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Wesley College and Skodel - student voice and wellbeing support

Context

School	Wesley College Perth
Enrolment	1,000+ (k-12)
Established	1923
Integrations	Single Sign On and Data Sync

Wesley College has been partnered with Skodel for 3 years now. This partnership focuses on student voice in wellbeing, with an approach guided by psychologists, ensuring it is safe and practical in a school setting.

Short wellbeing surveys with immediate support

Skodel gathers student feedback on wellbeing quickly, with surveys that take less than a minute to complete. These are used at key points in the year, ensuring each one is meaningful for students and provides usable data for teachers without overwhelming them.

The response mechanism following each survey is immediate, offering students clear guidance on the next steps. This helps address their current wellbeing needs and equips them with strategies for managing their mental health in the future.
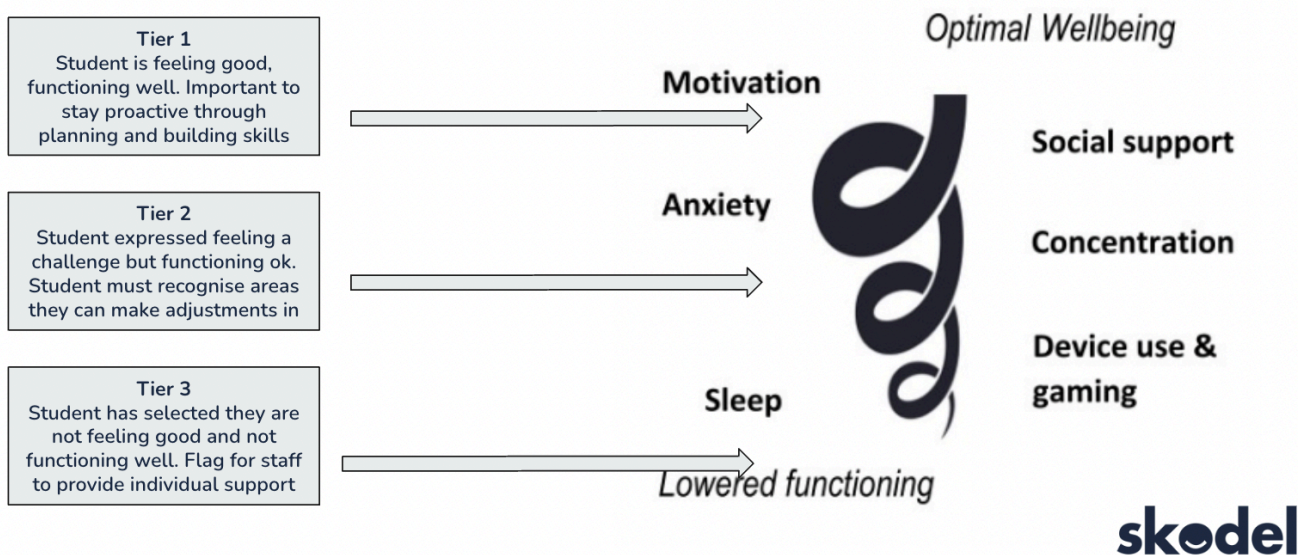
"Without student voices, it's hard to get the insight into wellbeing we need. Skodel has been incredibly efficient. There's clear next steps after each survey. Students receive suggested actions for their wellbeing plan, and teachers are provided with a quick snapshot. The guides for teachers to interact with the data ensure they feel comfortable doing so and can click a button to escalate anything they are unsure about" ~ Sophie Carroll, Head of Wellbeing

How Wesley ensures student voice and safety

Wesley College's use of Skodel for student wellbeing is a practical example of how schools can effectively understand and support their students. Their focused approach in incorporating student feedback into wellbeing strategies is straightforward yet impactful.

Practical approach to student voice - beyond emotions

Wesley uses Skodel not just to hear what students are feeling but to gauge when these emotions start impacting learning and school life. This approach is proactive but ensures a balanced response that supports students without overreacting to data that reflect normal, manageable situations. The below diagram highlights this:
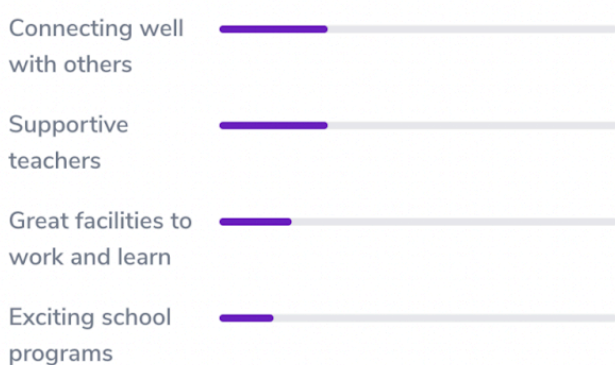
Tier 1
Student is feeling good, functioning well. Important to stay proactive through planning and building skills

Tier 2
Student expressed feeling a challenge but functioning ok. Student must recognise areas they can make adjustments in

Tier 3
Student has selected they are not feeling good and not functioning well. Flag for staff to provide individual support

Optimal Wellbeing
Motivation
Social support
Anxiety
Concentration
Device use & gaming
Sleep
Lowered functioning

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"In working with the wellbeing team at Wesley and Andrew Fuller, we wanted to ensure emotions were normalised. A healthy school is one that has a broad range of emotions. Being worried before an exam is healthy, however, if you are shutting down, you may need some support to get you back on track." ~ Ian Fagan, Skodel
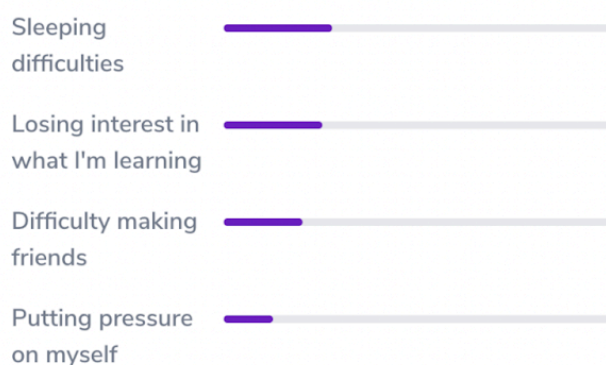
Identifying priority areas of wellbeing

Wesley College efficiently uses Skodel's data visualisation, such as bar graphs, to quickly spot and prioritise wellbeing issues. This method allows for a focused response to student needs, ensuring resources are allocated where they can make the most difference.

What's going well

Connecting well with others

Supportive teachers

Great facilities to work and learn

Exciting school programs

What could be better

Sleeping difficulties

Losing interest in what I'm learning

Difficulty making friends

Putting pressure on myself

Note: not actual data, just for illustrative purposes to demonstrate the visuals Wesley is using to understand student voices in wellbeing.

Empowering students to plan their wellbeing

Psychologist support to manage emotions: After a check-in, students are provided with suggested steps that they can add to their action plan. Hear from Sophie about how this ensures there is always support in place for students even when teacher intervention isn't possible.

https://www.youtube.com/watch?v=twIIByGqRRM

150+ students on personalised action plans: Wesley College now has over 150 students who have created their own personalised plan. They set an action in a wellbeing area such as 'improving sleep' and they track it over time to see the impact it is having on their wellbeing.

Evidencing effectiveness of wellbeing initiatives
One of Skodel's standout features is its ability to track the effectiveness of wellbeing initiatives over time so you know the impact of your initiatives. Wesley College leverages this capability to track and evidence the success of their interventions. The below bar graph can be filtered to specifically track areas such as sleep. Wesley uses this to monitor improvements in specific wellbeing areas.

Positivity Overview — 01/01/2023 - 11/04/2023

(data points: 36.36 on 01 Jan 23; 48.51 on Feb 23; 56.03 on Mar 23; 58.33 on 01 Apr 23)
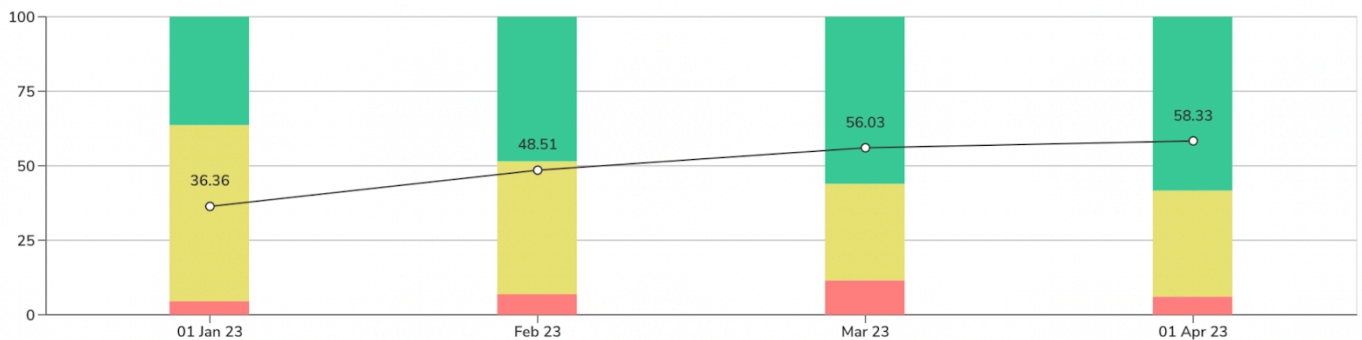
Using this data for awards, funding and parent engagement:
Schools now have concrete data that can support:
- **Award submissions** which foster wider support internally and externally. Wesley was nominated for a national wellbeing award and the data from Skodel has been used to support their nomination.
- **Funding opportunities** that require wellbeing data or for schools to make a case for why additional funding is needed
- **Engaging parents** with evidence of positive outcomes to build trust and constructive collaboration.

Learn more about Wesley's approach to student voice and wellbeing

For school leaders interested in learning more about this approach or Skodel's capabilities, reach out to info@skodel.com

Skodel security

Skodel is registered with Safer Technology 4 Schools (ST4S), an initiative of Australian Departments of Education that sets and reviews information security standards of services such as Skodel.