The answer, from over four hundred experienced educators across Australia and New Zealand, is clear and consistent.

Our respondents were not casual users offering first impressions. Two-thirds have been using EP for more than three years, and eight in ten have been teaching for more than a decade. Their judgement carries professional weight, and across every dimension of teacher practice and student learning measured in this survey, the majority report a positive impact.

The strongest effects show up where teachers lean on EP most deliberately: differentiation and personalisation, timely feedback, data-informed practice, and student motivation and engagement. These are also, tellingly, the areas where even this confident and experienced cohort said they had the most to gain. The sweeping term "transform" is often used with regard to the promise of EdTech, and this study shows that EP is helping teachers become more effective in a range of small but crucial ways - helping them develop differentiated lessons, giving them data to understand student 'pain points', and making them a bit more efficient in lesson planning. These 'big little' details add up to a lot, clearing space for their expertise, judgement and human connection that no platform can replace.

For students, the picture is also encouraging. 84% of teachers report that students benefit from receiving instant feedback; 78% say students work well at their own pace. And 63% believe EP has resulted in improved student learning outcomes, a figure that rises meaningfully among teachers who have embedded EP most deeply across their practice.

That last finding may be the most important. Teachers who report a greater impact of EP on their own practice also report a greater impact on their students. Impact on practice and impact on students rise together. The teachers who gain the most from EP are those who have gone furthest in learning what it can do, and use it more fully across the teaching and learning cycle as a result.

This points to something beyond the EP product. EP is a powerful tool, but teachers are the key to unlocking it. The more they know its capabilities, the more they can leverage them at every stage of the cycle, and the more their students stand to gain. Investment in training, peer practice-sharing, and embedded professional development alongside EP is not a nice-to-have. The data suggests it is where the greatest returns lie.

Perhaps the most honest summary came from a teacher who put it simply:

> "EP doesn't replace the teacher; it amplifies our ability to see exactly where a student is struggling in real-time. It's the difference between guessing where the gaps are and having a data-driven map for every child in the room."

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