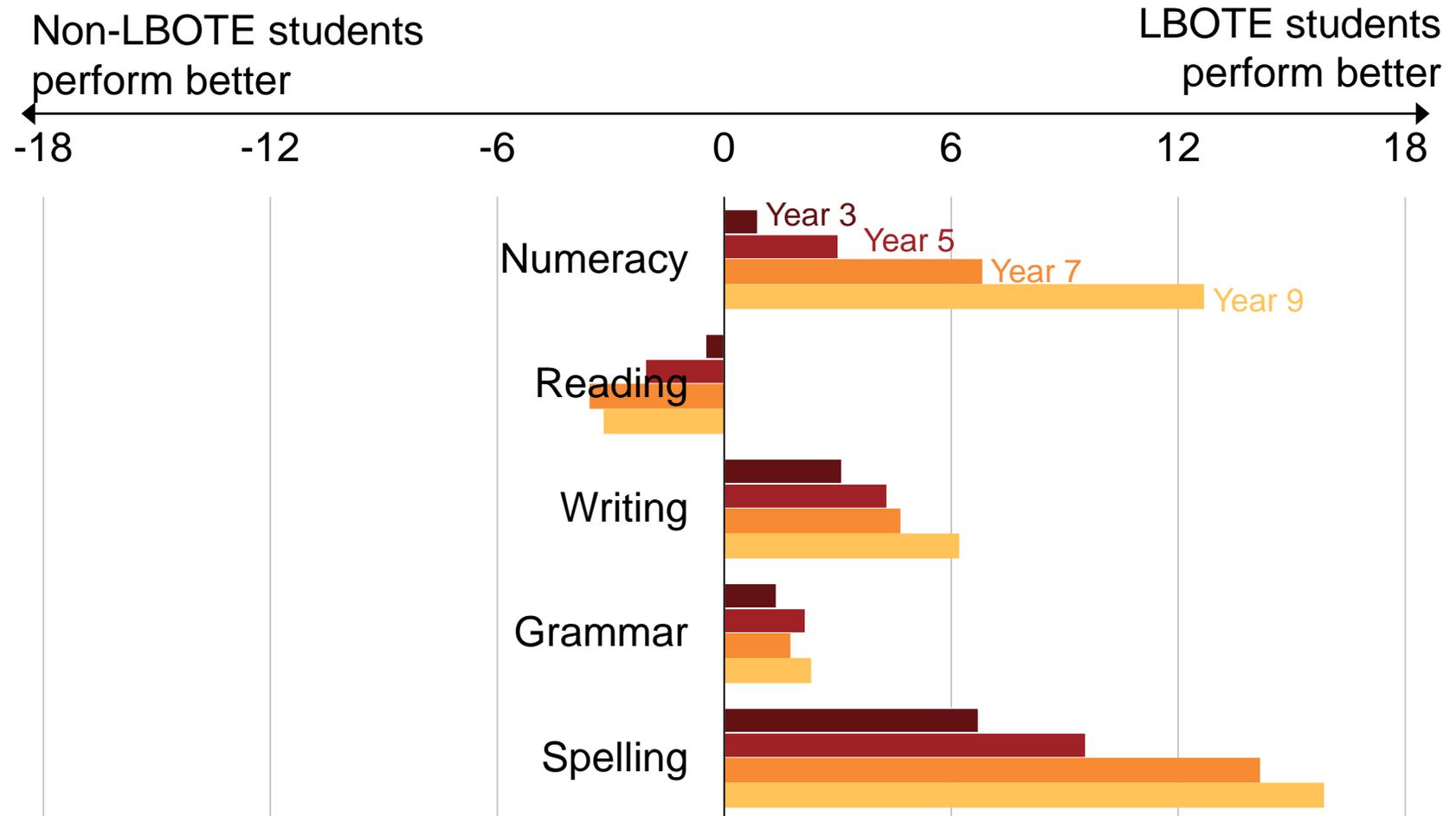


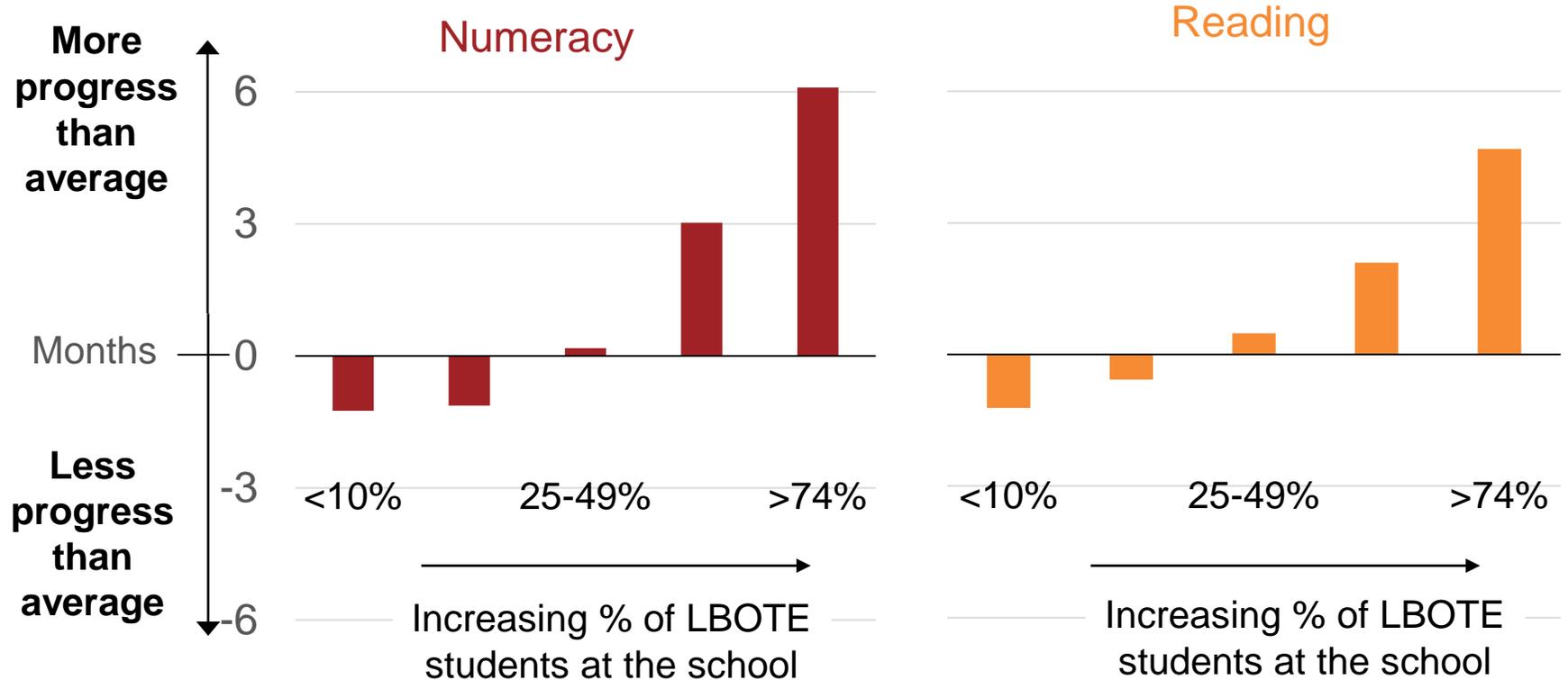
# Students who speak other languages achieve higher results generally

Mean NAPLAN achievement, Equivalent number of months, LBOTE compared with non-LBOTE, 2010-2016



# On growth measures, secondary schools with high proportions of LBOTE students do better

Relative progress between year 7 and 9, adjusted for ICSEA, vs national average, 2010-12 to 2014-16 cohorts



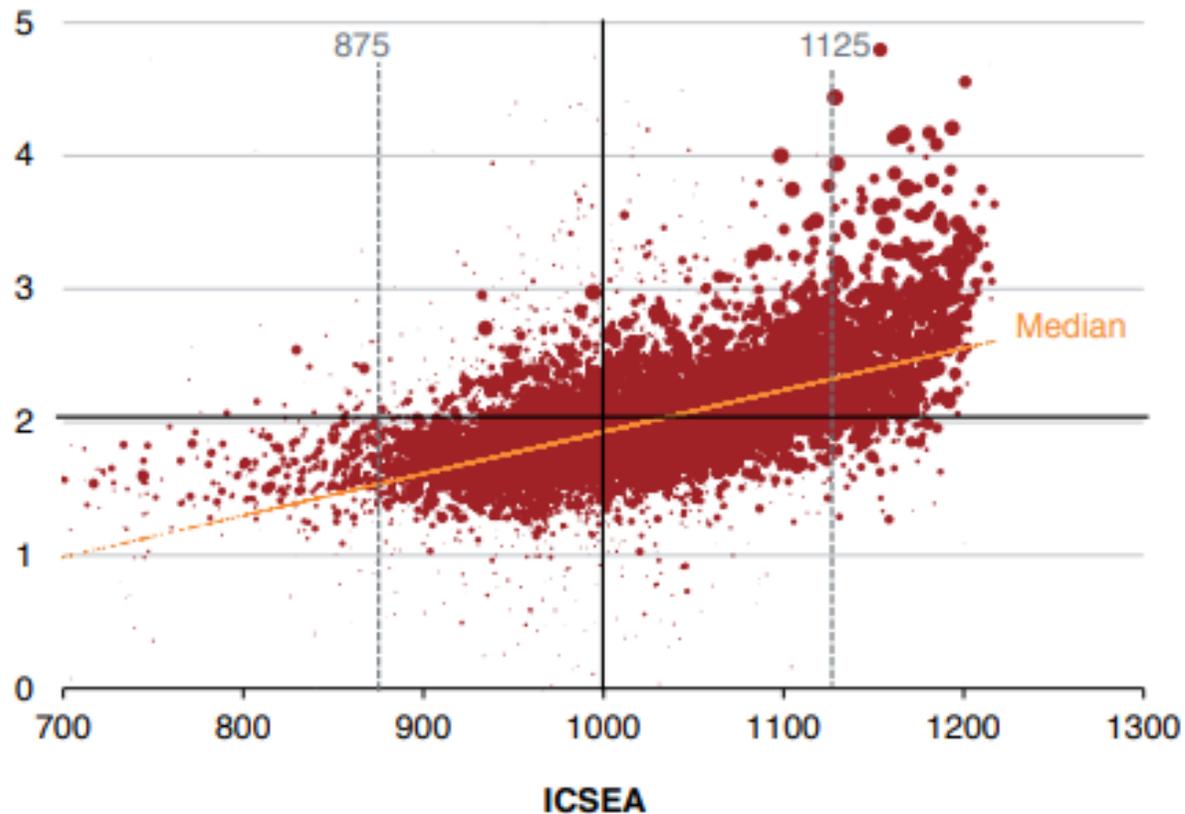
Notes: 'Months of progress' is calculated using school-level mean NAPLAN scores for matched student cohorts. NAPLAN scores at the start and end of the relevant 2-year period are mapped to an Equivalent Year Level measurement and the difference is calculated. Differences between a segment's mean progress and the national average are calculated within each ICSEA band. These are weighted by a segment's ICSEA-band exposure distribution to calculate a single measure of progress compared to the national average, with ICSEA adjusted for. Results exclude QLD, SA & WA, due to the majority of students in these states moving schools after year 7.

Source: ACARA, Grattan analysis

# But we know disadvantaged schools make the least growth

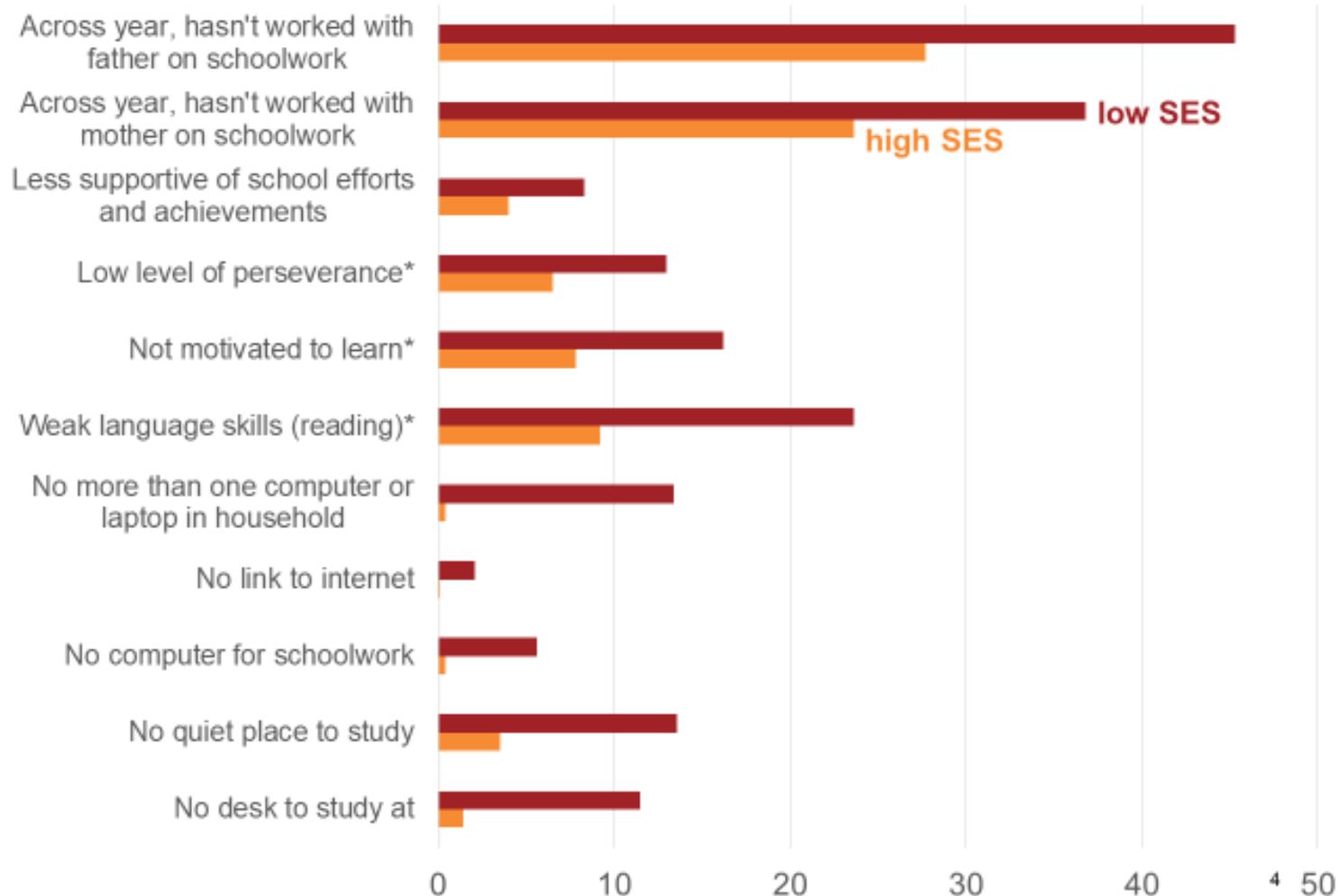
Figure 4.2: Many disadvantaged schools make less than a year of growth every year

Progress from Year 3 to Year 5, by school, numeracy, average across 2010-12 to 2014-16 cohorts, years



# COVID hit hard – disadvantaged refugees and migrants likely to face barriers to home learning

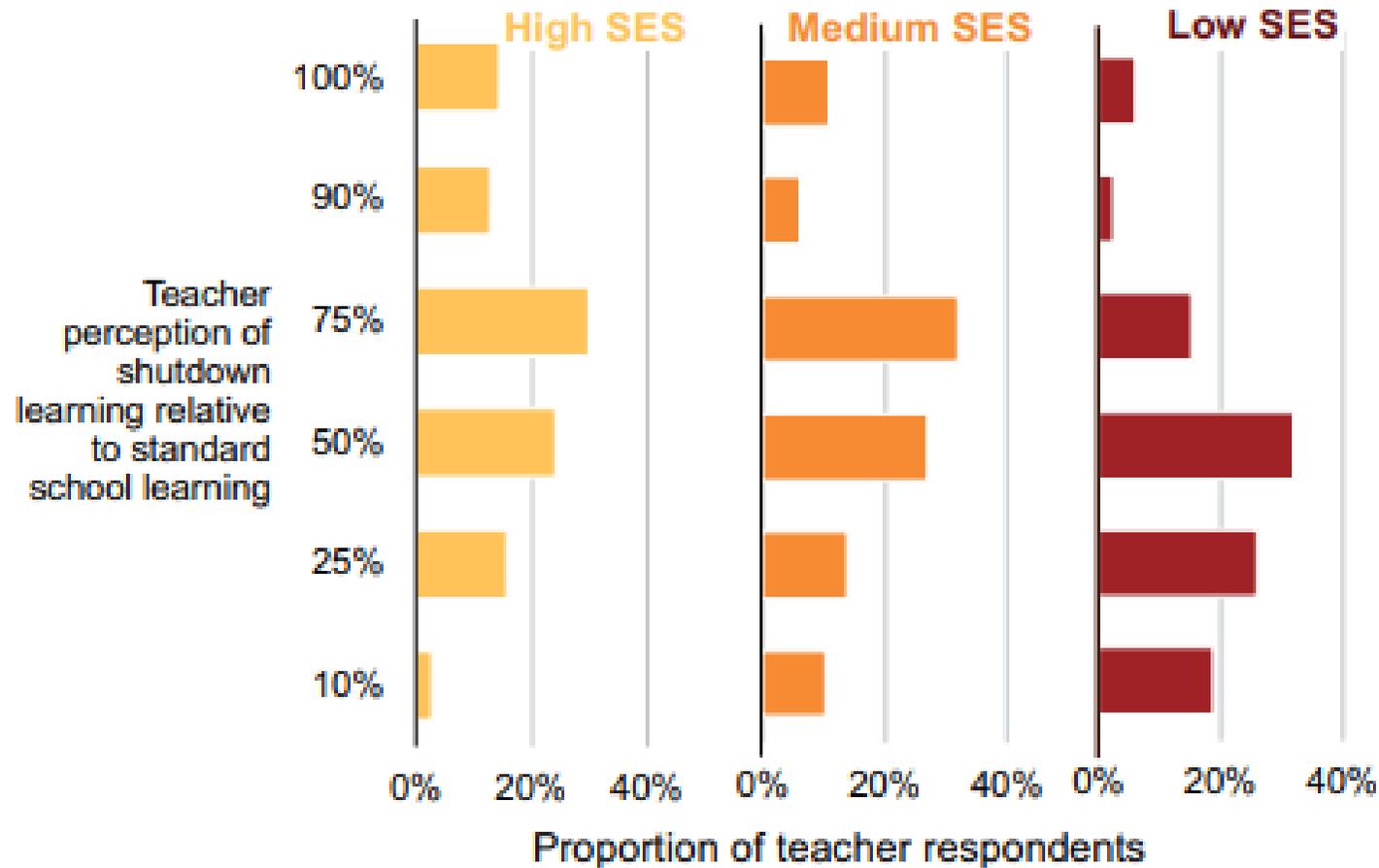
Disadvantaged students have fewer resources and less support at home



Source: CIRES and Mitchell Institute (2020)

# COVID remote schooling losses fall unevenly

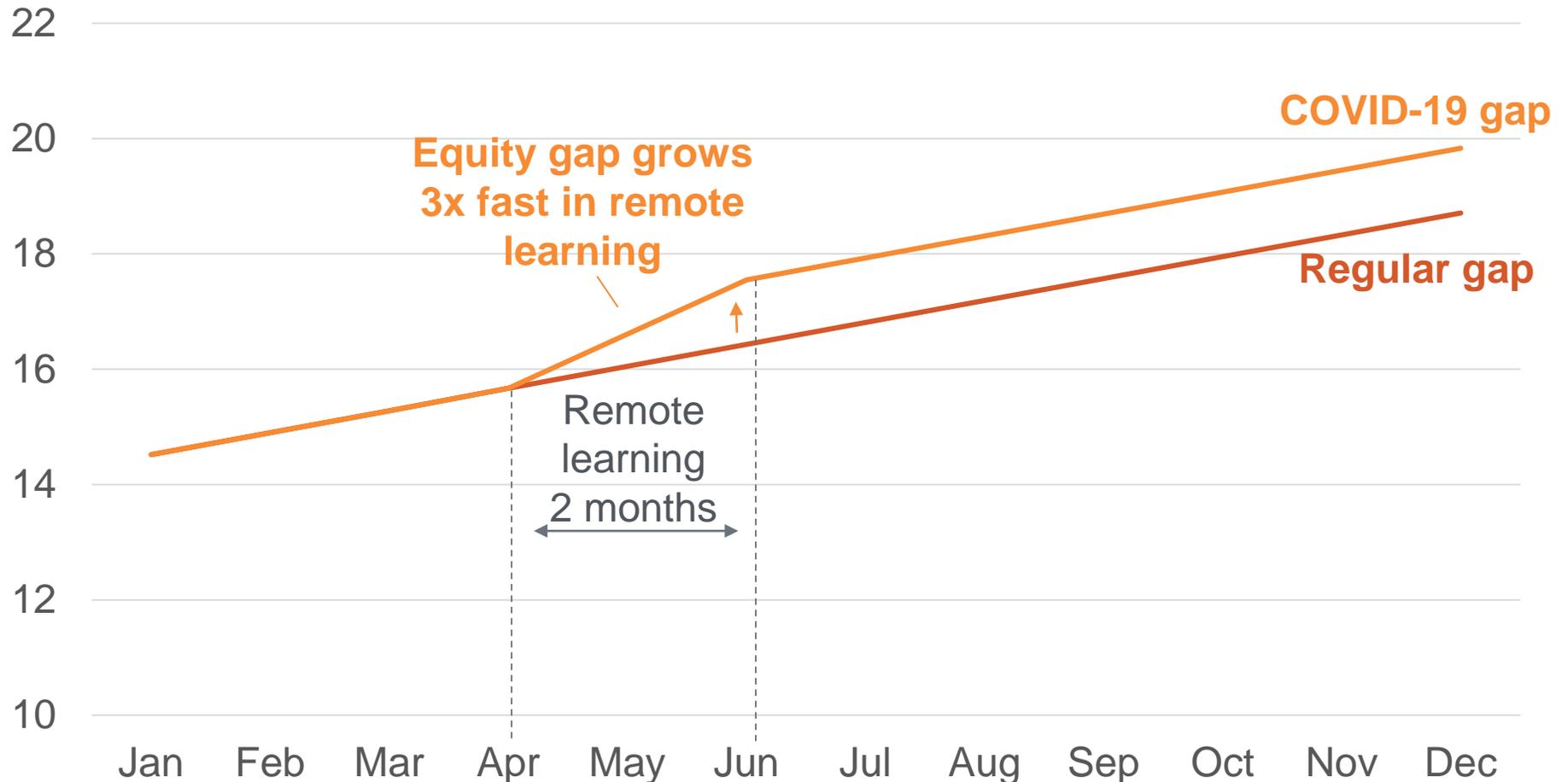
Most teachers in low-SES schools believe students learnt 25-50% of their regular rate



Source: Grattan analysis of national Pivot survey data, unpublished, May 2020

# COVID: equity gap widens 3x fast

Achievement gap between disadvantaged students and their peers, in months, average of reading and numeracy, Year 5, 2020 projection



# COVID solutions: fast, implement at scale?

			criteria			
			impact on learning (months)	success in implementation (at scale, quickly) (1 hard / 5 easy)	value to fiscal stimulus	cost-effectiveness
<b>High priority</b>						
Tutoring in small groups	✓		4-5+	3	high <sup>(b)</sup>	low
Literacy and numeracy programs	✓		2 - 6+ <sup>(a)</sup>	3	low	high
<b>Other initiatives</b>						
High impact teaching practices	Trial	(targeted teaching)	3-8+	2	low	high
Social and emotional learning	Trial		4+ <sup>(a)</sup>	2	low	high
Targeted behaviour support	Trial		3+	3	low	low
Digital technology tools			4+ <sup>(a)</sup>	1	low	low
Outdoor adventure learning			4+	1	med <sup>(c)</sup>	low
Parental engagement			3+	1	low	low
Reducing class sizes			3+	1	low	low
School holiday programs			2+	1	low	low
Extending school time			2+	2	low	low
Arts and sports participation			2+	1	med <sup>(c)</sup>	low
Repeating a year			-4	--	--	--