

Equity Placement Model–Fact sheet

Fair and equitable access for educationally disadvantaged and under-represented students

The Equity Placement Model helps to make access to [opportunity classes and selective high schools](#) fairer for the following under-represented groups:

- Students from low socio-educational advantage backgrounds
- Aboriginal students
- Students from rural and remote locations
- Students with disability

A 2018 [review of selective education access](#) found that these groups were missing out due to unintended barriers to entry.

To help compensate for this, the Equity Placement Model holds a percentage of student places at each school for students from these equity groups to help increase their participation.

VIDEO: [The Equity Placement Model: How it works](#)

How does it work?

Students from any of the equity groups not already offered a place in the general applicant group will be offered a place beginning with the student with the highest rank and down to the last available place, as long as the student's performance is within 10 per cent of the minimum accepted from a general applicant for the school (or as determined by the Selection Committee).

If there are not enough applications to a particular school from students from under-represented groups or if these students do not meet the minimum performance requirements, the held places will then be offered to general applicants based on their performance on the placement test.

Table 1 – Percentage of held places for each equity group

Equity group	% of places held
Students from low socio-educational advantage backgrounds	10%
Aboriginal students	5%
Rural and remote students	2.5%
Gifted learners with disability	2.5%

How do I apply for equity placement for my child?

There is no separate application process. Students from each of the equity groups will be identified using data from the application form and other data held by the department.

Students from low socio-educational backgrounds: Students who currently attend schools that serve communities with high levels of disadvantage will be eligible for low socio-educational equity placement.

Aboriginal students: Students identifying as Aboriginal will be eligible for equity placement.

Rural and remote students: Students whose home address and current school is located in a rural or remote area will be eligible for equity placement.

Students with disability: Students with disability who are listed on the Nationally Consistent Collection of Data on School Students (NCCD) as receiving a supplementary, substantial or extensive adjustment will be eligible for equity placement.

Frequently asked questions

What does equity mean?

Equity means that students have fair access and opportunity to attend opportunity classes and selective high schools, regardless of their background, for example their diverse family, socio-educational, language, cultural backgrounds and geographic locations.

How were the equity group percentages decided?

To help determine the equity group percentages for each under-represented group, we compared the gap between their participation throughout all NSW public schools with their participation in opportunity classes and selective high schools to set target benchmarks for participation in opportunity classes and selective high schools. Our equity percentages along with increased awareness aim to remove this gap in participation.

Please note that the equity model percentages are flexible year-on-year to respond to diversity changes in the wider student community, changes in student numbers, and the level of educational disadvantage for under-represented students.

Will my child know if they have received a place due to the equity model?

Students will not be informed about whether their place was allocated on the basis of the equity placement model due to student privacy and wellbeing considerations. If a student who has been offered a place identifies with one (or more) of the under-represented groups, this does not prove or disprove that their placement was based on the equity considerations in the new model.

Will my child miss out because places are being held for under-represented groups of students?

Currently, high potential and gifted students are already missing out because they experience unintended barriers to entry. In order to make the system fairer for these students the held places for equity groups will impact upon the total number of available

places for general applicants. This will help ensure students are placed based on their ability and not their background.

What if my high potential or gifted child doesn't receive a place?

Opportunity classes and selective high schools are just some of the ways that we cater to high potential and gifted students. All NSW public schools provide high-quality education and provisions to optimise the talent development of high potential and gifted students, as supported by the department's High Potential and Gifted Education Policy. Other support provisions provided by schools may include enrichment, extension, curriculum differentiation and extra-curricular programs.

There are high potential and gifted students in all schools and many of these students choose to remain in their comprehensive schools on their educational journey.

Further resources

[Equity Placement model](#) [webpage]

[Equity Placement Model: How it works](#) [video]

[Equity Placement Model DoE news article](#)

[Equity Placement Model Flyer](#)

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