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Uncovering Education Perfect's Impact: Investigating the Link Between Platform Usage, Teacher Self-Efficacy, Student Motivation and Self-Efficacy, and Improved Learning Outcomes.

Interim Findings

Single-School Interim Report: St Mary MacKillop College, Canberra

Educate Ventures Research (EVR) July 2026

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0. Abstract

This interim report presents early findings from the Education Perfect (EP) Australia Impact Study, a mixed-methods investigation into how sustained use of the EP platform relates to teacher practice, student motivation and self-efficacy, and learning outcomes. It focuses on St Mary MacKillop College in the Australian Capital Territory, drawing on interviews with teachers, students, and school leaders alongside teacher survey data. Findings touch on themes such as instructional feedback, data for informing teaching and learning, metacognitive processes, and motivation. The analysis found that EP has substantially eased the generation of feedback, data, and differentiated content, and this has delivered some immediate benefits. But a second, more conditional pattern also emerges: the fuller value of what EP produces depends on teachers' capacity to interpret and act on it. Feedback was the clearest strength, while data-driven teaching, metacognitive process, and motivation, by contrast, revealed a gap between what the platform can support and what is currently being taken up in practice, a gap that can be bridged by teachers' active input and expertise. This report argues that the interpretation of information, by both teachers and students, is the new frontier, and highlights Mary MacKillop's whole-school focus on feedback literacy as a response to it. As a single-school report, these findings are illustrative rather than generalisable, and will be contextualised within the broader multi-school dataset in the final report.

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1. Introduction

1.1 Study Overview

This report presents interim findings from the Education Perfect (EP) Australia Impact Study, a naturalistic observational mixed-methods study investigating the relationship between EP platform usage, teacher self-efficacy, student motivation and self-efficacy, and learning outcomes across Australian secondary schools (Years 7–12).

The study is led by Educate Ventures Research (EVR), an independent research consultancy based in London, with Professor Rose Luckin as Principal Investigator. Education Perfect is the study sponsor; EVR operates as an independent research partner, responsible for study design, data analysis, and reporting.

The study's central question asks:

In what ways does sustained, purposeful use of Education Perfect by teachers, students, and school leaders correlate to and/or influence enhanced teacher practice and self-efficacy; student motivation, self-efficacy and learning outcomes; and school leader satisfaction, and how do these outcomes vary depending on implementation model and context?

1.2 Purpose of this report

This interim report presents early findings from the most data-rich site in the study: St Mary MacKillop College, a co-educational Catholic secondary school in the Australian Capital Territory. This report serves as a signpost in the study's trajectory, offering a detailed look at how EP is being used and experienced at one school while data collection continues across additional sites through Term 3, 2026. The report draws primarily on qualitative data from teacher, student, and school leader interviews, supported by survey findings. As this is a single-school report, the findings reflect the perspectives and experiences of participants at St Mary MacKillop College and should not be generalised to the broader study sample, which will be addressed in the final report.

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2. About the school

2.1 The School

St Mary MacKillop College was selected as the first reporting site because it offered the most complete dataset across all data collection methods and because it accounts for teacher and student use in all four subject areas under investigation: English, Mathematics, Science, and Languages. It is a co-educational Catholic secondary school in the ACT with a long-standing history of EP use.

2.2 Participants

Eleven teachers completed the baseline survey; nine of those also completed the follow-up. Teachers ranged from early-career (0–2 years) to highly experienced (30+ years), with the majority having used EP for more than one year. Nine held classroom teaching roles, one was a head of department, and one a learning-support teacher. The teachers who took part teach a range of subjects: English, Mathematics, Science, Languages, Humanities, and Music. Four

students and two school leaders (an Assistant Principal and a Digital Learning Coordinator) also were interviewed.

Table 1. Data Sources

Source	*n*	Notes
Teacher Surveys (matched panel)	9	Baseline and follow-up
Teacher Interviews	8	Semi-structured, individual
Student Interviews	4	Semi-structured, individual
School Leader Interview	2	Joint Interview

2.3 Context

The majority of the teachers in this sample are long-standing EP users, not new adopters. As such any changes between baseline and follow-up surveys reflect shifts in perception and practice during a time of intentional, research-informed engagement with the platform, not a shift from no use of EP to regular EP use.

A distinctive feature of St Mary MacKillop College is its commitment to teacher-mediated use of AI with school-wide governance and pedagogical oversight. Mary MacKillop participated in a recent trial of EP's AI-enabled feedback and has adopted EP as its primary method for introducing AI-assisted learning to students in Years 7–9. This decision was made specifically to manage the risk of cognitive offloading and to ensure that AI supports thinking rather than replacing it.

2.4 A Methodological Note

Because the sample is a subset of a larger study it is too small for reliable significance testing. For the purposes of this report survey findings are used to illustrate patterns rather than to establish generalisable conclusions. Because these teachers were existing EP users, this report draws primarily on post-survey findings rather than on pre-post comparison and its findings describe associations, not causal relationships.

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3. Findings

The findings below are organised around the four study themes. For each theme, qualitative insights from interviews are presented first, followed by supporting survey data where relevant.

3.1 The value of immediate feedback

One of the promises of educational technology is the ability to provide immediate, in-the-moment feedback to help inform students in their day-to-day learning experiences: it's what students see when they submit work, and it's also what teachers look at when they are checking up on a student's progress at any given moment. The value of this data - whether provided by AI or not - was the most consistent theme across all data sources.

What the interviews tell us

Teacher interviews

In almost every interview, the Mary MacKillop teachers cited the AI feedback tool on extended writing as the feature they valued the most, noting four characteristics in particular: that the feedback was instant, iterative, communicated in student-friendly language, and decoupled from grades. By providing feedback just seconds after a student submits a response, the tool fosters a continuous cycle where students can revise, resubmit, and get fresh feedback on each iteration. The feedback in familiar, comfortable language enables students to act on each round without requiring teacher intervention, prompting students to stay in the loop instead of stopping at "What did I get?" This is what one Humanities teacher said about the advantages of the AI and normal EP feedback:

> "When they can see their success, that they're getting it right, that they're on the right track, it encourages them. Especially with the AI feedback: sometimes, before we used it, they would be waiting a couple minutes, if not longer to get any feedback. It motivates them to keep going because they can get that on the spot feedback and keep working away rather than disengaging and then having to get back into it."[1]

Teachers also valued how the AI feedback tool helped to redistribute their time for the benefit of students who needed it most:

> "I can't go around to 25 kids in 2 minutes… whereas this one [EP's AI] can quickly read it… and I can then sit with the kids that have been differentiated slightly lower." (Science Teacher).

[1] Direct quotes, in some cases, we have lightly edited the quotes for clarity, removing repetitions and "fillers" only when such action does not alter the meaning or intention of the speaker. Care has been taken to err on the side of caution and preserve the authentic voice of the speaker.

Alongside these strengths, teachers identified areas in which the tools could be further calibrated to individual students' strengths. This kind of granular, direct-from-the-classroom information is what EP (and all edtech companies) need to ensure that this evolving technology is serving learners in the best way.

Teachers found EP insights, such as completion rates and per-question accuracy, to be helpful for real-time class monitoring and adjustments:

> “I go through and I have a quick look to see where the average of where the students might be. If it's a module I really want them to do, and then I can see overall where the class is sort of sitting on that average percentage […] if I notice through the EP data that the majority of students are struggling with a certain topic, then I might make a question on that topic to re-teach it.” (Languages Teacher).

Student interviews

Mary MacKillop students valued different types of feedback for different tasks, and were quite articulate about this. For maths and vocabulary, knowing whether an answer was right or wrong was sufficient. For writing and science, they wanted an explanation. As one student put it:

> "You have to actually come up with your own answer instead of just getting it right or wrong." (Student 2).

The AI-enabled feedback on extended writing was the standout for younger students. A Year 7 student described the experience:

> “When you look at your paragraph, it's often underlined or highlighted with red or blue or green. And if you click on it, it says if it's good or bad. And then on the side it says what you've done well... And then it's like, oh, you could add more detail to this or fix this grammar. I usually wouldn't pick up on those things, but then when I see it and read it back to myself, I'm like, oh yeah, I did do that. And then I can fix it more easily.” (Student 3).

Another Year 7 student described the AI feedback as

> "like someone's helping you with it,"

framing it not as technology but as support (Student 4). The instant nature of the feedback also matters:

> "I'm very impatient and so if I have to wait for like a week to get feedback on something..." (Student 3).

All four students reported that making mistakes on EP feels safe:

> "it's not like permanent or anything, so you just go back and do it again,"

one student said. Students seemed almost to take this low-stakes environment for granted, which may be a sign that the platform has helped students to view errors as part of learning.

Leader interview

Building on Mary MacKillop's widespread adoption of EP, the school's leadership has taken a strategic, whole-school approach to feedback. EP is the central vehicle for AI-supported pedagogy and the new AI-enabled feedback tool has allowed EP to penetrate beyond core subjects into Religious Education, Visual Arts, Music, and Food & Textiles: faculties that had never previously used EP are now seeking out the Digital Learning Coordinator to build customised AI feedback tasks. As one leader put it,

> "it's almost like EP has become new again, but for very specific purposes."

Mary MacKillop also uses EP Studio and Create to build assessment preparation tasks where students submit draft paragraphs and receive immediate, annotated, teacher-guided AI feedback. Crucially, teachers maintain oversight: in one example, a leader adjusted an AI-generated rating from 5/5 to 4/5 in front of a Year 12 student because the response didn't meet the task-type requirements. Rather than undermining confidence, this increased the student's trust in the tool:

> "they had greater faith in the output because I was adapting it on the spot."

Errors and hallucinations are not hidden but used as teaching points about digital literacy:

> "the technology has limitations... the more that we are aware of that, the more that we then are using it in an informed and critical way."

The leader also identified a capability unique to the AI feedback tool:

> "The tool can give feedback and insight into the thinking behind [student written work]. And that's something that we haven't been able to capture easily before."

At scale, this gives teachers and leaders visibility into student reasoning - not just what students wrote, but how they think.

What the survey data shows

The teacher survey results were consistent with the interviews, with respondents placing a high value on EP's feedback; this is the aspect, moreover, that saw the most significant positive changes between before and after the study (+0.6). Likewise, when teachers were asked about the impact of EP on their teaching practice, all 9 reported a positive impact on timely feedback:

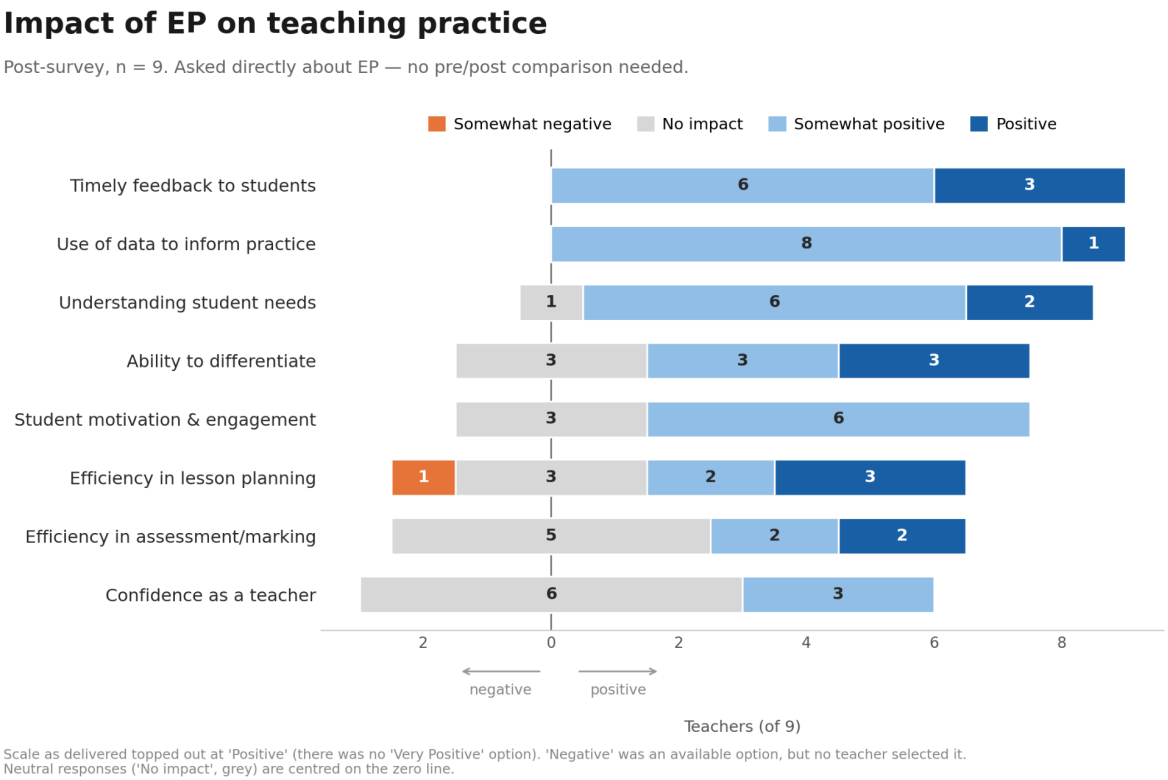

Fig. 1. Impact of EP on teaching practice.

As can be appreciated in Fig. 1, “Use of data to inform practice” was the second most positive perceived impact on teaching practice, which directly corresponds to the “insight” component of the "feedback and insights” theme.

Additionally, the survey findings also suggest that providing individual feedback is one of the tasks that teachers reported spending less time on after the EP study.

3.2 Learning to manage and use the data windfall

Where feedback is about the immediate and in-the-moment flow of work, data from edtech platforms also serve to inform teachers about trends and changes over time: the bigger picture that teachers and leaders need to track whole-class growth, inform planning, and communicate with parents. This was a nuanced theme: teachers recognise the value of the data, they are still learning to use and manage it.

What the interviews told us

Teacher interviews

Interviews suggested that EP's immediate insights are widely and effectively used by St Mary MacKillop College teachers to inform their next steps, often surfacing things they might otherwise have missed. As one teacher described:

> “getting that real time feedback… that child that always sat there quietly, you thought was doing well… they weren't doing well" (Languages Teacher).

Teachers were clear that this immediate view is what they lean on, using it mainly to confirm their own judgement about students; EP's deeper, cumulative analytics are available but drawn on much less regularly.

Some teachers are still building familiarity with EP's deeper analytics features specifically, even as experienced users of the platform overall. One English and Humanities teacher noted:

> “With the different things I've looked at, I'm still kind of wrapping my head around all the different things it can do. So I haven't looked in a lot of detail...”

Along the same lines, two other teachers mentioned they would benefit from targeted PD:

> “I'd love to be trained in it. If someone from EP came along… here's a whole day, can you show me.”

Teachers' remarks about their own confidence with technology underline the importance of this factor in encouraging them to engage with deeper analytics. Ultimately this is yet another piece of the "data bottleneck" - teachers need time, support and practice to incorporate deeper data analysis into their teaching cycles and routines.

Visibility of progress, as distinct from the in-the-moment feedback discussed in section 3.1, is primarily a teacher and leader concern: it is about tracking trends over time and using data to inform planning and communication. Students were not asked directly about this theme, and it did not emerge spontaneously in their interviews. This is consistent with the finding that students engage with their own progress in immediate, task-level terms rather than in the longer-term, analytical way that teachers do.

Leader interview

Both leaders sit on Mary MacKillop's assessment committee, where they take a systematic approach to expanding the school's data coverage by actively identifying tasks that could integrate EP's AI feedback. They very clearly saw the potential of cohort-level analytics: if, for example, all Year 7 maths classes complete a preparation task on EP, the school gets whole-cohort insights into which question types students are struggling with. But they're candid that this depends on broader uptake among teachers:

> "the capacity to do that's going to become greater once we have take-up across the board."

The school is already using EP data for maths placement decisions (students applying for advanced maths), and leaders noted that it is an essential tool for them because it complements standardised test results, capturing data outside of high-stakes testing contexts.

The leaders' vision extends to a whole-school paragraph writing framework tracked through EP from Years 7–12, providing progression data across every subject. Despite this forward-thinking approach, they frame themselves as "still on the journey," observing that data-informed leadership is growing but requires more teachers engaging with the dashboards. As one leader put it:

> "It's giving us confidence, but we need to feed more of it... as more people are taught, especially the dashboard, more people are talking about what they are seeing."

What the survey data shows

The survey data shows a positive shift in teachers' use of EP data: class-level tracking was the fastest-growing feature in the survey (rising from three users to six), and "use of data to inform practice" was the second most positive perceived impact of EP.

That progress comes with a trade-off, though. "Analysing performance data" was the only routine task where time spent did not fall from pre- to post-survey; teachers are spending more time with data, not less, and 'time to review data' was the number-one post-survey challenge, named by six of nine teachers.

This pattern suggests a shift in where teachers invest their time. Teachers at St Mary MacKillop College report spending less time on routine tasks like creating materials, planning, and marking, but the time spent analysing performance data has not decreased. This is consistent with the interview findings that teachers are gravitating toward EP's tracking and data features and looking to become stronger users of these features. They can see the value, and the tools that would most reward their time investment are the ones where that confidence is still growing.

3.3 The emergence of metacognitive signals

Metacognition, our awareness of our own thinking and our ability to regulate our mental processes, is a critical skill to develop in a tech-infused age. Several teachers in this school observed how the process of engaging with feedback seemed to spark signals of metacognitive awareness, an engagement with their learning. They also, however, acknowledge that teacher guidance is critical for sustaining and strengthening this awareness.

What the interviews tell us

Teacher interviews

The interviews suggest that metacognition is teacher-activated: it emerges where teachers deliberately make progress visible and coach students to reflect, and it stalls where students are left to review their progress on their own.

The clearest evidence comes from teachers who surfaced students' own progress data to them. One English teacher showed her class the (de-identified) dashboard so students could see their improvement over time, and described the effect it had on how they engaged with their own learning:

> "They loved it …I showed them, (de-identified of course), the teacher dashboard where I could say 'all of you have improved your writing'… it almost became a point of competition for how many times they could go back in… they could actually see what they needed to do. Quite a few students in that class are low literacy, so they struggle a little bit… it meant that they were able to progress their work far quicker than if it was me walking around to the 25 kids one to one. That was really good. And they were busy. In each of those lessons, they were busy. No one was distracted. No one was waiting for the next step or waiting to be told to do the next thing, they were in there navigating that themselves, which was good. And by the time we've done that a few times they, you could see that they, they knew, they knew what to do."

Other teachers described similar metacognitive shifts. A Languages teacher recounted how showing a struggling student his own data helped him grasp the link between effort and outcome which was "a big eye opener for him." A Humanities and English teacher emphasised that reflection has to be deliberately prompted, and noted that the AI feedback tool helps because it is separated from a mark:

> "unless you actually go back in and get them to do a reflection… they don't look at the feedback, they look at the marks… the AI tool sort of stops that process of just looking for a result" (Humanities and English Teacher).

And another teacher used the platform's accuracy data to make students aware of their own process, prompting them to notice when they had skipped or misunderstood content rather than simply guessing.

At the same time, teachers were aware of metacognition not happening automatically. Where the platform's own reflection prompts were left to students unsupported, several observed them being completed without genuine reflection. As one maths teacher put it:

> "when there's a reflective question, giving yourself the five stars… they'll just go 5 stars…" (Maths Teacher).

Taken together, these accounts show EP provides the building blocks for learners to strengthen their metacognitive awareness, and that if teachers support this by surfacing progress and modelling reflection, the potential for improvement is significant and real.

Beyond the motivational impact of being able to see their own progress, there are other EP features that were mentioned by the Mary MacKillop teachers interviewed. The immediate feedback keeps students in a productive flow: as one teacher put it,

> "it motivates them to keep going because they can get that on-the-spot feedback and keep working away rather than kind of disengaging and then having to get back into it" (English and Humanities Teacher).

The self-paced, lower-stakes environment also lowered the barrier to trying, particularly for less confident students, who

> "liked the flexibility of being able to do one little thing at a time… without me necessarily being there" (English Teacher).

Student interviews

When asked what keeps her going on EP, and whether the platform forces her to problem-solve, one Year 10 student was said:

> "It forces me to actually use my brain." (Student 1).

This is perhaps the most concise articulation of EP's value from any participant in the study. The redo-until-correct mechanic, which some students find occasionally frustrating, is also the mechanism that prevents passive completion. Several students described reaching for additional strategies when stuck; using scrap paper, asking friends, going back to notes, behaviours that indicate self-regulation even when students don't have the vocabulary to describe it as such.

When asked directly whether they think about their own learning, students were candid:

> "I just do it and if it works it works" (Student 1); "No, I just do the work" (Student 2).

One Year 7 student was disarmingly honest:

> "Sometimes I catch myself just like not thinking about it and just like skipping through and trying to get it done" (Student 3).

Yet these same students are doing metacognitive things without the label: Student 1, for instance, uses EP as a self-diagnostic before attempting worksheets, and transfers her EP mistakes onto her notes for tests. Student 4 checks her progress dashboard to identify weak spots and decide where to focus.

Progress visibility was motivating for some students, particularly the younger ones. Student 3 liked seeing the green completion bar:

"you can see how much you've done and then see how much you have left."

Leader interview

The metacognition and motivation findings converge on a practical point: the value of EP's feedback is not automatic: it depends on whether students can actually read, interpret, and act on what they are given. Where teachers coached that skill, feedback drove reflection and re-engagement; where students were left to self-review unsupported, they disengaged.

St Mary MacKillop College is launching a whole-school Professional Learning Community (PLC) next semester focused on feedback literacy, using EP's AI-enabled feedback tool as the vehicle. The PLC is for teachers, with a representative from every curriculum area, and its goal is to equip them to explicitly teach students how to read, interpret, and act on feedback. The two leaders interviewed echoed what their teachers had observed: that students sometimes get overwhelmed by feedback, some do not know where to start, and some simply tap "5 stars" to finish quickly. Without explicit instruction in feedback literacy, the tool's potential to strengthen students' metacognition is only partially realised; the PLC is the school's attempt to close that gap.

What the survey data shows

When asked directly about EP's impact on motivation and engagement, 6 of them considered it had a somewhat positive impact and 3 of them that it had no impact. This is consistent with the qualitative findings: while motivation and engagement were generally positive, it did vary according to students and settings.

Metacognition is harder to read from the survey alone, but the interviews suggest why any gains here are uneven: it is teacher-activated. Where teachers deliberately surfaced progress and coached reflection it developed; where students were left to self-review unsupported it generally did not.

Sustaining engagement remained an open challenge for teachers at the end of the study, and their views on EP's contribution here varied by setting. This reflects the qualitative finding that engagement gains were evident but depended on how EP was embedded in teaching, and that metacognition is an area where practice across the sector is still developing. This finding is not unique to EP: metacognitive skills develop slowly and require sustained pedagogical support beyond what any single platform can provide.

3.4 The largely untapped potential of differentiation

Almost every teacher has a diversity of students in their classroom, and differentiation is recognised as essential to meeting students wherever they are in their learning journey. Teachers at St Mary MacKillop College see EP's potential for differentiation clearly and are keen to make fuller use of it; in some cases, differentiated learning is already happening organically, even where teachers don't label it as such. The challenge and the opportunity now is

orchestration: turning the data and materials teachers already have into more deliberate, systematic practice.

What the interviews tell us

Teacher interviews

Differentiation presents in practical, recognisable forms: assigning a year above or below, framing content around student interests, and scaffolding for modified students. One teacher describes genuine personalisation for senior students by identifying a specific weakness, then building targeted practice:

> “I could pick the areas of needs and go, this is what you need [...] you're working on this page and you're working on that page, because that's actually where you need to be” (Languages Teacher).

Beyond this individual example, teachers see real potential in EP to support differentiation more broadly. Where practice hasn't yet caught up, the gap is practical: time and confidence, not scepticism. Crucially, teachers are explicit about the solution, which means the path forward is clear and the appetite is there:

> “No [when asked about using EP for differentiation] and that's something I would like to learn more about because I haven't done that yet [...] PD like not just a one off. Having that time to be able to sit… because when you don't put it into practise, you forget” (English and Humanities Teacher).

Another sub-theme that emerged during the interviews was what can be called “invisible differentiation”. Because every student is working inside EP on their own screen, a student given easier or harder work cannot tell they have been singled out, which is considered valuable as it protects confidence, especially in the senior years:

> "because everyone's working in Education Perfect, they have that privacy of people won't necessarily know that they've got a different level of task assigned to them" (Science Teacher).

Although this is considered a positive aspect of EP, it is possible that the students interviewed do not report experiencing personalised learning, precisely because it is invisible to them.

Student interviews

All four St Mary MacKillop College students reported that EP work is set for the whole class. None described receiving personalised pathways or individually tailored tasks. The closest example came from Student 1 (Year 10, Maths), whose teacher occasionally assigns extra exercises to students who are struggling with a particular topic:

> "she'll be like, oh, who's struggling on this? And then she'll allocate the different topics to the people who are struggling the most."

This is responsive teaching mediated through EP, but it is teacher-initiated and ad hoc rather than a systematic use of the platform's differentiation features.

Students generally felt the work was at an appropriate level, though Student 2 described a binary experience:

> "for me it's either like really easy or I have no idea what it means"

and Student 4 noted that class-wide tasks are sometimes set easier to ensure accessibility for all. Neither framed this as a problem, but neither described a sense that the platform was adapting to them personally.

This is consistent with the teacher and leader interview findings: the tools exist within EP, and teachers believe in their value. The next step is building the confidence, time, and pedagogical strategies to deploy them systematically.

Leader interview

When asked directly about differentiation, the Assistant Principal paused and reflected, a telling moment. Differentiation via EP is mainly happening through automated pathways rather than intentional teacher action. She identified an untapped opportunity: connecting EP with inclusive education for modified students (e.g., setting content at a Year 5 level for a struggling Year 7 student):

> "we could probably be more proactive about that."

Some teachers may be differentiating without reporting it ("doing it without telling us"), and the customised AI feedback tasks are themselves a form of differentiation; the 5/5 rating adjustment anecdote from section 3.1 is a clear example of real-time differentiation of AI feedback based on teacher judgment, even though the leaders describe it as "feedback" rather than "differentiation." This suggests that differentiation may be happening more than the survey data captures, but it is not yet a conscious, systematic practice.

What the survey data shows

The survey findings on differentiation are inconclusive. In the post-survey, differentiation was one of only two features (out of 17) whose usage declined, and teachers' reported impact on their ability to differentiate was among the most muted items.

This is not necessarily a negative finding on EP. It may reflect a pattern observed in Section 3.2: EP is increasingly capable of *generating* differentiated and personalised materials, particularly with AI-powered content creation, but the challenge has shifted to classroom orchestration.

Teachers need time, confidence, and pedagogical strategies to administer differentiated learning to multiple groups simultaneously, and this appears to be where the gap sits. Whether targeted professional development or further platform development would help close this gap is a question the broader study may help answer.

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4. Discussion

Across the themes of feedback, visibility of progress, and metacognitive signals, there is a strong pattern that organises the findings from this rich, multistakeholder data set: EP has largely addressed the feedback and data *generation* problem for both teachers and students at St Mary MacKillop College, shifting the challenge mainly to *interpretation* - and interpretation is fundamentally a human, expertise and context-driven act. The themes are separate findings but also part of a single connected system: feedback feeds metacognition, visibility of progress underpins both motivation and differentiation, and teacher judgement is the thread running through all of them.

The AI-enabled feedback tool on extended writing was valued because it is instant, iterative, student-friendly, and decoupled from grades. Nevertheless, the interviews show it works even better when a teacher is adjusting it. When a leader adjusted an AI-generated rating from 5/5 to 4/5 in front of a Year 12 student, it increased the student's trust in the tool rather than undermining it. The generation of feedback is solved, but its calibration still depends on professional judgement.

The other themes tell the same story at different levels, and they visibly connect to each other. In terms of tracking student progress, teachers recognise the value of EP's data but gravitate to its immediate views, recognising that they need time to digest the deeper analytics. Interestingly, they mostly use the data to *confirm* judgements rather than *drive* them, which is itself an act of teacher ethical judgement and expertise (the data informs, but the teacher decides). The survey makes the bottleneck concrete: analysing data was the only routine task that did not get faster, and "time to review data" was the most-cited challenge.

Motivation and metacognition are strongly related to that same visibility. Motivation is real but conditional, and metacognition proved to be *teacher-activated*: it emerged where teachers deliberately surfaced progress and coached reflection, and stalled where students were left to self-review unsupported. The dashboard is precisely the instrument one teacher used to spark metacognition, which shows how much overlap there is between the themes identified.

Fourthly, differentiation and personalisation shows the widest capability–practice gap: teachers believe in the tools but often default to whole-class assignment for want of time, training, and confidence, not scepticism.

The challenges now are that teachers must make meaning from analytics; students must learn to read and act on feedback; and it is the teacher who bridges both, deciding when to trust the

tool, when to override it, and when to turn it into a teaching moment. The school is responding to this challenge by investing in human capacity through a whole-school Professional Learning Community on feedback literacy. This reframes what EP contributes. Its value at this school lies less in automation than in augmentation: it removes the mechanical load of generating feedback and data so that teachers can spend their expertise on calibrating, contextualising, differentiating, and coaching. By using EP for introducing AI, the school is able to provide teachers and students with some AI literacy, to protect them from cognitive-offloading risks and ensure that AI supports thinking rather than replacing it. This anecdote about the school's use of EP as an AI literacy tool is an eloquent illustration of how educational technology products can fulfill their potential at the service of teachers and students in innovative, thoughtful and responsible ways.

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5. Looking Ahead

Data collection for the EP Australia Impact Study continues through Term 3, 2026, with additional schools across multiple sectors and states/territories contributing teacher and student survey data, interviews, focus group participation and platform usage data. These interim findings will be contextualised within the broader multi-school dataset in the final report, expected in late 2026.

The patterns emerging from St Mary MacKillop College - particularly around the shifting demands on teachers as platform capabilities expand, and the school's intentional approach to feedback and AI integration - offer early signals that will be tested and refined as the sample grows.
