



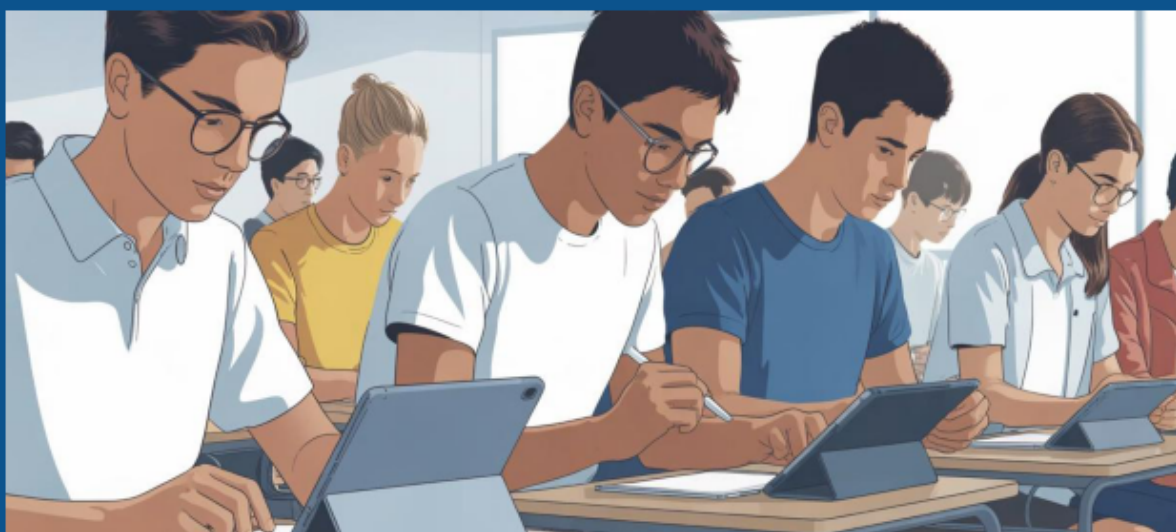
ST. MARY'S *Catholic High School, Dubai*

PISA 2025 SCHOOL REPORT

Exploring Excellence in Science
and Digital Learning



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

PISA Results Summary

	School location Dubai		Language of testing English	
	School curriculum UK		Number of female students' 40	Number of male students' 41

PISA Overall Performance

Domain	Your School Score	OECD Average	Performance Category
Science Literacy	581	482	Middle
Mathematics Literacy	564	463	Middle
Reading Literacy	585	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	581	522	Level 4
Mathematics Literacy	564	511	Level 4
Reading Literacy	585	501	Level 4

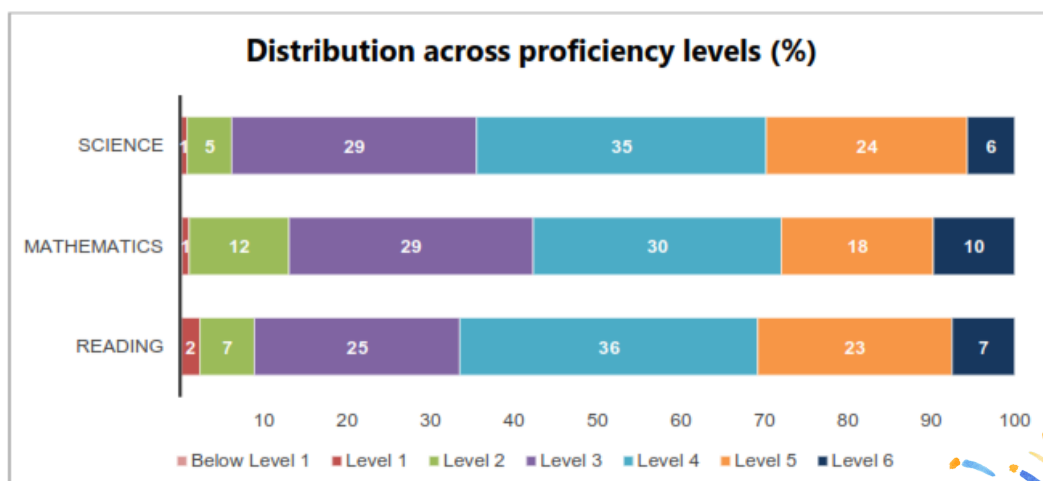
Your school scores are higher than those in Dubai private schools in all domains

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

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.

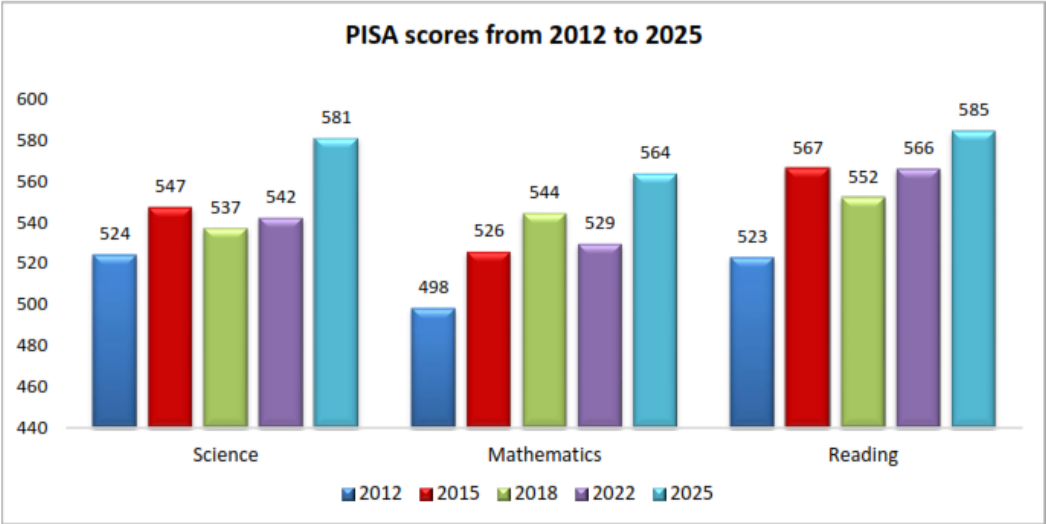
This chart illustrates the distribution of your students across each of the OECD proficiency levels. The chart shows the percentage of students at each proficiency level.



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

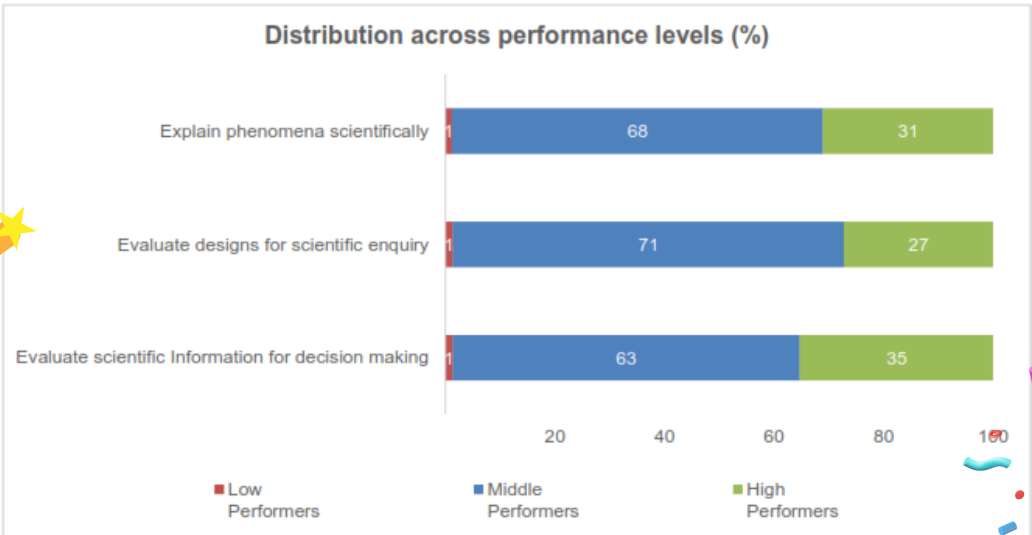
Trends in PISA performance over time

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



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	585	573	593
Dubai private schools	523	518	527
OECD Average	482	481	480





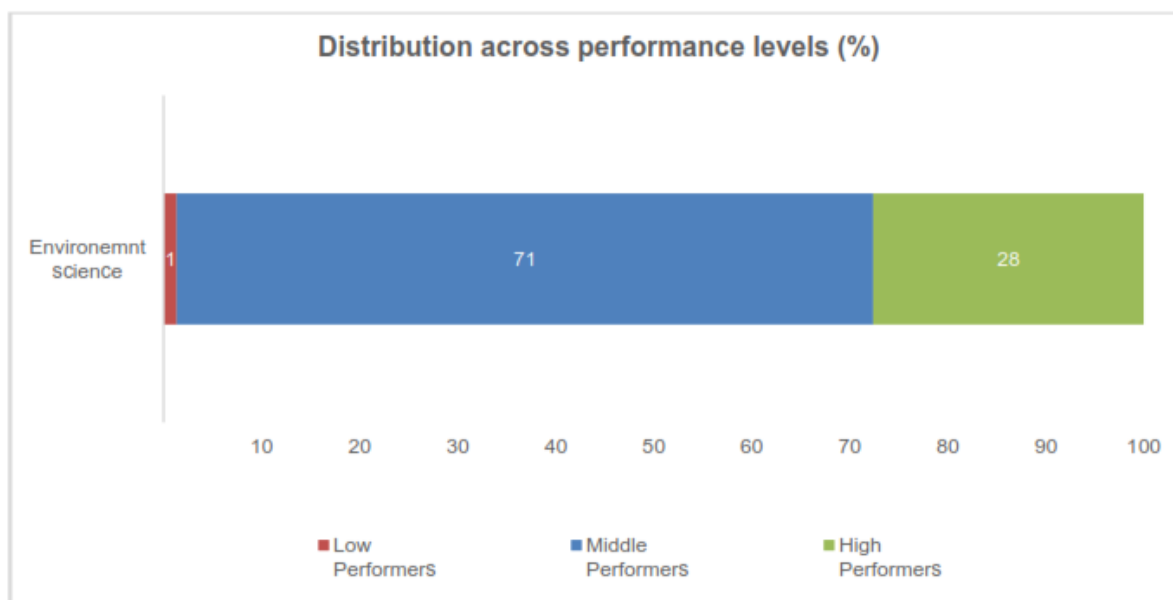
PISA 2025 Environmental Science

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.

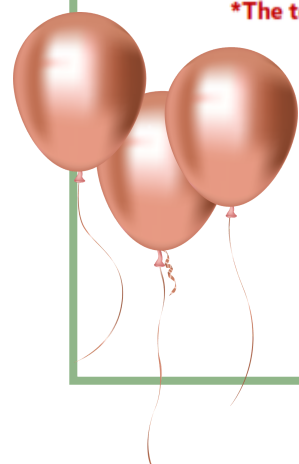
This focus area measures competencies such as explaining environmental phenomena, interpreting scientific evidence, evaluating solutions, and making informed decisions. The assessment covers topics including climate change, biodiversity, pollution, resource management, and sustainable development, while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

PISA Environmental Science	
Your School Score	587
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





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	589
Dubai private schools score	534
OECD Average score	500

