

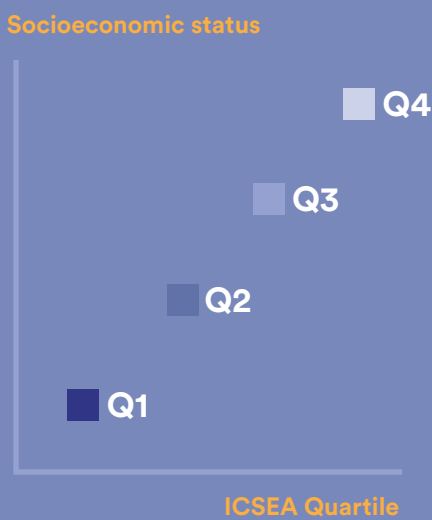
COVID-19 INCREASES EQUITY GAP IN AUSTRALIAN SCHOOLS

COVID-19 has significantly impacted schools in economically disadvantaged areas, further increasing barriers to an equitable education.

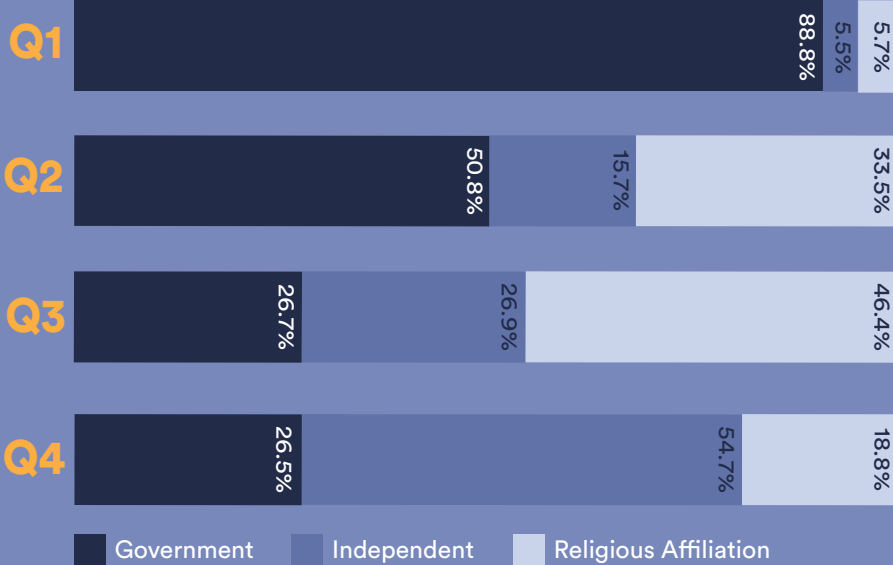
We surveyed **over 2,100 teachers in 1,155 Australian schools** on their experience of online teaching and learning due to COVID-19. Our research found that the rapid shift to home learning exacerbated existing inequities in our system. Below is a summary of our findings.

Download our whitepaper [here](#).

INCOME STATUS BY ICSEA VALUE*

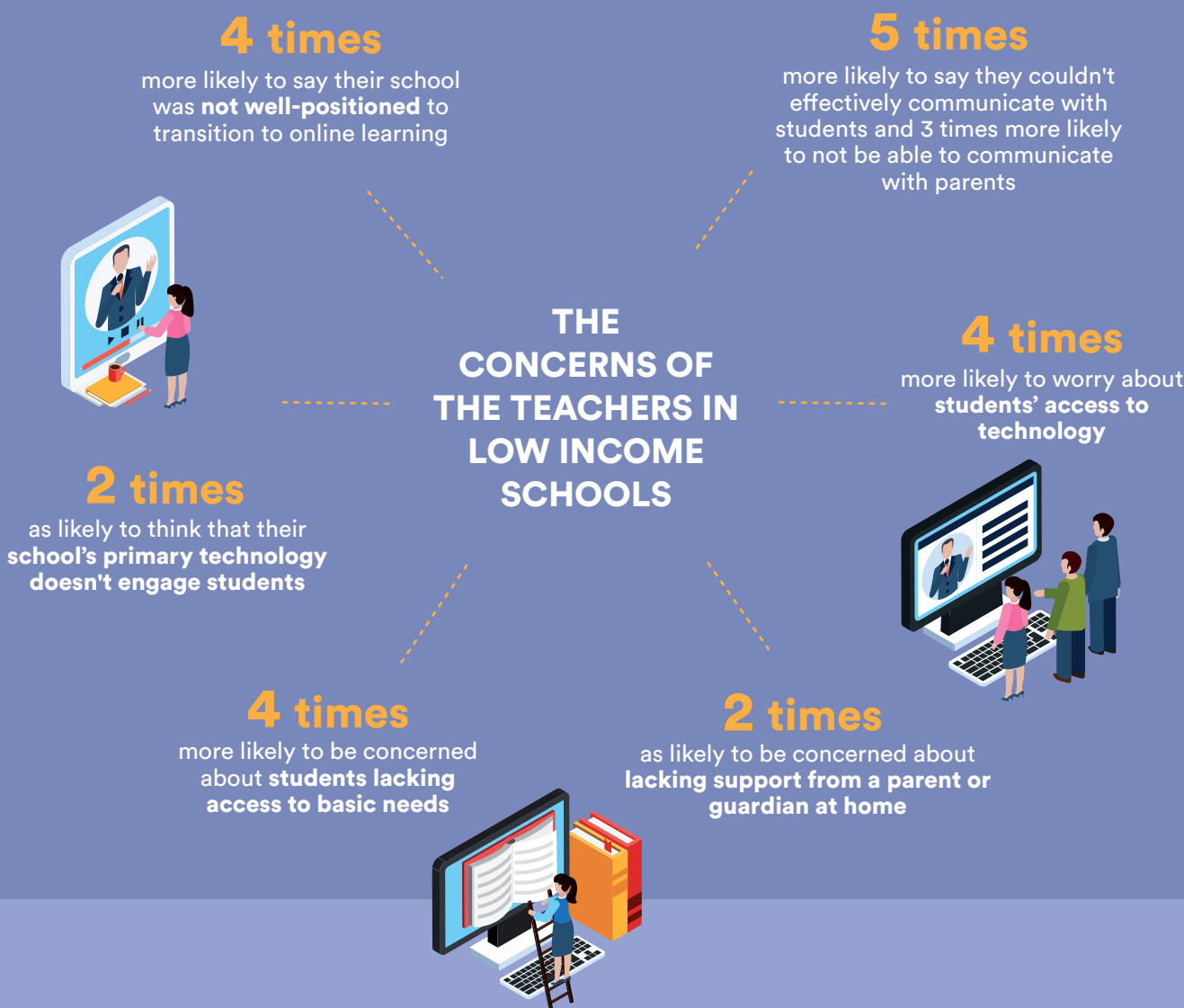


SCHOOL SECTOR DISTRIBUTION WITHIN EACH ICSEA QUARTILE



*ICSEA Value: Index of Community Socio-Educational Advantage (ICSEA) is a scale that represents levels of educational advantage. The ICSEA score is derived directly from information in student enrolment records, such as parental occupation and educational level. The four quarters representing a scale of relative disadvantage ("Q1") through to relative advantage ("Q4").

THE CONCERNS OF THE TEACHERS IN LOW INCOME SCHOOLS



Teachers in low income schools were more likely to think that **peer collaboration, instructional coaching and professional learning** were critical to their ability to teach online.

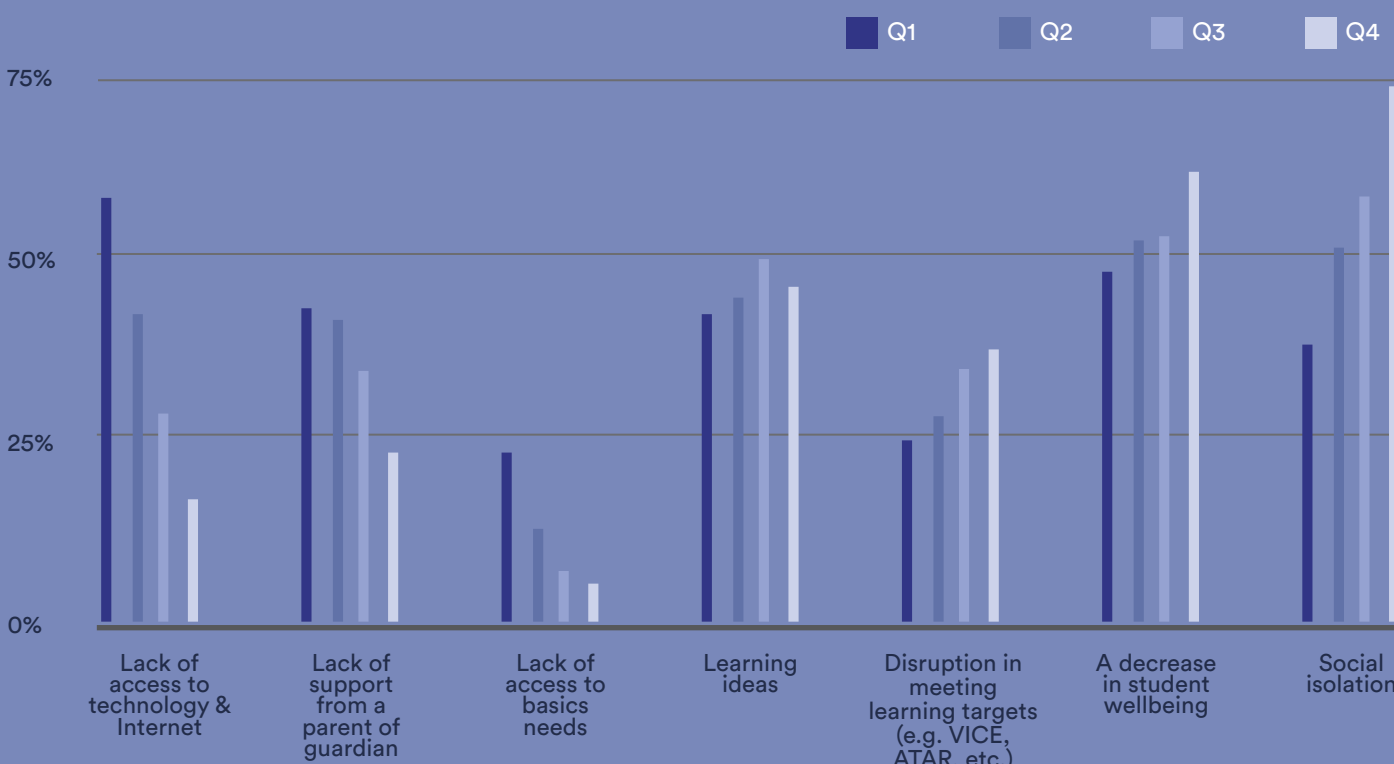
TEACHERS' CONFIDENCE IN LOW INCOME SCHOOLS



CONFIDENCE IN TEACHING USING PRIMARY INSTRUCTIONAL TECHNOLOGY BY ICSEA QUARTILE

	Q1	Q2	Q3	Q4
Not all confident	9%	5%	2%	3%
Somewhat confident	32%	30%	28%	23%
Confident	37%	39%	44%	44%
Very confident	22%	26%	26%	30%

CONCERNS ABOUT STUDENTS BY ICSEA QUARTILE



RECOMMENDATIONS

Anticipate and Prepare for Future School Closures

Expanded Professional Learning for Teachers on Distance and Online Teaching

Initiatives to Improve Digital Inclusion for Lower-ICSEA Schools and Communities