PISA 2025
SCHOOL REPORT

Pristine Private School

Exploring Excellence in Science and Digital Learning



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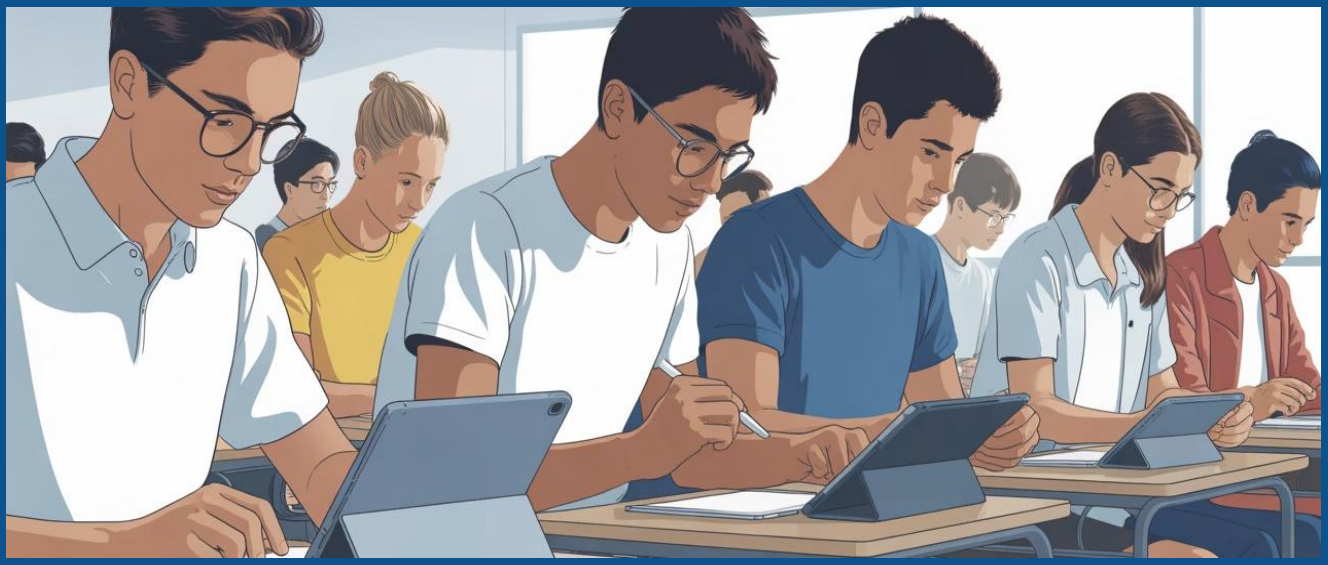
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PISA Background



PISA 2025 - The Ninth Cycle

- Dubai's sixth participation as an adjudicated region
- Approximately 850,000 students across 90+ economies participated
- Representing approximately 31 million 15-year-olds worldwide
- Major domain: **SCIENTIFIC LITERACY**
- Minor domains: reading and mathematics

Key Features of PISA 2025

Enhanced Scientific Literacy

Enhanced focus on scientific literacy with detailed subscale analysis

Digital Assessment through Platform

Digital adaptive testing

Environmental Challenges

Students' readiness to address environmental challenges

Dubai Economic Agenda D33 and Education Excellence E33

Understanding the value of a world-class education system and global benchmarks, student achievement in international assessments such as PISA and TIMSS is a cornerstone of Dubai's vision to become one of the top three global cities by 2033.

KHDA's Education 33 (E33) strategy aligns with the Dubai Economic Agenda (D33) by positioning high-quality education and improved student outcomes as key drivers of economic growth and global competitiveness. PISA provides an internationally recognised benchmark for tracking progress towards these strategic ambitions by assessing the knowledge and skills that prepare students for future success.

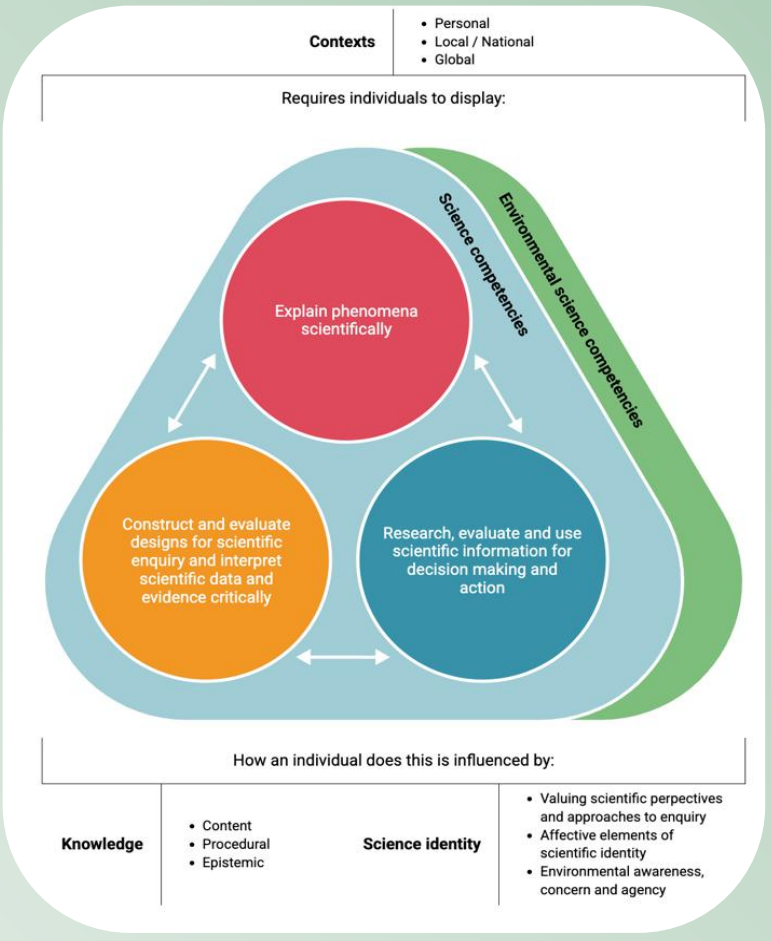
E33 Education Priorities:

Index	Indicator	Target
1	Average TIMSS Score	Among the top 10 countries
2	Average PISA Score	Among the top 15 countries
3	Upper Secondary Graduation Rate	99%
4	Early Childhood Education Enrolment	98%
5	% of Students with Advanced Skills	95%
6	% of Schools Meeting Excellence Standards	100%
7	Innovation & Research Participation	Global leadership position
8	Digital Learning Integration	World-class standards

PISA 2025 results directly support KHDA's Education 33 (E33) strategy and contribute to the Dubai Economic Agenda (D33)

PISA 2025 Major Domain: Scientific Literacy

The PISA 2025 science framework (OECD) defines 'scientific literacy' as being able to explain phenomena scientifically, construct and evaluate designs for scientific enquiry and interpret scientific data and evidence critically. While the framework continues to stress the importance of applying scientific knowledge in real-life contexts, greater weight is now placed on the construction and evaluation of scientific designs as part of the process of engaging in enquiry.



Recognising that the internet now dominates as a source of scientific information, the science framework prioritizes educating students to 'research, evaluate and use scientific information for decision making and action.

There has been a change to the affective factors influencing the competency from a focus on attitudes towards science to a focus on measuring a broader concept of 'science identity', which has been shown to be more comprehensive in describing students' engagement in science.

Education for sustainability and environmental education is also a focus in the PISA 2025 Science framework. These elements are synthesised under the concept of 'Agency in the Anthropocene' and the framework defines competencies which are considered elements of this construct which will be measured in the 2025 assessment.

PISA Results Summary

School location	Dubai
Language of testing	English
School curriculum	UK
Number of female students'	41
Number of male students'	41

PISA Student Sample at your school

PISA uses a two-stage stratified sampling design to ensure a representative sample of 15-year-old students.

Initially, schools are systematically selected from a national sampling frame after being grouped into explicit strata based on characteristics such as school type to improve precision and representation. Second, eligible students are randomly selected within each sampled school.

Sampling weights are applied to account for the study design and non-response, enabling the results to accurately represent the target population.

The average scores for the PISA domains of scientific literacy, reading literacy, and mathematical literacy for students across your school are presented in the table below.

PISA Overall Performance

Domain	Your School Score	OECD Average	Performance Category
Science Literacy	588	482	Middle
Mathematics Literacy	566	463	Middle
Reading Literacy	570	461	Middle

How well did your students achieve compared to their peers in Dubai private schools average?

Comparing with Dubai Private Schools Average			
	Your School Score	Dubai Private Schools	Proficiency Level
Science Literacy	588	522	**Level 4**
Mathematics Literacy	566	511	**Level 4**
Reading Literacy	570	501	**Level 4**

Your school scores are higher than those in Dubai private schools in all domains

Performance of students in different curricula offered in Dubai

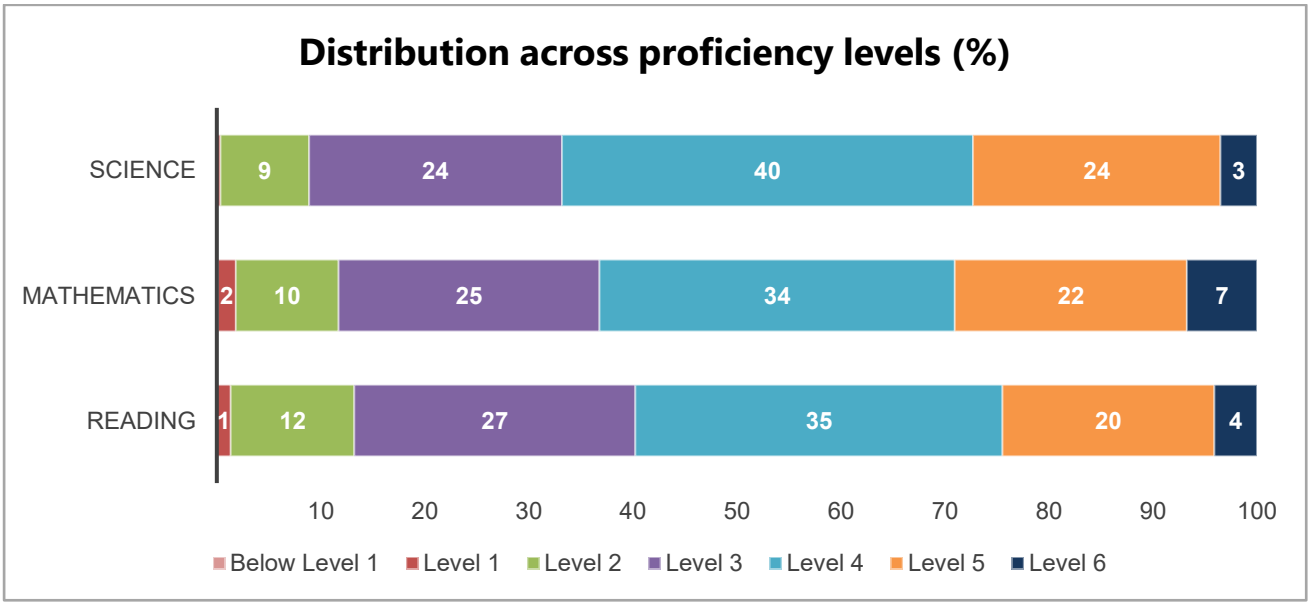
Curriculum	Science	Mathematics	Reading
IB	557	542	538
UK	539	527	523
Indian	535	525	512
US	485	473	462
MOE (Ministry of Education)	443	447	400
Others	520	505	501

Others: Australian, Pakistani, Philippine, SABIS

How well did your students perform across PISA Proficiency levels?

OECD proficiency levels categorise student achievement across a continuum, with Levels 5–6 identifying high achievers and Level 1 or below identifying students at risk. [See Appendix]

This chart illustrates the distribution of your students across each of the OECD proficiency levels. The chart shows the percentage of students at each proficiency level.



***The total values might not add up to 100% due to system rounding.**

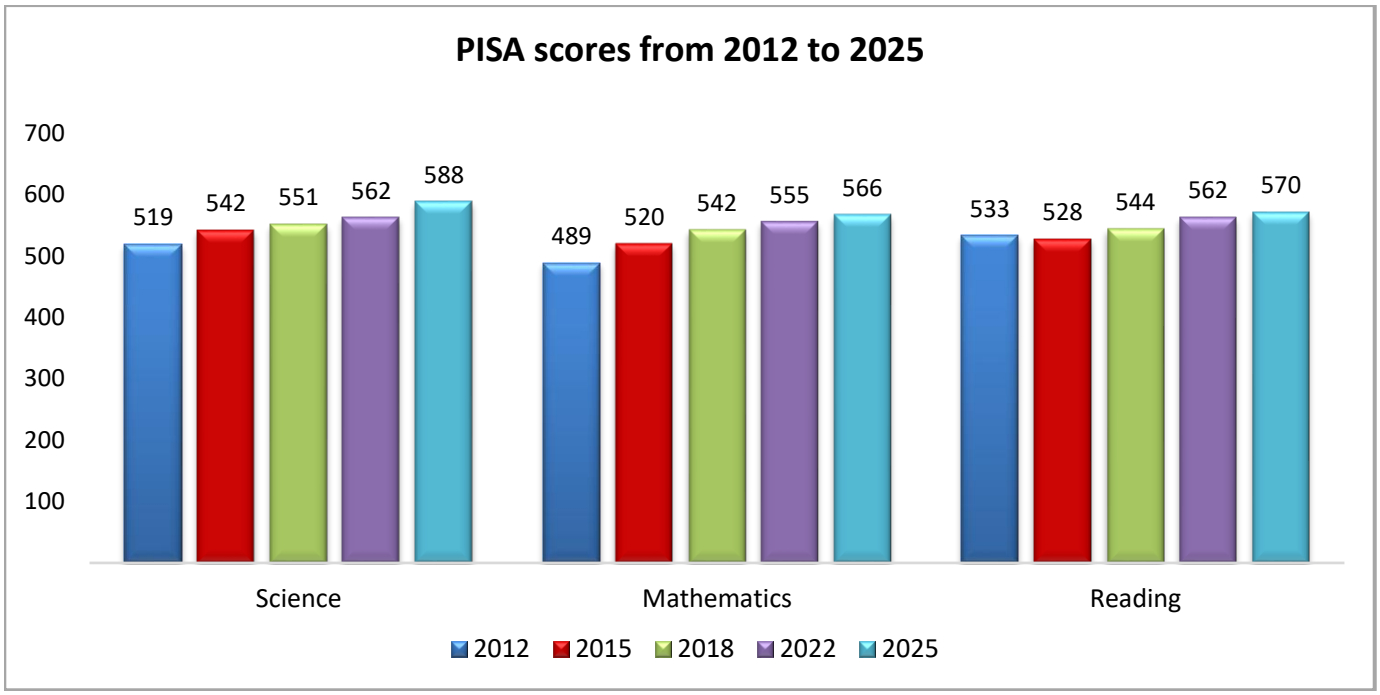
PISA proficiency levels:

Proficiency Levels		Mathematics	Science	Reading
High Performers	Level 6	669	708	698
	Level 5	607	633	626
Middle Performers	Level 4	545	559	553
	Level 3	482	484	480
	Level 2	420	409	407
Low Performers	Level 1	358	335	335
	Below Level 1	<358	<335	<335

* Please refer to the appendix for full descriptions of the proficiency levels.

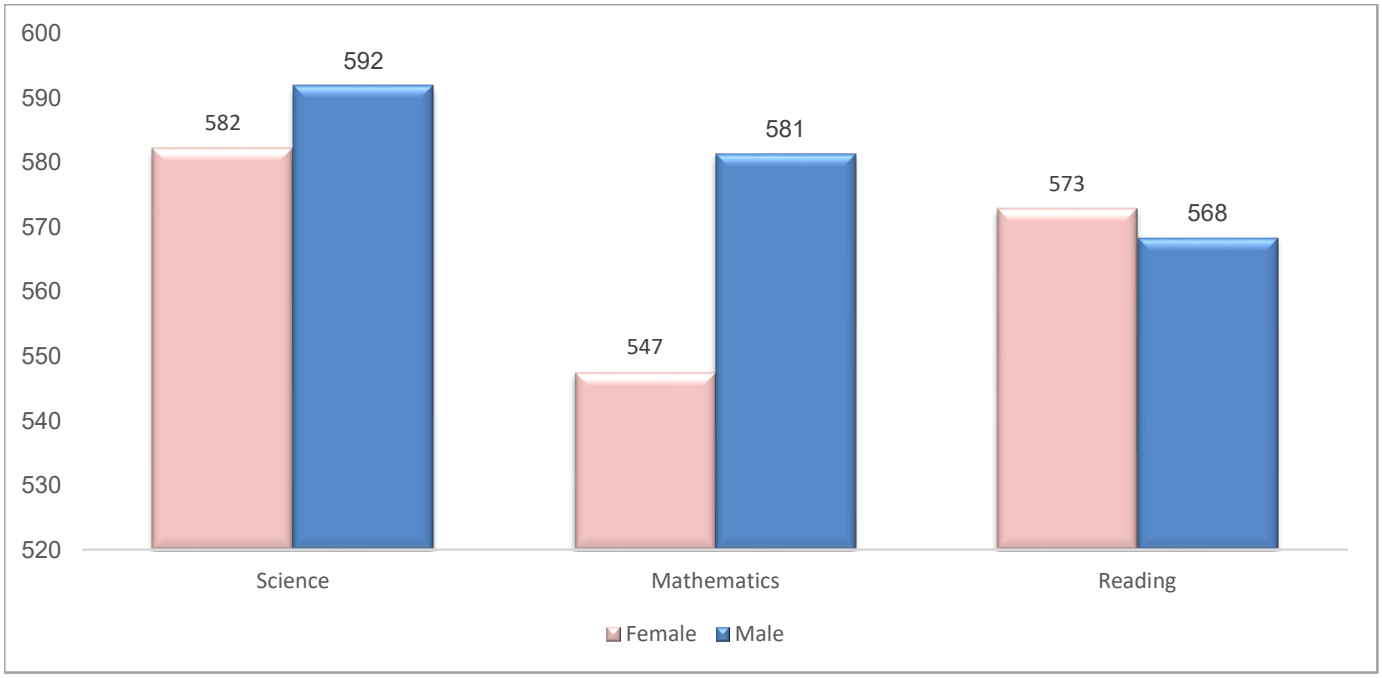
Trends in PISA performance over time

The chart below compares your students' scores across the last five cycles of PISA



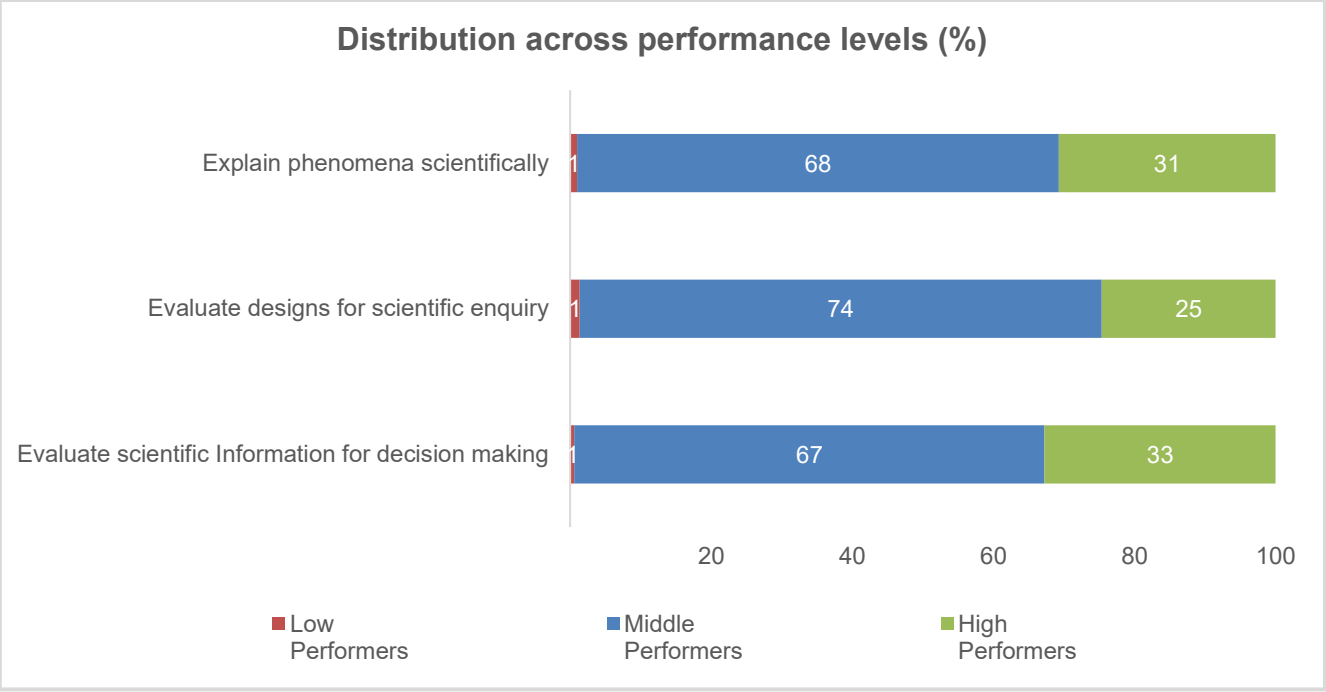
How does achievement vary by gender

This bar chart shows the performance of female and male students'.



How well did your students achieve in each of the PISA science competency subscales?

	Competency subscale		
	Explain phenomena scientifically	Evaluate designs for scientific enquiry	Evaluate scientific Information for decision making
Your School Score	592	582	599
Dubai private schools	523	518	527
OECD Average	482	481	480



*The total values might not add up to 100% due to system rounding.

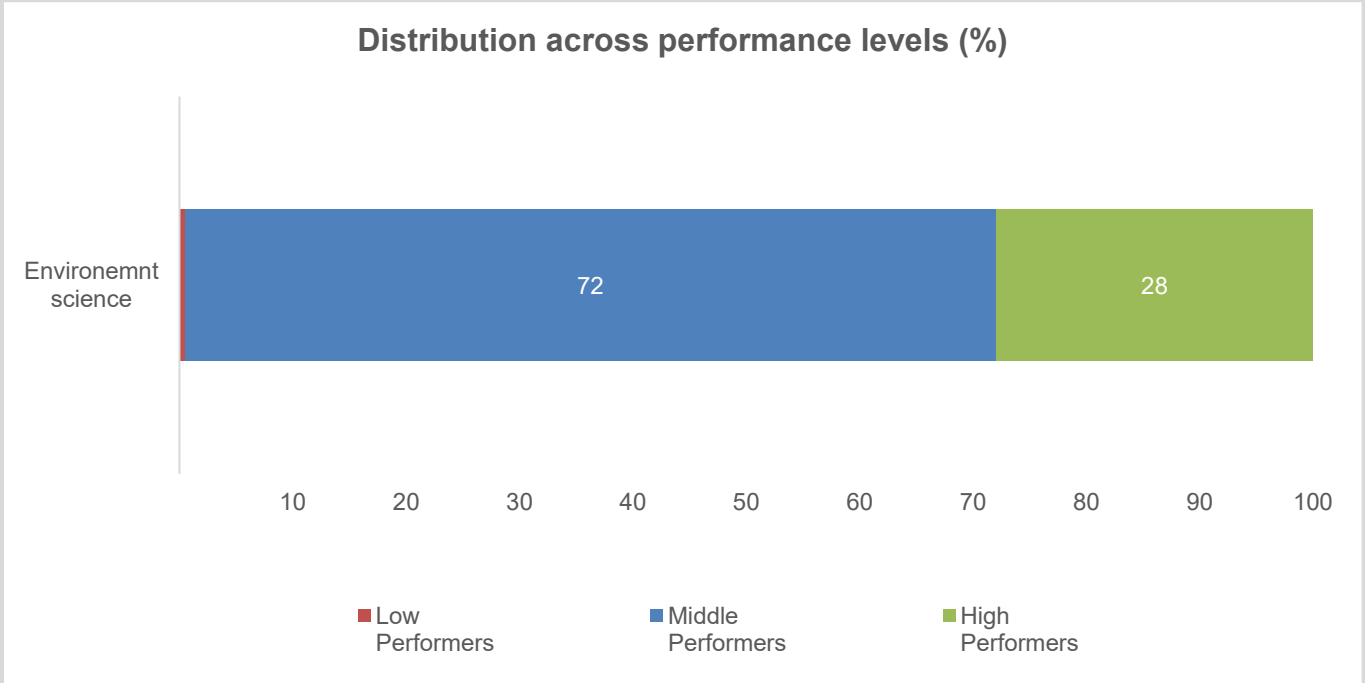
PISA 2025 Environmental Science

Environmental science is a new area of focus within the PISA 2025 science framework that assesses students' ability to understand environmental issues and apply scientific knowledge to real-world sustainability challenges.

This focus area measures competencies such as explaining environmental phenomena, interpreting scientific evidence, evaluating solutions, and making informed decisions. The assessment covers topics including climate change, biodiversity, pollution, resource management, and sustainable development, while also examining students' environmental awareness and their readiness to contribute to a more sustainable future.

PISA Environmental Science	
Your School Score	**588**
Dubai private schools	**520**

Students' performance against PISA environmental science proficiency levels



***The total values might not add up to 100% due to system rounding**

How well did your Emirati students' Perform?

The attainment of Emirati students remains a key priority for KHDA. Where a school has Emirati students on roll, the table below shows the variance in attainment between Emirati and expatriate students. Some schools have no Emirati students on roll, or fewer than the minimum number required for reporting; where that is the case the table below will be blank and the guidance in this section will not apply.

Where a variance is evident, the school should analyse the reasons for it and take deliberate action to address it, through targeted curriculum modifications and adjustments to teaching strategies. This should ensure that Emirati students make progress in mathematics, science and reading that is comparable to that of their peers.

In doing so, the school should review whether the curriculum and teaching methods meet Emirati students' specific needs, whether assessment data is used to identify individual gaps rather than class averages, whether support programmes are reaching underperforming students with tracked impact, and how leaders are monitoring and evidencing progress over time.

Nationality	Science	Mathematics	Reading
Emirati students			
Non-Emirati students			
Emirati students in private schools	**458**	**458**	**432**

Note: no comparison between Emirati and expatriate students is reported where a school has fewer than five Emirati students, because of data confidentiality restrictions

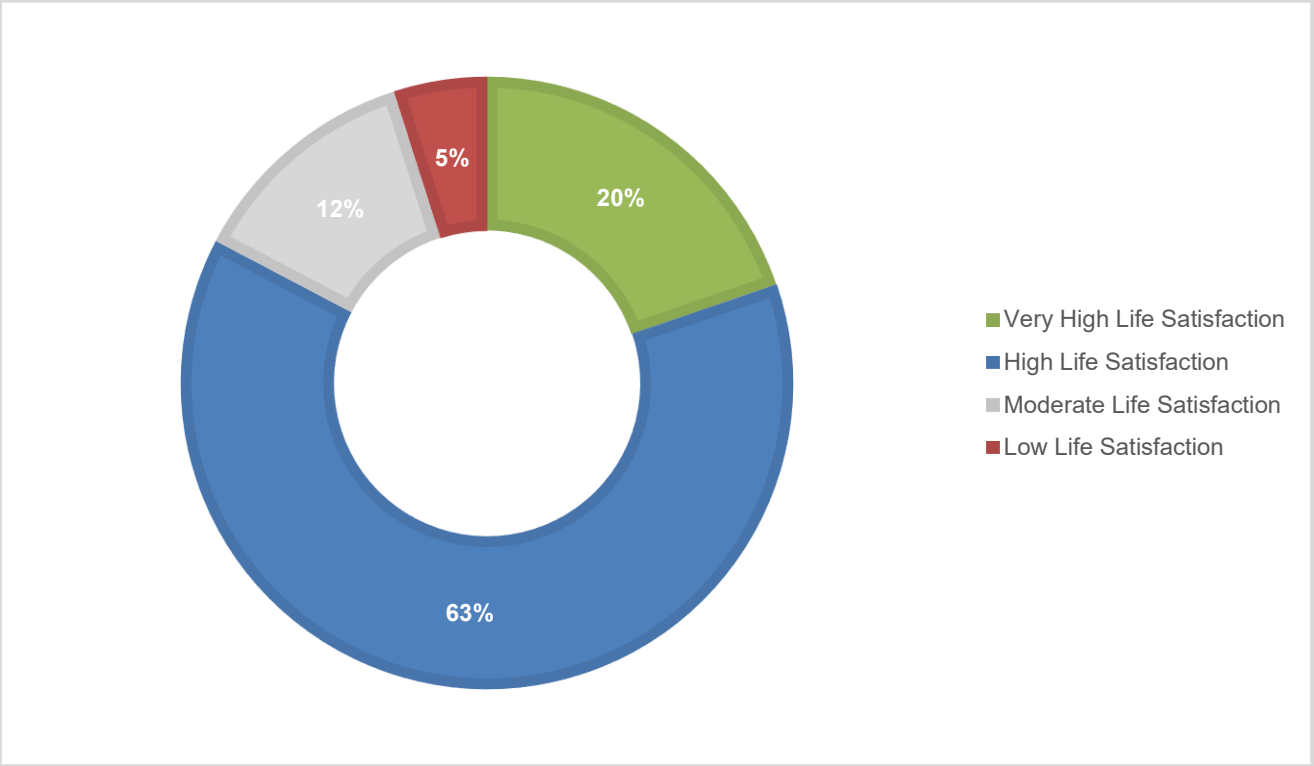
Background Context

Participating students completed a questionnaire with questions about their home background, is completed by the line 'experiences at school, parents and their wellbeing'.

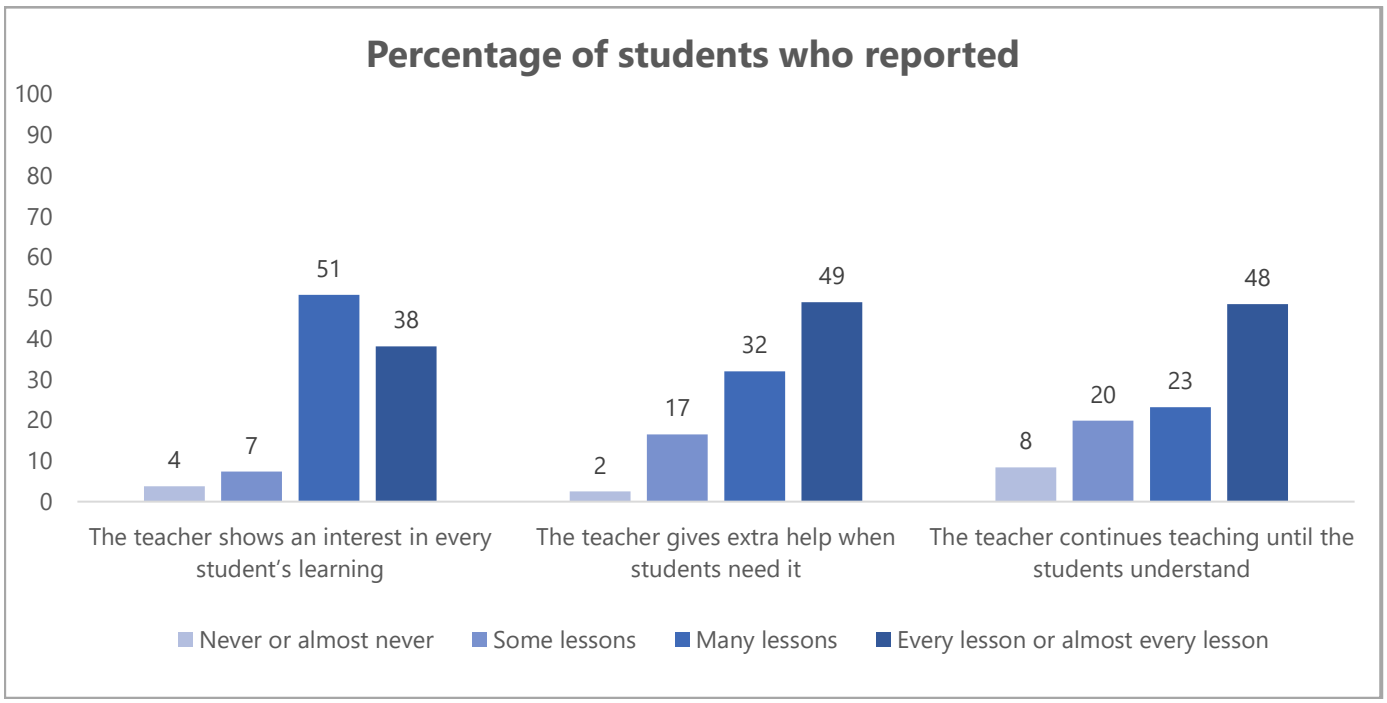
KHDA has chosen a few of these questions to share with you. Answers to these questions may be relevant to your students' performance. Teachers and school principals need to be able to identify issues that students have. It is recommended that you reflect on these responses, in particular those about your school's practices, and make appropriate adjustments to the curriculum and the planning (cohort and individual) of lesson learning experiences.

The charts below reflect the percentage of students in your school who responded to the following questions'

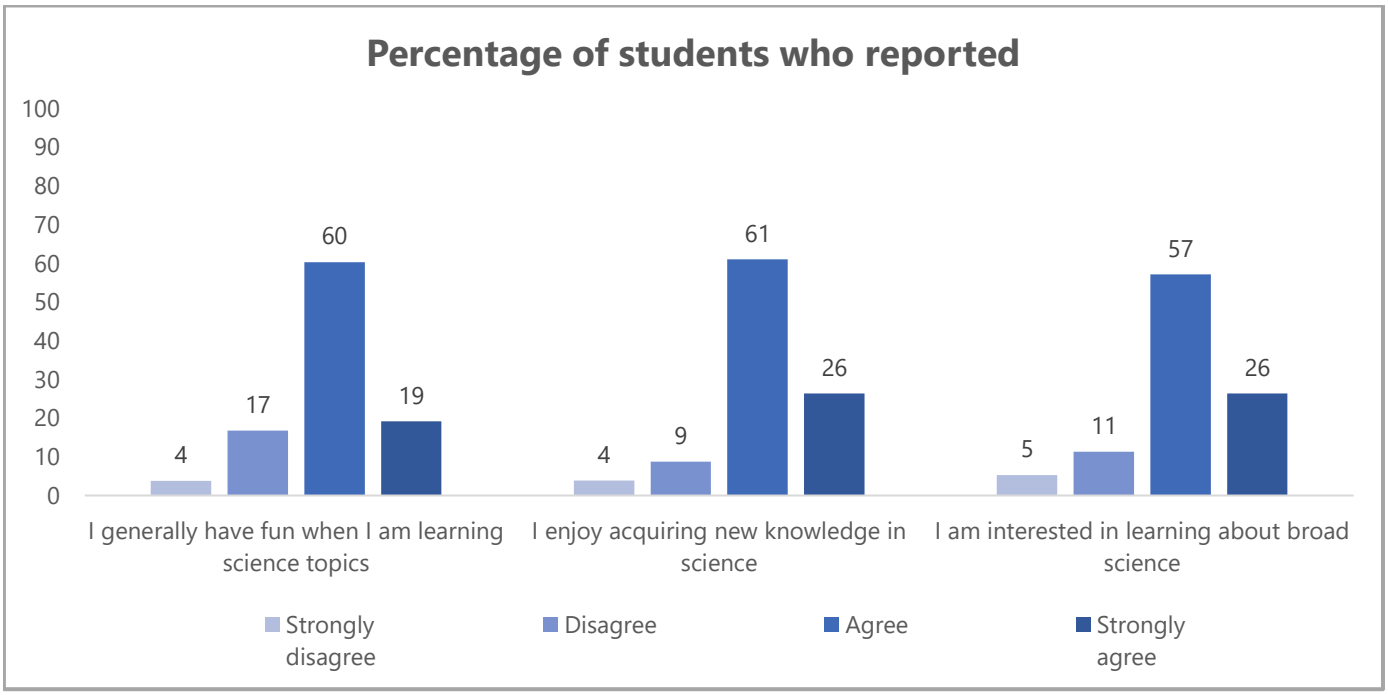
Overall, how satisfied are you with your life as a whole?



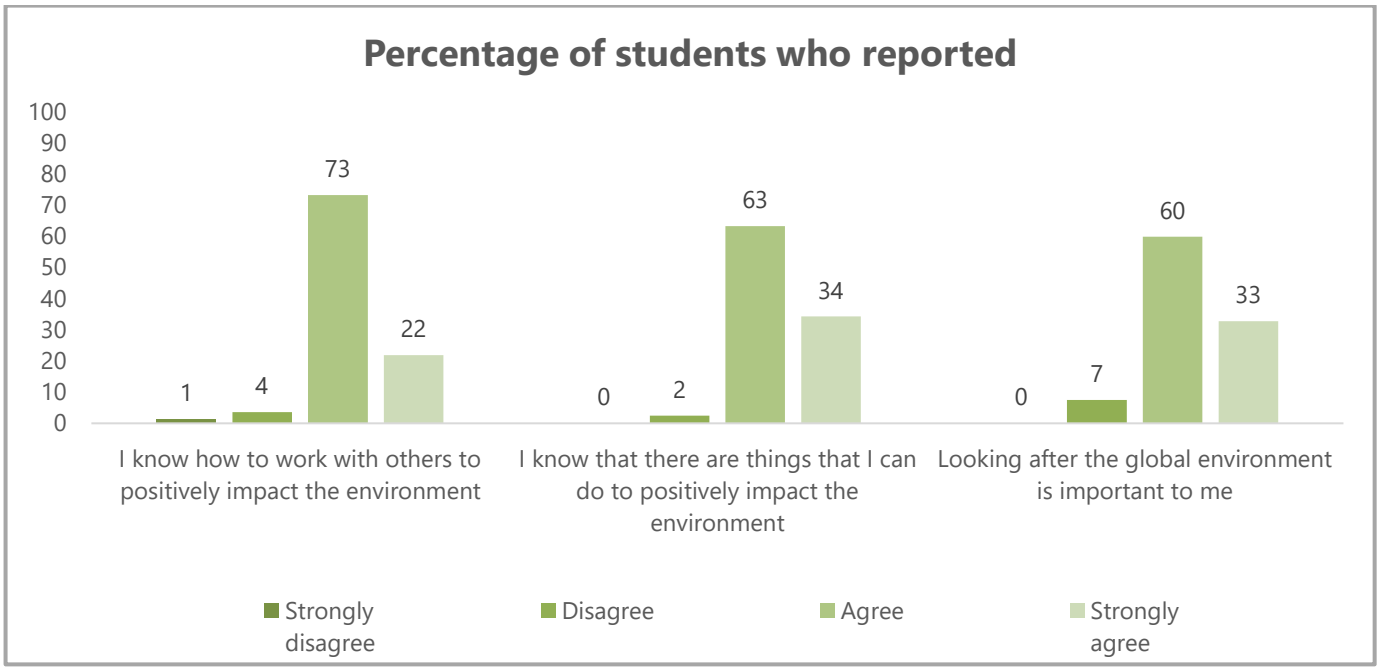
To what extent do you (the student) agree or disagree with the following statements?



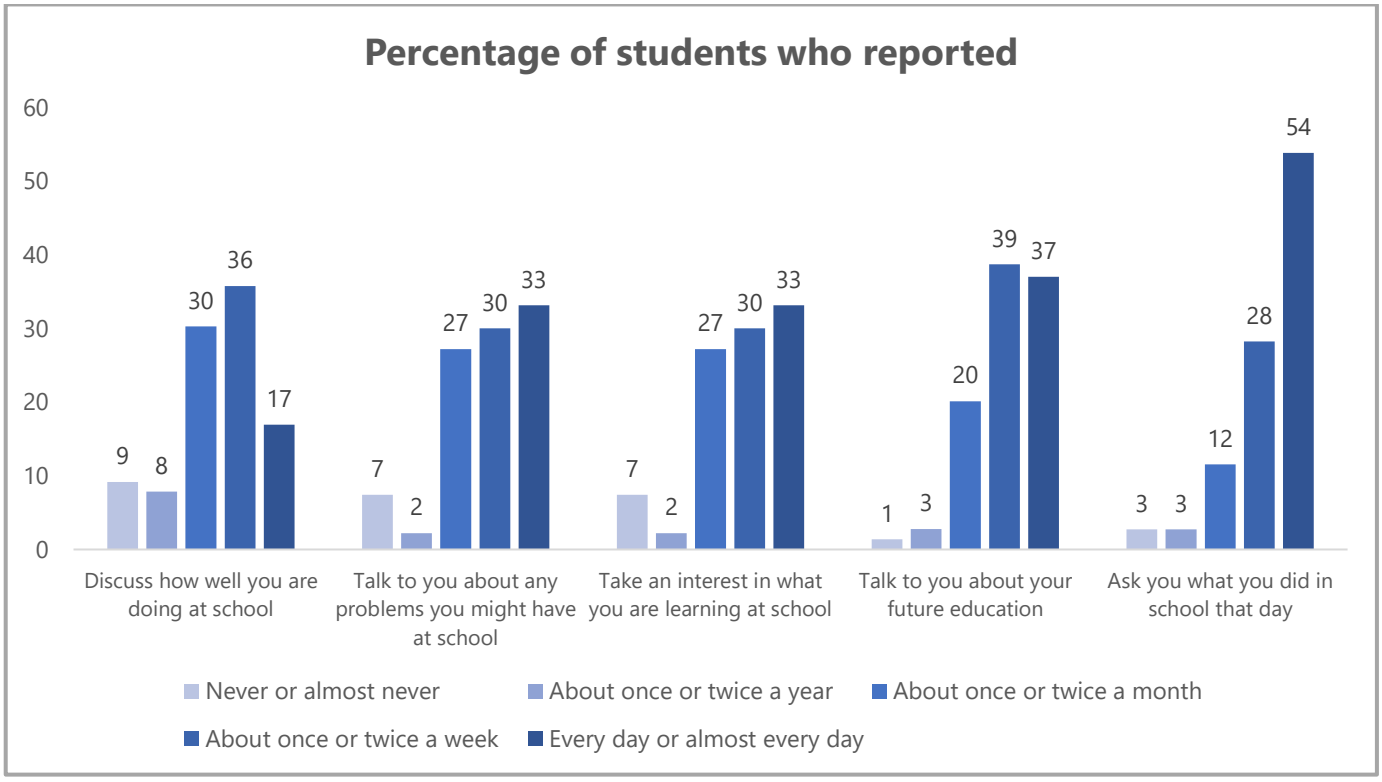
What do you (the students) think about science? 'Tell us how much you agree' with the following statements.



To what extent do you (the student) agree or disagree with the following statements about environmental issues?



Thinking about your parents or guardians, how often do they do each of the following?



Learning in the Digital World: computational problem solving

In PISA 2025, a novel assessment was included to test computational problem solving. It focuses on students' capacity to engage in an iterative and self-regulated process of knowledge building and problem solving using computational tools and practices. Students complete two extended test units, during which they solve increasingly complex tasks and have access to learning resources such as tutorials, feedback and examples.

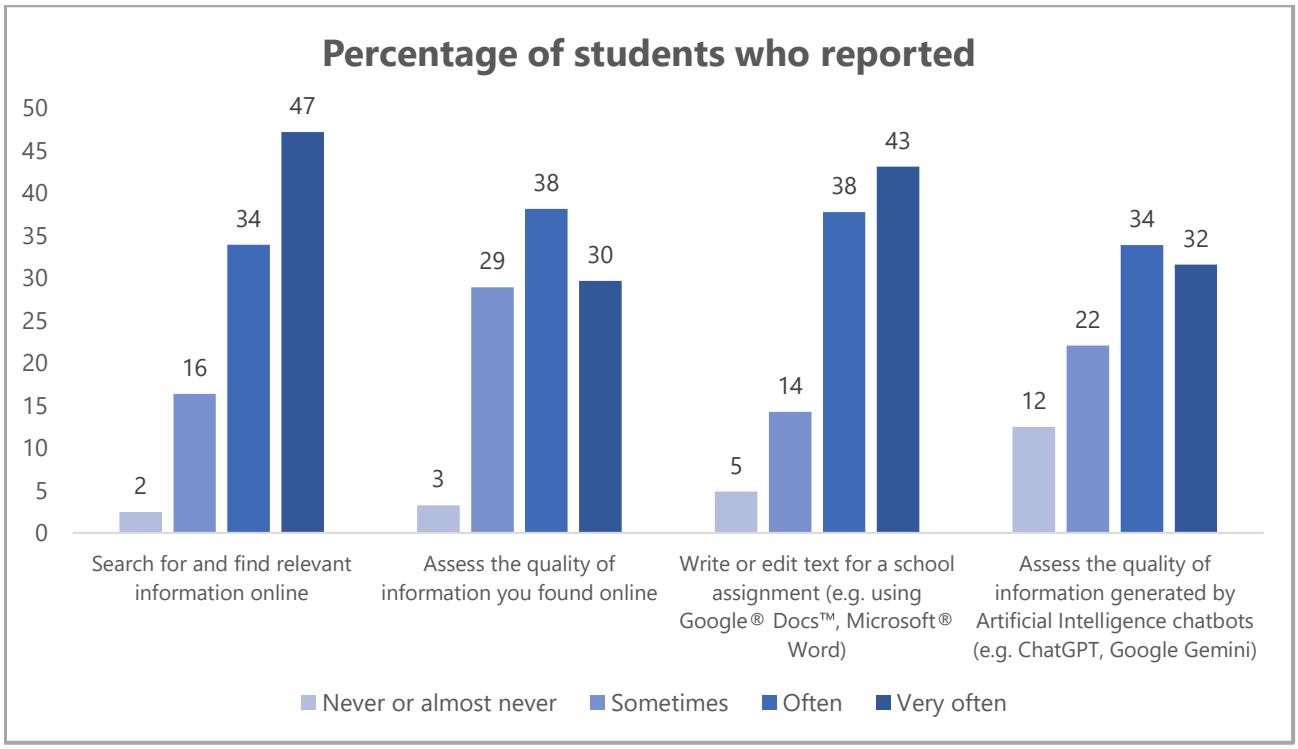
Students' performance on the computational problem-solving scale describes the extent to which students can solve problems using computational tools, such as modelling or programming tools, and through computational practices, such as conducting experiments, analysing data, and building and debugging computational artefacts. Students' performance on the test is supported by self-regulated learning, which includes how they maintain their motivation and task engagement, monitor their progress and adapt their strategies, and evaluate their own performance. A student's ability to succeed in the digital world is greatly influenced by their self-regulated learning competencies, i.e. how they manage their own learning, and, crucially, whether they can maintain their motivation and stay engaged with a task, even when it becomes challenging or frustrating.

Self-regulated learning is assessed as part of the domain but is not separately reported at school level.

	Computational Problem Solving
Average score of your students	**594**
Dubai private schools score	**534**
OECD Average score	**500**

PISA 2025 included a range of questionnaire items exploring students' access to digital technologies, the availability of digital learning resources, and the ways in which technology is used to support learning both at school and at home. These contextual indicators complement the Learning in the Digital World assessment by providing valuable insights into the digital learning environments experienced by students. Selected indicators from these questionnaires have been included in this report to help schools better understand how students access, use and benefit from digital technologies in their daily learning.

This school year, how often did you do the following tasks using digital resources in your school lessons?



PISA 2029 targets based on the E33 strategy

Dubai's new Education 33 (E33) strategy aims to transform the emirate's education system and align it with global standards while maintaining the city's cultural values. E33 shifts the system from a traditional, institution-focused model to a learner-centred education ecosystem. It emphasises personalised learning, critical thinking, creativity and lifelong skills, to prepare students for an evolving global job market.

Under this strategy, Dubai aims to rank among the world's top 10 cities for education by 2033. KHDA set individual school targets to further improve the performance of PISA results. These targets are derived from a projection model applied to your PISA 2025 mean scores, and are presented in the table below.

While these targets may be challenging, the information in the following section provides a starting point for achieving them.

It is therefore crucial for school leaders to use all the data presented in different sections of this report to plan strategically to meet these targets.

PISA 2029 Targets			
PISA Domains	**Science**	**Mathematics**	**Reading**
Your PISA 2029 Targets	588-593	566-571	570-575

Recommended Strategic Actions

Based on your PISA 2025 results, the following actions are recommended to support continuous improvement and alignment with Dubai's D33 objectives:

For School Leadership:

1. Comprehensive Data Analysis

'Review all subscales and performance across student groups.'

2. Strategic Target Setting

'Develop clear action plans for achieving 2029 targets.'

3. Curriculum Enhancement

'Adapt curriculum based on identified strengths and development areas.'

4. Professional Development

'Invest in teacher training aligned with PISA competencies.'

5. Monitoring Systems

'Establish regular progress-tracking mechanisms.'

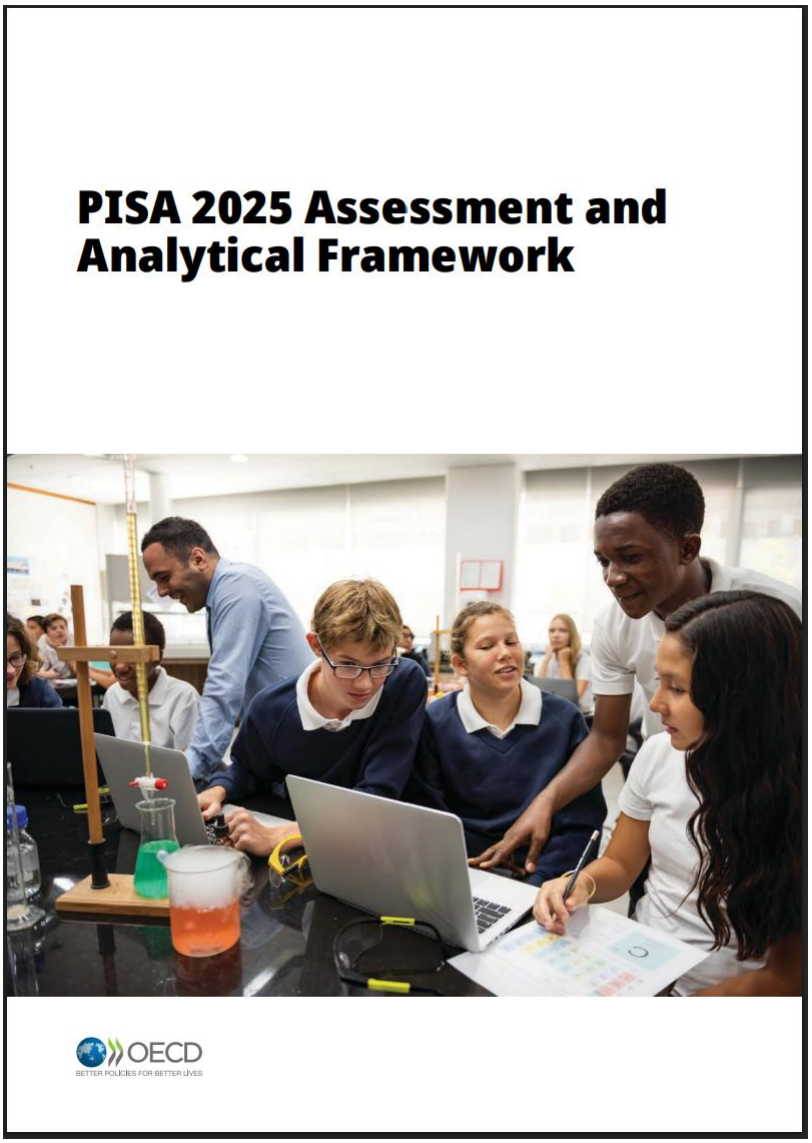
For Emirati Student Excellence:

1. Targeted interventions aligned with D33 goals
2. Enrichment programs building on identified strengths
3. Partnership with families to support academic achievement

OECD Resources

PISA 2025: PISA 2025 Assessment and Analytical Framework

Link: https://sl1nk.com/wktlw3s



Proficiency levels descriptions

Appendix:

Science

Level 6 - 708

At level 6, working in unfamiliar contexts, students can draw on a range of scientific theories, principles, and concepts of high demand from different disciplines to build models, consider their limitations, and use those models to construct or evaluate scientific explanations of complex phenomena. They can apply those explanations to make predictions not only about phenomena but also about potential future developments or implications for society. Students are able to make judgments requiring multiple criteria to identify and explain the purposes of scientific enquiries of different types and justify how these purposes align with the scientific question being investigated.

Level 5 - 633

At level 5, students can draw on a range of scientific theories, principles, and concepts of medium to high cognitive demand to identify and construct scientific explanations of familiar phenomena in all contexts. They can use these explanations to make predictions. They can identify both the strength and the limitation of a model. Drawing on procedural and epistemic knowledge, students can identify and explain the purposes of enquiries of different types and distinguish the independent, dependent and controlled variables for a scientific investigation. They can apply epistemic and procedural knowledge to evaluate alternative experimental/investigative designs and justify their choices.

Level 4 - 559

At level 4, students can construct and evaluate scientific explanations of phenomena by drawing on a range of scientific principles and various representations of medium to high cognitive demand. Given a model, they can identify either a strength or a limitation. Drawing on procedural and epistemic knowledge they can propose experimental or investigative designs involving two or more independent variables in a limited context. They can justify a design for an enquiry using procedural or epistemic knowledge.

Level 3 - 484

At level 3, students can construct or evaluate scientific explanations and models of phenomena with relevant cueing or support, by drawing on scientific principles and concepts, and representations of medium cognitive demand. Given a simple model, they can identify either a strength or a limitation of the model.

Level 2 - 409

At level 2, students can identify an appropriate scientific explanation from a non-scientific explanation for everyday/common scientific phenomena in familiar personal, local or global contexts, by drawing on appropriate scientific concepts of low to medium cognitive demand. They can offer a simple explanation of an everyday or familiar scientific phenomenon that draws on basic school scientific principles and concepts.

Level 1 - 335

At level 1, in familiar personal, local or global contexts, students can identify a scientific explanation of a simple phenomenon drawing on basic scientific knowledge, information or evidence of low cognitive demand. Students can choose the most appropriate experimental design involving control of one variable by drawing on low-level procedural knowledge. Students can identify one relevant piece of evidence that is needed to inform action on a given scientific problem.

Below Level 1

Students below level 1 usually fail at the basic levels of science that PISA measures. Such students will have serious difficulties in using science for further education and learning.

Mathematics

Level 6 - 669

At level 6, students can conceptualize, generalize, and utilize information based on their investigations and modelling of complex problem situations, and can use their knowledge in relatively non-standard contexts. They can link different information sources and representations and flexibly translate among them. Students at this level are capable of advanced mathematical thinking and reasoning. These students can apply this insight and understanding, along with a mastery of symbolic and formal mathematical operations and relationships, to develop new approaches and strategies for attacking novel situations. Students at this level can reflect on their actions and can formulate and precisely communicate their actions and reflections regarding their findings, interpretations.

Level 5 - 607

At level 5, students can develop and work with models for complex situations, identifying constraints and specifying assumptions. They can select, compare, and evaluate appropriate problem-solving strategies for dealing with complex problems related to these models. Students at this level can work strategically using broad, well- developed thinking and reasoning skills, appropriate linked representations, symbolic and formal characterizations, and insight pertaining to these situations. They begin to reflect on their work and can formulate and communicate their interpretations and reasoning.

Level 4 - 545

At level 4, students can work effectively with explicit models for complex concrete situations that may involve constraints or call for making assumptions. They can select and integrate different representations, including symbolic, linking them directly to aspects of real-world situations. Students at this level can utilize their limited range of skills and can reason with some insight, in straightforward contexts. They can construct and communicate explanations and arguments based on their interpretations, arguments, and actions.

Level 3 - 482

At level 3, students can execute clearly described procedures, including those that require sequential decisions. Their interpretations are sufficiently sound to be a base for building a simple model or for selecting and applying simple problem-solving strategies. Students at this level can interpret and use representations based on different information sources and reason directly from them.

Level 2 - 420

At level 2, students can interpret and recognize situations in contexts that require no more than direct inference. They can extract relevant information from a single source and make use of a single representational mode. Students at this level can employ basic algorithms, formulae, procedures, or conventions to solve problems involving whole numbers.

Level 1 - 358

At level 1, students can answer questions involving familiar contexts where all relevant information is present, and the questions are clearly defined. They can identify information and to carry out routine procedures according to direct instructions in explicit situations.

Below Level 1

Students below level 1 may able to perform very direct and straightforward mathematical tasks, such as reading a single value from well labelled chart or table.

Reading

Level 6 – 698

At level 6, typically can make multiple inferences, comparisons and contrasts that are both detailed and precise. They demonstrate a full and detailed understanding of one or more texts and may integrate information from more than one text. Tasks may require the reader to deal with unfamiliar ideas in the presence of prominent competing information, and to generate abstract categories for interpretations. Students can hypothesize about or critically evaluate a complex text on an unfamiliar topic, considering multiple criteria or perspectives and applying sophisticated understandings from beyond the text.

Level 5 - 626

At level 5, tasks that involve retrieving information require the reader to locate and organize several pieces of deeply embedded information, inferring which information in the text is relevant. Reflective tasks require critical evaluation or hypothesis, drawing on specialized knowledge. Both interpretative and reflective tasks require a full and detailed understanding of a text whose content or form is unfamiliar. For all aspects of reading, tasks at this level typically involve dealing with concepts that are contrary to expectations.

Level 4 – 553

At level 4, tasks that involve retrieving information require the reader to locate and organize several pieces of embedded information. Some tasks at this level require interpreting the meaning of nuances of language in a section of text by considering the text. Other interpretative tasks require understanding and applying categories in an unfamiliar context. Reflective tasks at this level require readers to use formal or public knowledge to hypothesize about or critically evaluate a text.

Level 3 – 480

At level 3, tasks require the reader to locate, and in some cases, recognize the relationship between, several pieces of information that must meet multiple conditions. Interpretative tasks at this level require the reader to integrate several parts of a text to identify a main idea, understand a relationship, or construe the meaning of a word or phrase. They need to consider many features in comparing, contrasting or categorizing.

Level 2 - 407

At level 2, some tasks require the reader to locate one or more pieces of information, which may need to be inferred and may need to meet several conditions. Others require recognizing the main idea in a text, understanding relationships, or construing meaning within a limited part of the text when the information is not prominent and the reader must make low level inferences. Tasks at this level may involve comparisons or contrasts based on a single feature in the text.

Level 1 – 335

At level 1, tasks require the reader to locate one or more independent pieces of explicitly stated information; to recognize the main theme or author's purpose in a text about a familiar topic, or to make a simple connection between information in the text and common, everyday knowledge. Typically, the required information in the text is prominent and there is little, if any, competing information.

Below Level 1

Students below level 1 tasks require the reader to locate a single piece of explicitly stated information in a prominent position in a short, syntactically simple text with a familiar context and text type.