

**Education Research Paper**

# **Low SES Schools Have Far Less Resources than High SES Schools**

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## Key Points

1. New data from the OECD's Programme for International Student Assessment (PISA) in 2018 show that Australia allocates more and better quality teacher and physical resources to socio-economically advantaged secondary schools than to disadvantaged schools. The gaps are amongst the largest out of 36 countries in the OECD. The highest performing countries in the OECD generally allocate resources more equitably between low and high SES secondary schools.

### Teacher resources

2. Low socio-economic status (SES) secondary schools in Australia have more teacher shortages, more teacher absenteeism, more poorly qualified teachers, fewer fully certified teachers and fewer highly qualified teachers than high SES schools.
3. There are very large differences in teacher shortages, poorly qualified teachers and teacher absenteeism between low and high SES schools.
  - About one-third of students in low SES schools have their learning hindered by teacher shortages, poorly qualified teachers and teacher absenteeism compared to less than seven per cent of students in high SES schools.
4. Teacher resource gaps in Australia are amongst the largest in the OECD. For example:
  - The gap between the proportion of students in low and high SES schools with a shortage of teachers is the equal 5<sup>th</sup> largest;
  - The gap for inadequately qualified teachers is the 6<sup>th</sup> largest;
  - The gap for teacher absenteeism is the equal 3<sup>rd</sup> largest.
  - The proportion of highly qualified teachers in low SES schools in Australia is the 4<sup>th</sup> lowest.
5. Almost without exception, the six highest performing OECD countries have smaller gaps than Australia in the allocation of teacher resources between low and high SES schools.

### Physical resources

6. Low SES secondary schools in Australia have fewer and poorer quality educational materials such as textbooks, laboratory equipment, instructional material and computers than high SES schools.
  - About 20% of students in low SES schools have their learning hindered in this way compared to one per cent of students in high SES schools.
7. Low SES schools also have less and poorer quality infrastructure such as buildings, classroom space and heating and cooling systems.
  - Nearly half of students in low SES schools have their learning hindered in this way compared to less than 8% in high SES schools.
8. The physical resource gaps are amongst the largest in the OECD.
  - The gaps between the proportion of students in low and high SES schools whose learning is hindered by a lack of educational materials and poor quality education materials are the 7<sup>th</sup> largest in the OECD.
  - The gap for a lack of physical infrastructure is the 3<sup>rd</sup> largest in the OECD and that for poor quality physical infrastructure is the 2<sup>nd</sup> largest.
9. Although there are exceptions, the six highest performing OECD countries generally have smaller gaps than Australia in the allocation of educational materials and infrastructure between low and high SES schools.

## Conclusions

10. Australian governments are effectively discriminating against low SES schools in terms of their access to resources. They have failed to ensure high quality teaching and physical resources in these schools while high SES schools have amongst the most and best quality resources in the OECD.
11. While other factors also influence student results and achievement gaps, the difference in teacher and physical resources between low and high SES schools in Australia contributes significantly to the very large achievement gaps between low and high SES 15-year-old students of about three years of learning.
12. The new OECD data shows that the highest performing OECD countries allocate resources more equitably between low and high SES schools than does Australia. Previous OECD PISA reports have concluded that student performance is higher in education systems that distribute teacher and physical resources more equitably between low and high SES schools.
13. Australian governments must take a much more active role in promoting a more equitable allocation of teacher resources if progress is to be made in reducing the achievement gaps. Governments must increase the number of teachers and the quality of teachers in low SES schools and better support them to remain in these schools. They must also significantly increase and upgrade educational materials and physical infrastructure in these schools.

## 1. Introduction

New data from the OECD's Programme for International Assessments (PISA) in 2018 show that Australia allocates more and better quality teacher and physical resources to high socio-economic status (SES) secondary schools than to low SES schools.

The most disadvantaged SES secondary schools in Australia have more fewer highly qualified teachers, more teacher shortages, more poorly qualified teachers and more teacher absenteeism than the most advantaged SES schools. Much higher proportions of students in low SES schools are in schools where the lack of educational materials, poor quality educational materials, lack of physical infrastructure and poor quality infrastructure hinder learning. Many of the gaps are amongst the largest in the OECD.

A 2018 OECD report [\*Effective Teacher Policies\*](#) found that gaps in teacher resources between low SES and high SES schools are strongly associated with differences in achievement between low SES and high SES students.

Cross-country correlations show that gaps in student performance related to socioeconomic status are wider when fewer qualified and experienced teachers operate in socio-economically disadvantaged schools, compared to advantaged schools. [p. 84]

Australia has a very large achievement gap between low and high SES 15-year-old students of nearly three years of learning. The OECD report suggests that differences in the quantity and quality of teachers between low and high SES schools contribute significantly to these achievement gaps. Inadequate physical resources are also a factor hindering learning in low SES schools. Australian governments must take a much more active role in promoting a more equitable allocation of education resources if progress is to be made in reducing the achievement gaps.

## 2. Teacher resources

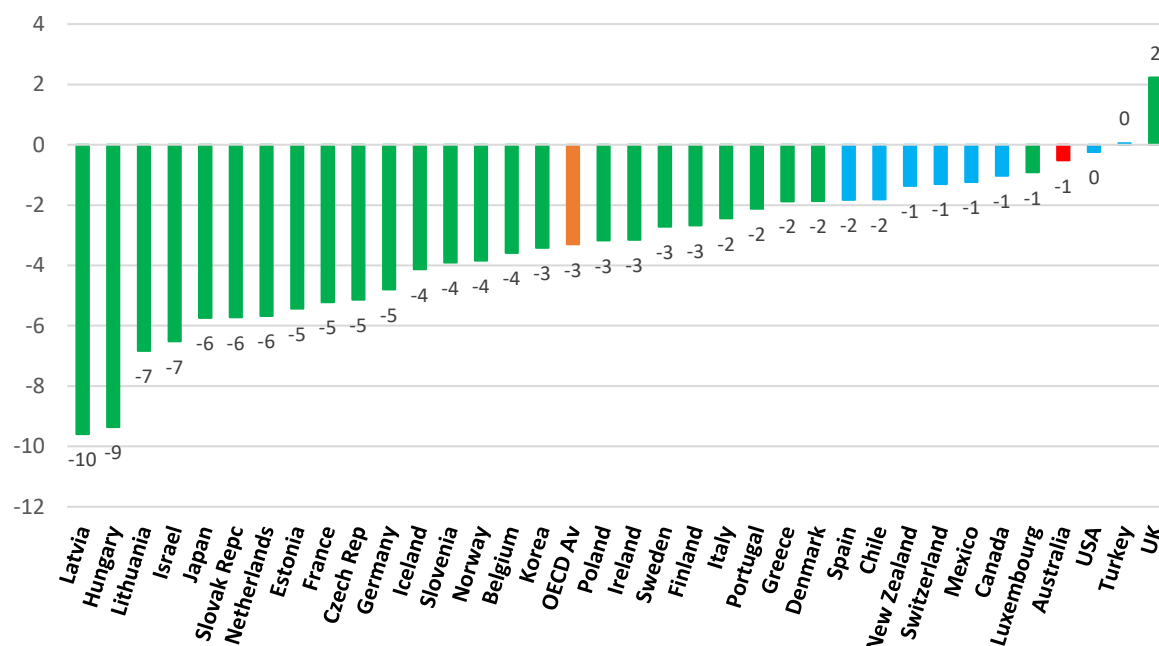
While class sizes in Australia are similar for low and high SES secondary schools and the student-teacher ratio is more favourable in low SES schools in Australia, low SES schools have fewer fully certified teachers, far fewer highly qualified teachers and far more inadequately qualified teachers, teacher shortages and teacher absenteeism than high SES schools.

### 2.1 Class sizes and student-teacher ratios

Class sizes in Australia are very similar for the low SES and high SES secondary schools – 24.2 and 24.7 respectively [Attachment Table 1]. This contrasts with most OECD countries which have lower class sizes in low SES schools than in high SES schools. Average class sizes for low SES schools across the OECD are three students less than in high SES schools.

Of 35 OECD countries, 25 have significantly lower-class sizes in low SES schools than in high SES schools [Chart 1]. In 12 countries, class sizes in low SES schools are four or more students smaller than in high SES schools. Australia is one of only nine countries where there are no significant differences in class sizes between low SES and high SES schools. The six highest performing OECD countries (Canada, Estonia, Finland, Japan, Korea and Poland) all have lower class sizes in low SES schools than in high SES schools and four have smaller class sizes in low SES schools than Australia [Attachment Table 2].

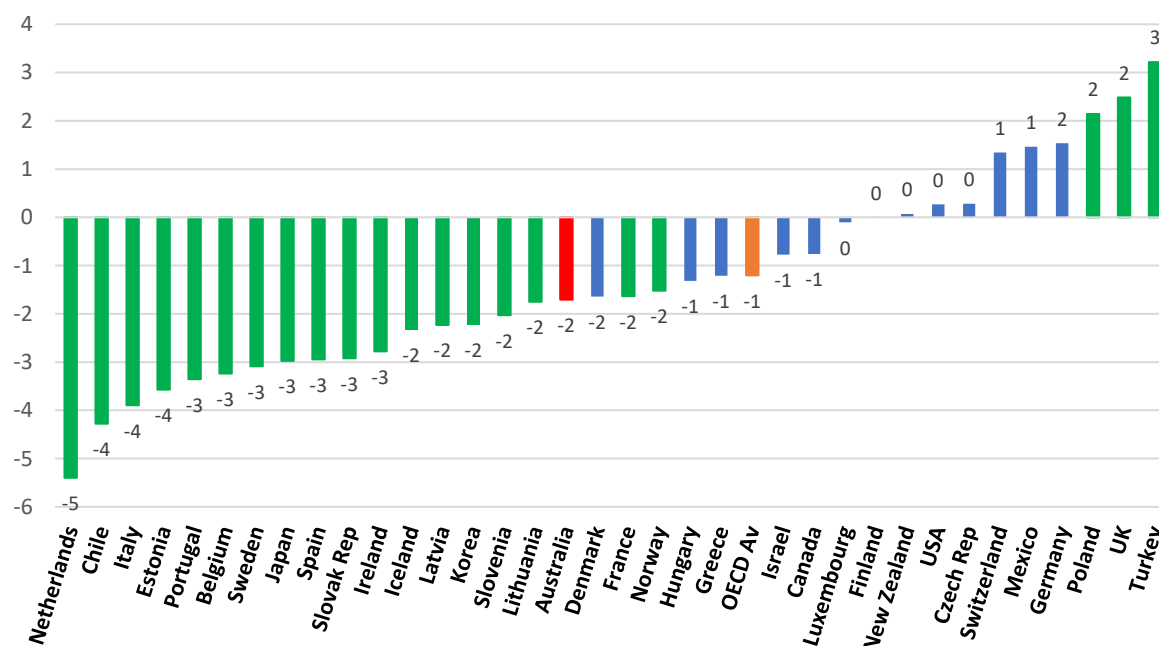
**Chart 1: Difference in Class Sizes Between Low & High SES Schools, OECD, 2018**



**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.1.

**Note:** The differences for the countries in green and the OECD average are statistically significant. The differences for Australia and the countries in blue are not statistically significant.

**Chart 2: Difference in the Number of Students per Teacher in Low & High SES Schools, OECD, 2018**



**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.2.

**Note:** See Chart 1.

The student-teacher ratio in low SES schools in Australia is 11.9 compared to 12.6 in high SES schools [Attachment Table 1]. However, the difference is not statistically significant. The average student-teacher ratio across the OECD in low SES schools is 11.2 and 12.4 in high SES schools, both of which are lower than the Australian averages.

Australia is one of 14 OECD countries where there is no significant difference in student-teacher ratios between low SES and high SES schools [Chart 2]. The ratio is significantly lower in low SES schools than high SES schools in 18 OECD countries and significantly higher in three countries. The six highest performing OECD countries all have lower student-teacher ratios in low SES schools than Australia and in four the difference favouring low SES schools is larger than in Australia [Attachment Table 2].

## **2.2 Teacher qualifications**

The proportion of fully certified teachers in low SES secondary schools is slightly less than in high SES schools in Australia but the proportions in both types of school are significantly higher than the average for the OECD [Attachment Table 1]. Full certification does not mean that teachers are fully qualified to teach specific curriculum areas. Low SES schools in Australia have more inadequately or poorly qualified teachers than high SES schools. The learning of nearly one-third (30%) of students in low SES schools is hindered by poorly qualified teachers compared to only 6.7% in high SES schools [Attachment Table 1].

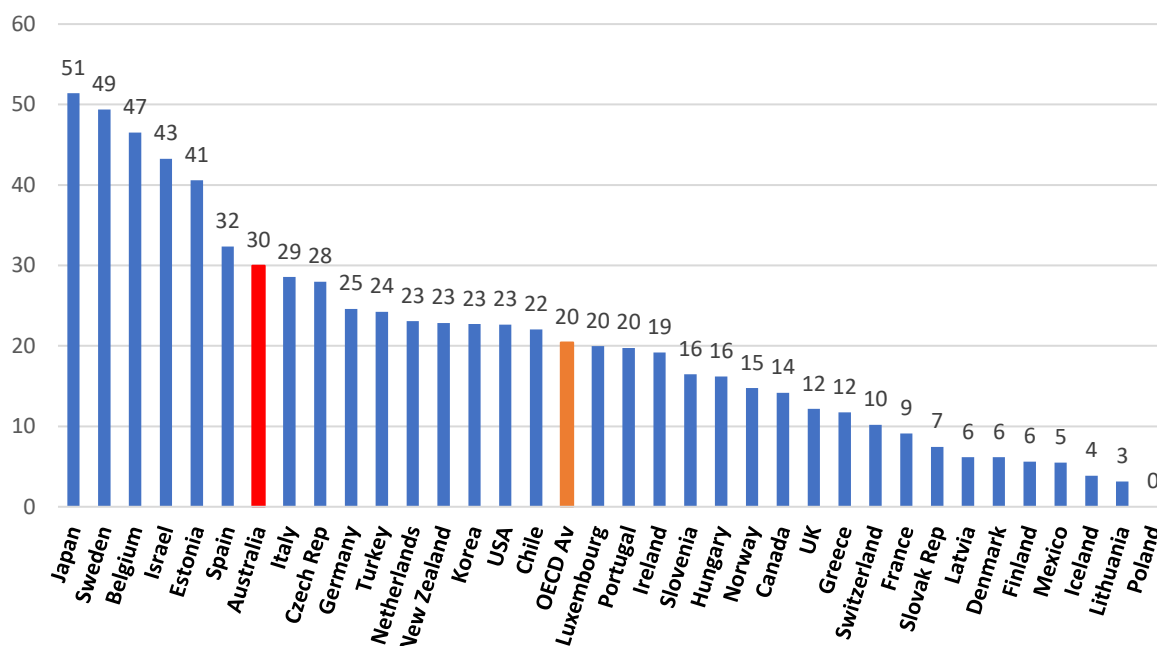
The proportion of students in low SES schools with inadequately qualified teachers is much higher than the average of 20% for the OECD and is the 7<sup>th</sup> largest of 35 OECD countries [Chart 3]. In contrast, the proportion in high SES schools in Australia is lower than the OECD average of 10% and is one of the lowest in the OECD. The difference of 23 percentage points between the proportion of students in low SES and high SES schools with inadequately qualified teachers in Australia is over double that for the OECD [Attachment Table 1]. This difference is the 6<sup>th</sup> largest in the OECD.

The proportion of students in low SES schools whose learning is hindered by inadequately qualified teachers is much higher in Australia than in four of the highest performing OECD countries [Attachment Table 2]. The difference between low SES and high SES schools in Australia is much larger than in three of the highest performing OECD countries while the proportion of students hindered by inadequately qualified teachers is higher in high SES schools than low SES schools in two countries.

Only 18.5% of teachers in Australia have at least a Master's degree. This is the equal 7<sup>th</sup> lowest in the OECD and less than half the average of 44% for the OECD. Only 12.6% of teachers in low SES secondary schools in Australia have at least a Master's degree compared to 24.3% in high SES schools and 40% in the OECD [Attachment Table 1]. The Australian proportion in low SES schools is the 4<sup>th</sup> lowest in the OECD [Chart 4].

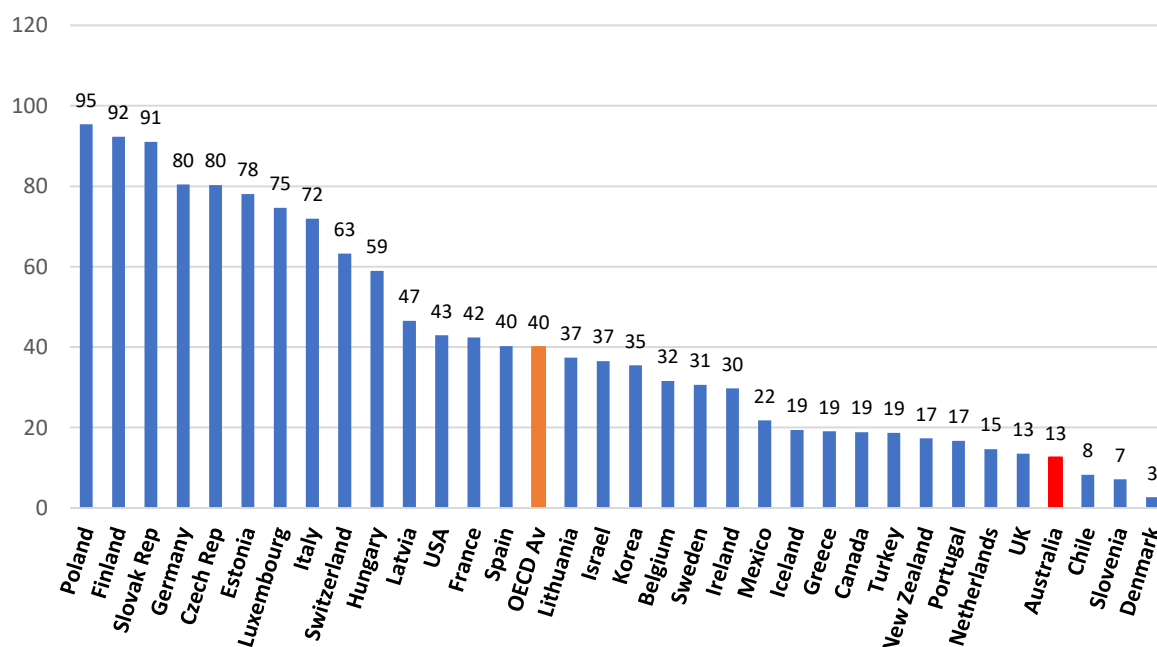
The highest performing OECD countries have a much larger proportion of teachers with at least a Master's degree in low SES schools than Australia [Attachment Table 2]. For example, 95% of teachers in low SES schools in Poland and 92% in Finland have at least a Master's degree. Moreover, the difference in the proportion between low SES and high SES schools is much lower in these countries than in Australia.

**Chart 3: Proportion of Students in Low SES Schools Whose Learning is Hindered by Poorly Qualified Teachers, OECD, 2018**



**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.19.

**Chart 4: Proportion of Teachers in Low SES Schools With at Least a Master's Degree, OECD, 2018**



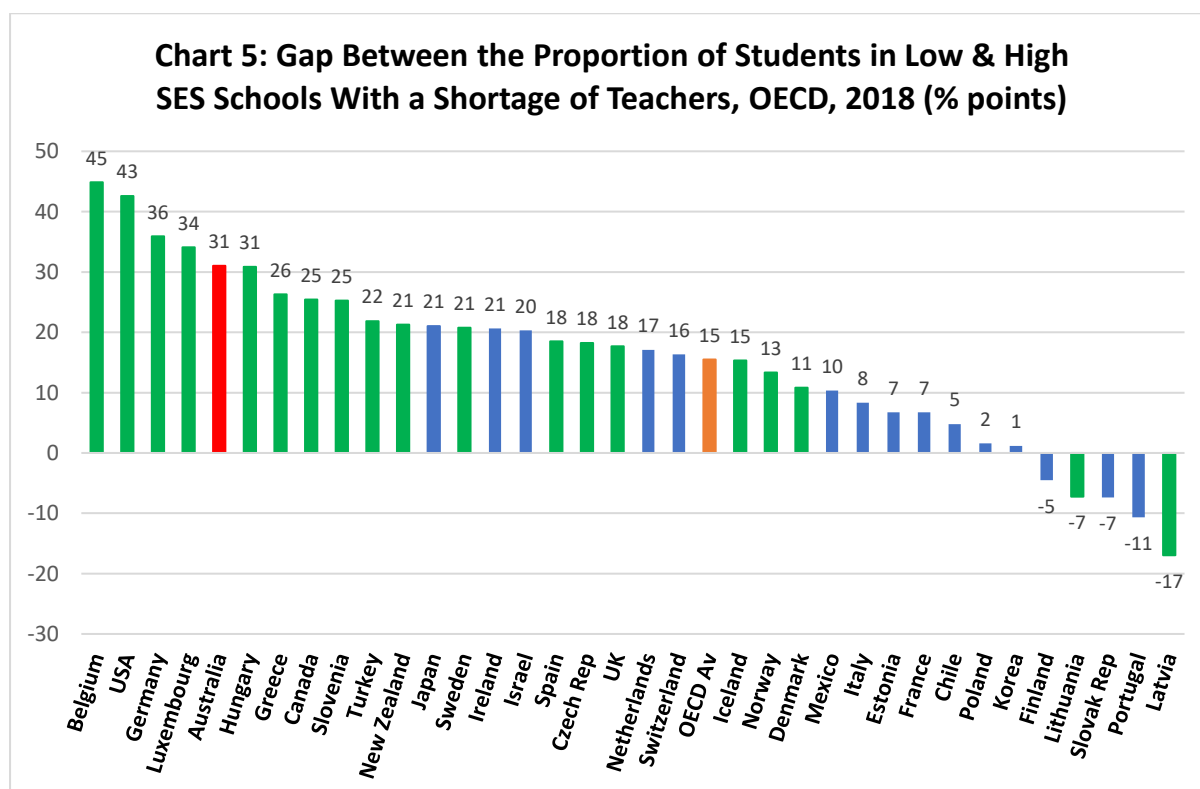
**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.4.

## 2.3 Teacher shortages

Shortage of qualified teachers restricts effective learning. The shortage of teachers in low SES secondary schools in Australia is over ten times that in high SES schools. Just over one-third (34.1%) of students in low SES schools are in schools whose principal reported a shortage of teaching staff compared to only 3.1% of students in high SES schools [Attachment Table 1]. The shortage for low SES schools is the same as the OECD average while the proportion for high SES schools is six times lower than the OECD average of 18.5%.

The difference of 31 percentage points between low SES and high SES schools in Australia is the equal 5<sup>th</sup> largest in the OECD and double the OECD average [Chart 5]. It is also the equal 10<sup>th</sup> largest of the 79 countries/economies participating in PISA 2018. Lithuania and Latvia have a greater shortage of teachers in high SES than in low SES schools.

In the highest performing OECD countries, the percentage of students in low SES schools whose learning is hindered by teacher shortages is similar or higher than in Australia except for Finland and Poland where the percentage is very low [Attachment Table 2]. However, the gap between the proportions in low SES and high SES schools is much higher in Australia than in five of the six countries. The gap is very small in Estonia, Japan and Korea compared to Australia and Finland has a greater shortage in high SES than low SES schools.



**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.16.

**Note:** The differences for Australia, the countries in green and the OECD average are statistically significant. The differences for the countries in blue are not statistically significant.

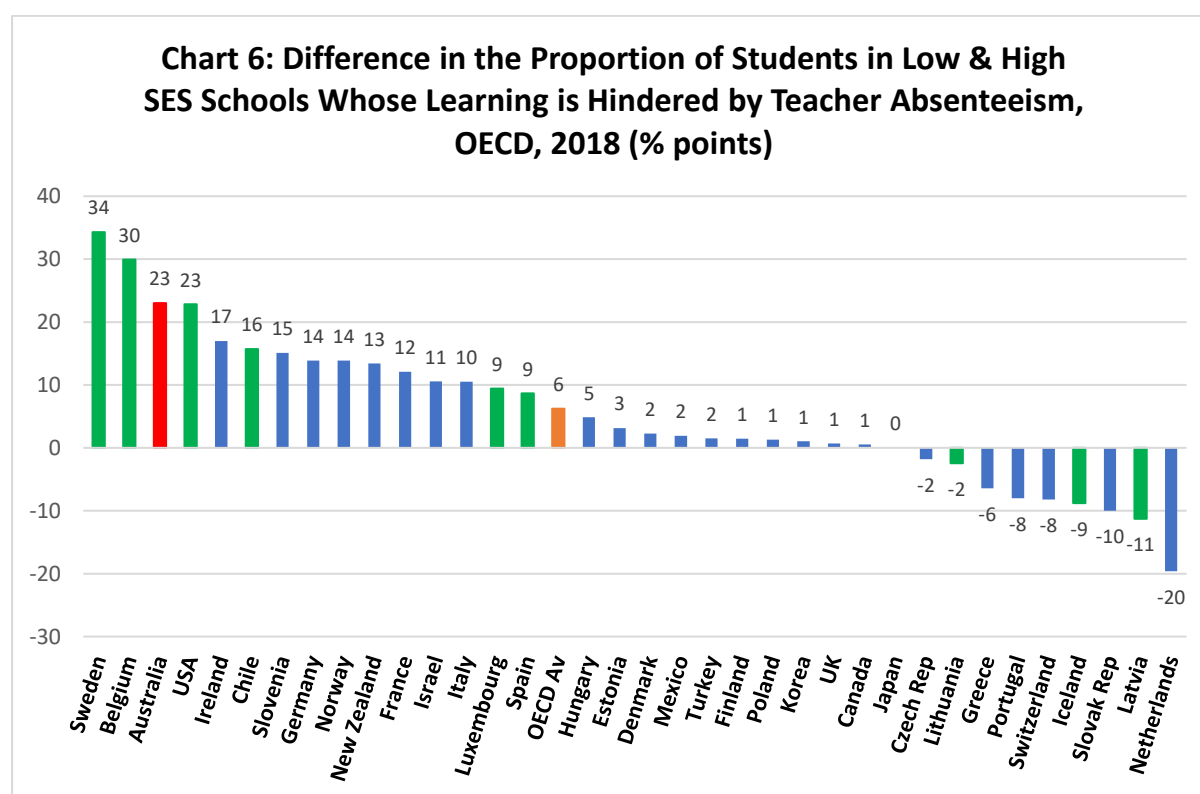
Teacher absenteeism is a temporary form of teacher shortage. It disrupts student learning and can result in reduced learning time. There is a large gap in teacher absenteeism between low SES and high SES schools in Australia. In low SES schools, 28.2% of students are in schools where the principal reported student learning is hindered by teacher absenteeism compared to only 5.2% of students in



high SES schools [Attachment Table 1]. The proportion in low SES schools in Australia is much higher than the OECD average of 21% while the high SES school proportion is much lower than the OECD average of just under 15%.

The difference between low SES and high SES schools in Australia of 23 percentage points is the equal 3<sup>rd</sup> highest in the OECD and four times larger than the average for the OECD [Chart 6]. However, teacher absenteeism in Australia in both low SES and high SES schools is much lower than in many OECD countries. For example, 65% of students in low SES schools in Belgium and 35% in high SES schools have their learning hindered by teacher absenteeism.

The proportion of students in low SES schools in Australia who are hindered in their learning by teacher absenteeism is much higher than in the six highest performing countries in the OECD. Less than 20% of low SES students in these countries are hindered by teacher absenteeism compared to 28% in Australia [Attachment Table 2]. Only four per cent in Finland and seven per cent in Japan and Poland are affected by teacher absenteeism. The gap between the proportions in low SES and high SES schools of 23 percentage points in Australia is very high compared to the six countries where the gaps are very small or negligible. The largest gap is three percentage points in Estonia.



**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.7.

**Note:** See Chart 5.

### 3. Physical resources

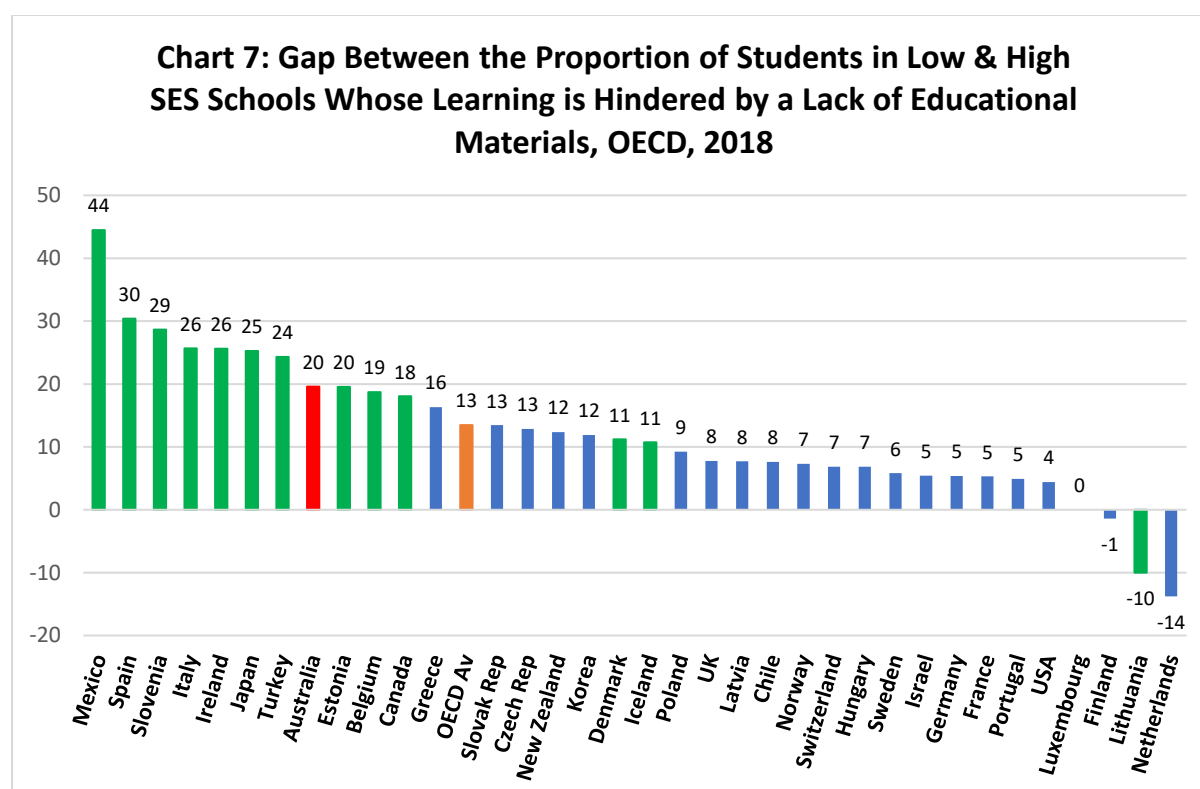
PISA 2018 also questioned principals on the availability of physical resources in low and high SES schools. This included the availability of educational materials, such as textbooks, laboratory equipment, instructional material and computers, and physical infrastructure such as school buildings, heating and cooling systems, and instructional space. The responses indicated that low SES schools in Australia have much less and poorer quality educational materials and infrastructure than high SES schools.

### 3.1 Educational materials

There are extreme differences between low SES and high SES schools in Australia in access to educational materials. Learning in low SES schools is restricted by both a lack of educational materials and poor quality materials while very few students in high SES schools have their learning restricted in this way.

Twenty-one per cent of students in low SES schools have their learning hindered by a lack of educational materials compared to only one per cent of students in high SES schools [Attachment Table 1]. The gap of 20 percentage points is the equal 7<sup>th</sup> largest in the OECD and is much larger than the OECD average [Chart 7].

The proportion of students in low SES schools in Australia whose learning is hindered by a lack of educational materials is less than or similar to that in the six highest performing OECD countries. The gap between the proportion of students in low SES and high SES schools is much larger than in Finland and Poland but similar to that in the other four countries [Attachment Table 3].



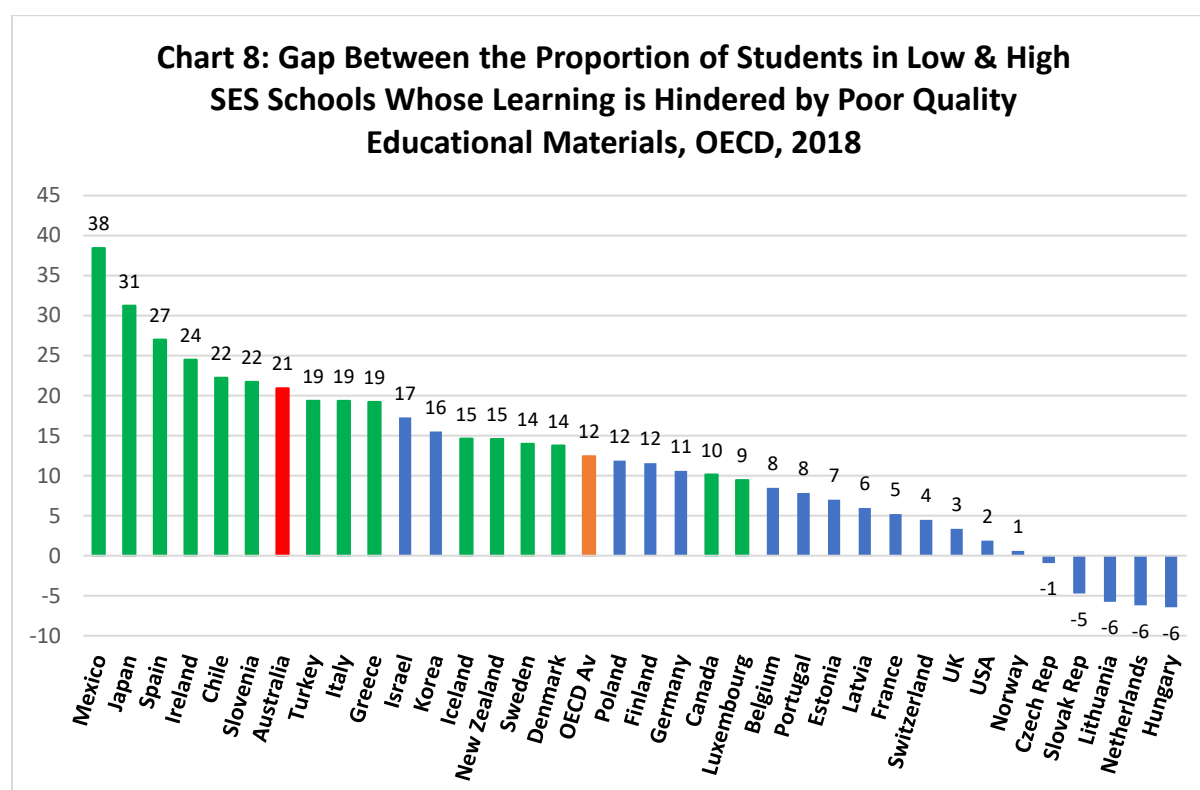
**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.15.

**Note:** See Chart 5.

Twenty-one per cent students in low SES schools also have their learning hindered by inadequate or poor quality educational materials compared to only 0.3% of students in high SES schools [Attachment Table 1]. The gap of 20 percentage points is the equal 7<sup>th</sup> largest in the OECD and is much larger than the OECD average [Chart 8].

While the gaps in Australia are large by OECD standards, the proportions are much less than the average for the OECD. That is, fewer students in both low SES and high SES schools have their learning restricted by a lack of educational materials and poor quality materials than the average for the OECD.

The proportion of students in low SES schools in Australia whose learning is hindered by poor quality educational materials is much less than in the six highest performing OECD countries except Canada. However, the gap between the proportion of students in low SES and high SES schools is much larger than in the high performing countries except for Korea [Attachment Table 3].



**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.17.

**Note:** See Chart 5.

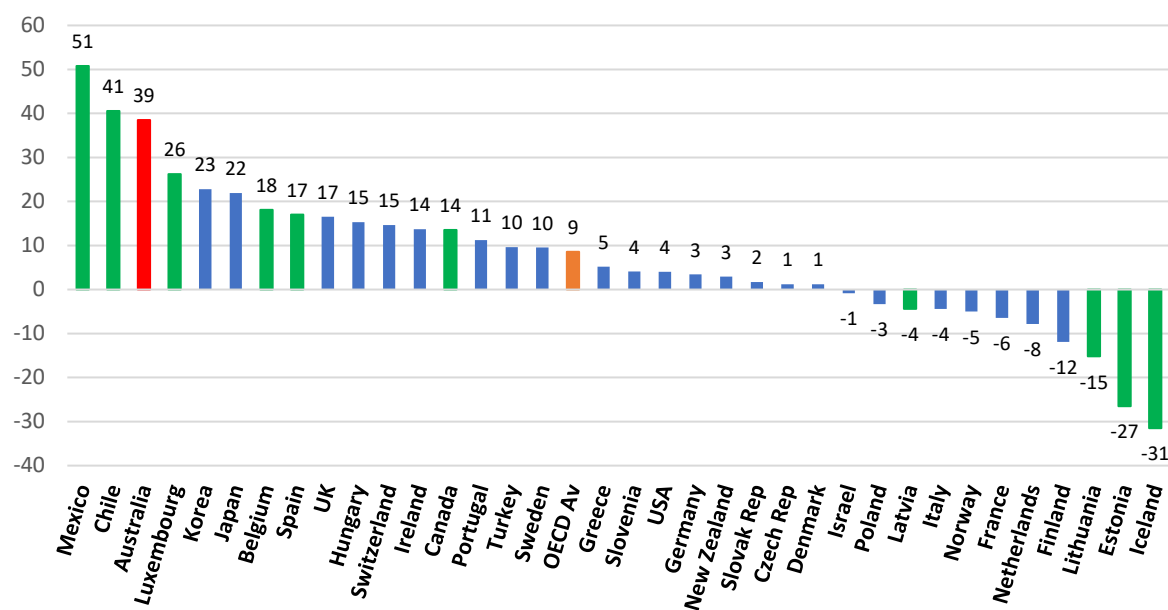
### 3.2 Physical infrastructure

The learning of nearly half of all students in low SES schools in Australia is hindered by the lack of physical infrastructure while few students in high SES schools have their learning hindered by lack of infrastructure. Forty-five per cent of students in low SES schools have their learning hindered in this way compared to only 6.5% of students in high SES schools [Attachment Table 1]. The proportion for low SES schools is higher than the average for the OECD of 36.9% but the proportion for high SES schools is over four times lower than the OECD average of 28.3%.

The gap of 39 percentage points between the proportions of students in low SES and high SES schools whose learning is hindered by a lack of physical infrastructure is the 3<sup>rd</sup> largest in the OECD [Chart 9]. Only Mexico and Chile have larger gaps. In several countries such as Estonia and Iceland, the lack of physical infrastructure is greater in high SES than low SES schools.

The proportion of students in low SES schools in Australia whose learning is hindered by a lack of infrastructure is much higher than in four of the highest performing OECD countries but less than in Japan and Korea [Attachment Table 3]. The gap of 45 percentage points between the proportions in low SES and high SES schools in Australia is much bigger than in five of the high performing countries but less than in Japan. In Estonia, Finland and Poland, a greater proportion of students in high SES schools are hindered by a lack of infrastructure than students in low SES schools.

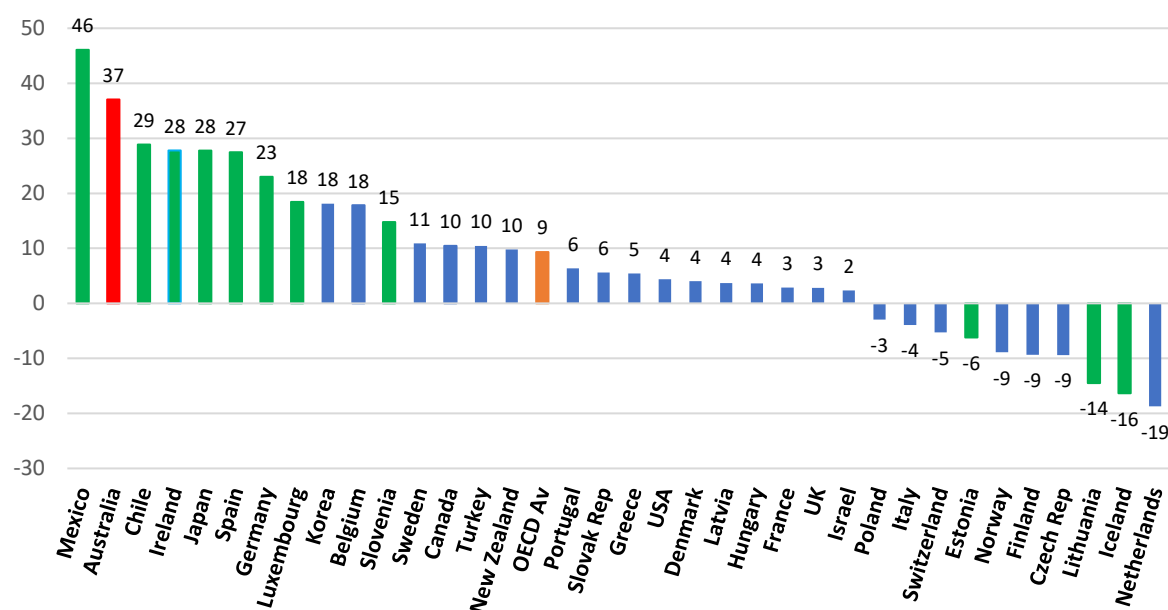
**Chart 9: Difference in the Proportion of Students in Low & High SES Schools Whose Learning is Hindered by a Lack of Physical Infrastructure, OECD, 2018 (% points)**



**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.18.

**Note:** See Chart 5.

**Chart 10: Gap Between the Proportion of Students in Low & High SES Schools Whose Learning is Hindered by Poor Physical Infrastructure, OECD, 2018 (% points)**



**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, Online Table II.B1.5.22.

**Note:** See Chart 5.

Much larger proportions of students in low SES schools also have their learning hindered by poor quality infrastructure. Forty-five per cent of students in low SES schools have their learning hindered by this compared to only 67.7% of students in high SES schools [Attachment Table 1]. The proportion for low SES schools is higher than the average for the OECD of 36.5% but the proportion for high SES schools is nearly four times lower than the OECD average of 27.1%.

The gap of 37 percentage points between the proportions of students in low SES and high SES schools whose learning is hindered by poor quality physical infrastructure is the 2<sup>nd</sup> largest in the OECD [Chart 10]. The gap is four times the average for the OECD. Only Mexico had a larger gap.

The proportion of students in low SES schools in Australia whose learning is hindered by poor quality infrastructure is much larger than in four of the highest performing OECD countries but less than in Japan and Korea [Attachment Table 3]. The gap of 37 percentage points between the proportions in low SES and high SES schools in Australia is much bigger than in the high performing countries. In Estonia, Finland and Poland, a greater proportion of students in high SES schools are hindered by poor quality infrastructure than students in low SES schools.

## 4. Conclusions

A feature of the latest PISA results is continuing high inequity in education outcomes in Australia. High proportions of low SES 15-year-old students do not achieve international minimum standards in reading, mathematics and science and they are nearly three years of learning behind high SES students. The new PISA data shows that low SES secondary schools in Australia are highly disadvantaged in their access to education resources – teachers, educational materials and school infrastructure. Australian education systems devote more and better quality resources to high SES secondary schools than low SES schools. As the OECD report on PISA notes low SES students “students face a double disadvantage: one that comes from their home background and another that is created by the school system” [p. 4].

While class sizes and student-teacher ratios are similar in low and high SES schools, low SES schools have far greater teacher shortages, more inadequately qualified teachers, fewer highly qualified teachers and much more teacher absenteeism than high SES schools. The fact that the learning of about one-third of students in low SES schools is hindered by teacher shortages compared to only seven per cent of students in high SES schools indicates badly misplaced priorities in the resourcing of schools in Australia.

There are also vast gaps in access to physical resources between low and high SES schools. Much larger proportions of students in low SES schools that lack or have poor quality educational resources such as textbooks, laboratory equipment, instructional material and computers than students in high SES schools. For example, 21% per cent of students in low SES schools have their learning hindered by a lack of or poor educational materials compared to only one per cent or less of students in high SES schools. Nearly half of all students in low SES schools face a lack of physical infrastructure such as buildings, classroom space and heating and cooling systems or poor quality infrastructure compared to less than 10% in high SES schools.

The resource gaps in Australia are amongst the largest in the OECD. For example, the gap between the proportion of students in low and high SES schools with a shortage of teachers is the equal 5<sup>th</sup> largest in the OECD; the gap for inadequately qualified teachers is the 6<sup>th</sup> largest and the gap for teacher absenteeism is the equal 3<sup>rd</sup> largest. The proportion of highly qualified teachers in low SES schools in Australia is the 4<sup>th</sup> lowest in the OECD.

The gaps in Australia between low and high SES schools in access to physical resources necessary for learning are also amongst the largest in the OECD. The gaps between the proportion of students in low and high SES schools whose learning is hindered by a lack of educational materials and poor quality education materials are the 7<sup>th</sup> largest in the OECD. The gap for a lack of physical infrastructure is the 3<sup>rd</sup> largest in the OECD and that for poor quality physical infrastructure is the 2<sup>nd</sup> largest.

Australian governments are effectively discriminating against low SES schools in terms of their access to resources. They have failed to ensure high quality teaching and physical resources in these schools while high SES schools have amongst the most and best quality resources in the OECD.

The relative lack of teaching and physical resources in low SES schools in Australia contributes significantly to the very large achievement gaps between disadvantaged and advantaged 15-year-old students of about three years of learning. An OECD report on PISA 2015 shows that the distribution of human and material resources between disadvantaged and advantaged schools has significant effects on student achievement in education systems. It found that: “In countries and economies where more resources are allocated to disadvantaged schools than advantaged schools, overall student performance in science is somewhat higher” [OECD 2016a: 189].

It is apparent from PISA 2018 that high performing OECD countries tend to allocate resources more equitably between low and high SES schools than Australia. The six highest performing countries have smaller gaps in the allocation of teaching resources between low and high SES schools for the six indicators in Table 2 almost without exception. For example, each country has smaller class sizes in low SES schools than in high SES schools compared to Australia where there is little difference. There is also much less difference between the proportion of students in low and high SES schools whose learning is hindered by a shortage of teachers, teacher absenteeism and inadequately qualified teachers in the high performing countries. Moreover, as shown in Table 2, Australia generally provides fewer and lower quality teaching resources for low SES schools than the high performing OECD countries, although there are some exceptions. For example

The high performing countries also tend to allocate physical resources more equitably between low and high SES schools than Australia. Although there are exceptions, the difference between the proportion of students in low and high SES schools whose learning is hindered by a lack of or poor quality educational materials is less in these countries than in Australia (Table 3). The difference in the case of lack of or poor quality infrastructure is also less than in Australia in all the high performing countries and, in several cases, low SES schools are better off than high SES schools.

While other factors also influence student results and achievement gaps, it is notable that low SES students achieved higher scores in the top performing countries than in Australia and that the achievement gap in these countries is smaller than in Australia, except for Poland. This suggests that a more equitable allocation of resources between schools contributes to both higher results and smaller achievement gaps.

Australian governments must take a much more active role in promoting a more equitable allocation of teacher resources if progress is to be made in reducing the achievement gaps. Governments must increase the number of teachers and the quality of teachers in low SES schools and better support them to remain in these schools. They must also significantly increase and upgrade educational materials and physical infrastructure in these schools.

## Attachment

**Table 1: Resources in Low SES & High SES Schools, Australia & OECD, 2018**

Indicators of Teacher & Physical Resources	Low SES Schools		High SES Schools		Gap: Low-High SES	
	Aust	OECD	Aust	OECD	Aust	OECD
Av Class Size (no.)	24.2	24.2	24.7	27.5	-0.5	-3.3
Students per teacher (no.)	11.9	11.2	13.6	12.4	-1.7	-1.2
Teacher Qualifications (% Fully Certified)	97.2	85.5	99.2	86.5	-2.0	-1.0
Teacher Qualifications (% Masters' Degree or above)	12.6	40.0	24.3	47.2	-11.7	-7.2
Teacher Shortage (% of students in schools with a shortage of teachers)	34.1	33.9	3.1	18.5	31.0	15.5
Inadequately Qualified Teachers (% of students in schools with inadequately qualified teachers)	30.0	20.4	6.7	10.1	23.3	10.3
Teacher Absenteeism (% of students in schools where teacher absenteeism hinders learning)	28.2	20.9	5.2	14.6	23.0	6.2
Educational Materials (% of students in schools where lack of educational materials hinders learning)	20.9	34.0	1.3	20.6	19.6	13.4
Educational Materials (% of students in schools where poor quality materials hinder learning)	21.2	30.5	0.3	18.1	20.9	12.4
Physical Infrastructure (% of students in schools where lack of physical infrastructure hinders learning)	45.0	36.9	6.5	28.3	38.5	13.6
Physical Infrastructure (% of students in schools where poor infrastructure hinders learning)	44.7	36.5	7.7	27.1	37.0	9.4

**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris.

**Table 2: Teacher Resources in Low SES & High SES Schools in Highest Performing OECD Countries & Australia, 2018**

	Canada	Estonia	Finland	Japan	Korea	Poland	Aust
Av. Test Score	517	525	516	520	520	513	499
Av Reading Score for Low SES Students	485	497	483	465	477	469	460
Achievement Gap B/n Low & High SES Students in Reading	68	61	79	72	75	90	89
Low SES School Class Size (No)	27.0	19.0	18.0	31.3	23.7	22.5	24.2
Difference in Class Size (No)	-1.0	-5.4	-2.7	-5.7	-3.4	-3.2	-0.5
Low SES School Student-Teacher Ratio	13.6	9.4	10.4	6.7	10.8	9.0	11.9
Difference in Student-Teacher Ratio (No)	-0.8	-3.6	0	-3.0	-2.2	-2.1	-1.7
Difference in % of Teachers with Master's Degree or above (% points)	-0.8	-5.8	8.2	na	-8.6	-2.7	-11.7
Teachers in Low SES Schools with Master's Degree or above (%)	18.9	78.1	92.3	na	35.4	95.4	12.6
Difference in % of Students Hindered by Teacher Shortage (% points)	24.4	6.7	-4.5	2.1	1.6	1.2	31.0
Students in Low SES Schools Hindered by Teacher Shortage (%)	33.1	48.4	4.1	60.9	33.1	3.3	34.1
Difference in % of Students Hindered by Teacher Absenteeism (% points)	0	3.1	1.4	0.5	1.0	1.3	23.0
Students in Low SES Schools Hindered by Teacher Absenteeism (%)	19.6	19.8	12.2	6.7	3.6	7.4	28.2
Difference in % of Students Hindered by Inadequate Teacher Qualifications (% points)	9.1	7.4	-2.9	25.9	12.8	-1.8	23.2
Students in Low SES Schools Hindered by Inadequate Teacher Qualifications (%)	14.2	40.6	5.6	51.4	22.7	0	30.0

**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris.



**Table 3: Physical Resources in Low SES & High SES Schools in Highest Performing OECD Countries & Australia, 2018**

	Canada	Estonia	Finland	Japan	Korea	Poland	Aust
Av. Test Score	517	525	516	520	520	513	499
Av Reading Score for Low SES Students	485	497	483	465	477	469	460
Achievement Gap B/n Low & High SES Students in Reading	68	61	79	72	75	90	89
% of Students in Low SES Schools Hindered by Lack of Educational Materials	21.1	39.3	19.2	67.4	53.7	27.2	20.9
Difference In % of Students Hindered by Lack of Educational Materials (% points)	18.1	19.5	-1.4	25.2	11.9	9.2	19.6
% of Students in Low SES Schools Hindered by Poor Quality Educational Materials	15.0	25.2	28.0	54.8	41.1	30.6	21.2
Difference In % of Students Hindered by Poor Quality Educational Materials (% points)	10.1	7.0	11.6	31.2	15.5	11.9	20.9
% of Students in Low SES Schools Hindered by Lack of Infrastructure	26.7	29.8	14.9	64.9	62.1	11.2	45.0
Difference In % of Students Hindered by Lack of Infrastructure (% points)	13.5	-26.5	-11.9	22.0	22.8	-3.3	38.5
% of Students in Low SES Schools Hindered by Poor Quality Infrastructure	23.0	34.5	26.7	59.4	60.8	17.3	44.7
Difference In % of Students Hindered by Poor Quality Infrastructure (% points)	10.1	-6.5	-9.4	27.8	18.5	-3.0	37.0

**Source:** OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris.