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Resources, Policies and Practices
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Corrigenda

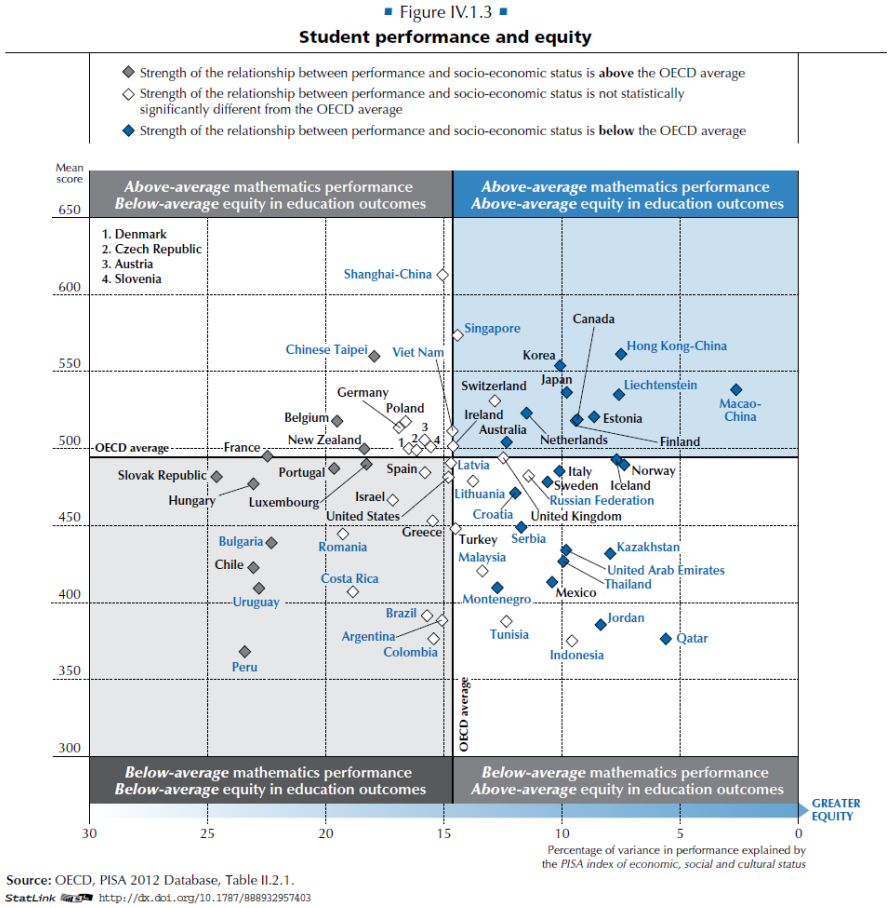
Chapter 1, page 31

In the paragraph under 'Measuring the success of school systems", the value for the variation in mathematics score accounted for by the socio-economic status of students has changed. The paragraph should read:

""Successful" school systems are defined here as those that perform above the OECD average in mathematics (494 points) and in which students' socio-economic status has a weaker-than-average impact on mathematics performance (on average across OECD countries, 14.8% of the variation in mathematics scores is accounted for by the socio-economic status of students). As shown in Volume II, Australia, Canada, Estonia, Finland, Hong Kong-China, Japan, Korea, Liechtenstein and Macao-China perform at higher levels than the OECD average and also show a weaker relationship between socio-economic status and performance (Figure IV.1.3)."

Chapter 1, page 32, Figure IV.1.3

The figure changed as follows:



Source: OECD, PISA 2012 Database, Table II.2.1.
StatLink http://dx.doi.org/10.1787/888932957403

Chapter 1, page 34

The third and the fifth paragraphs should read:

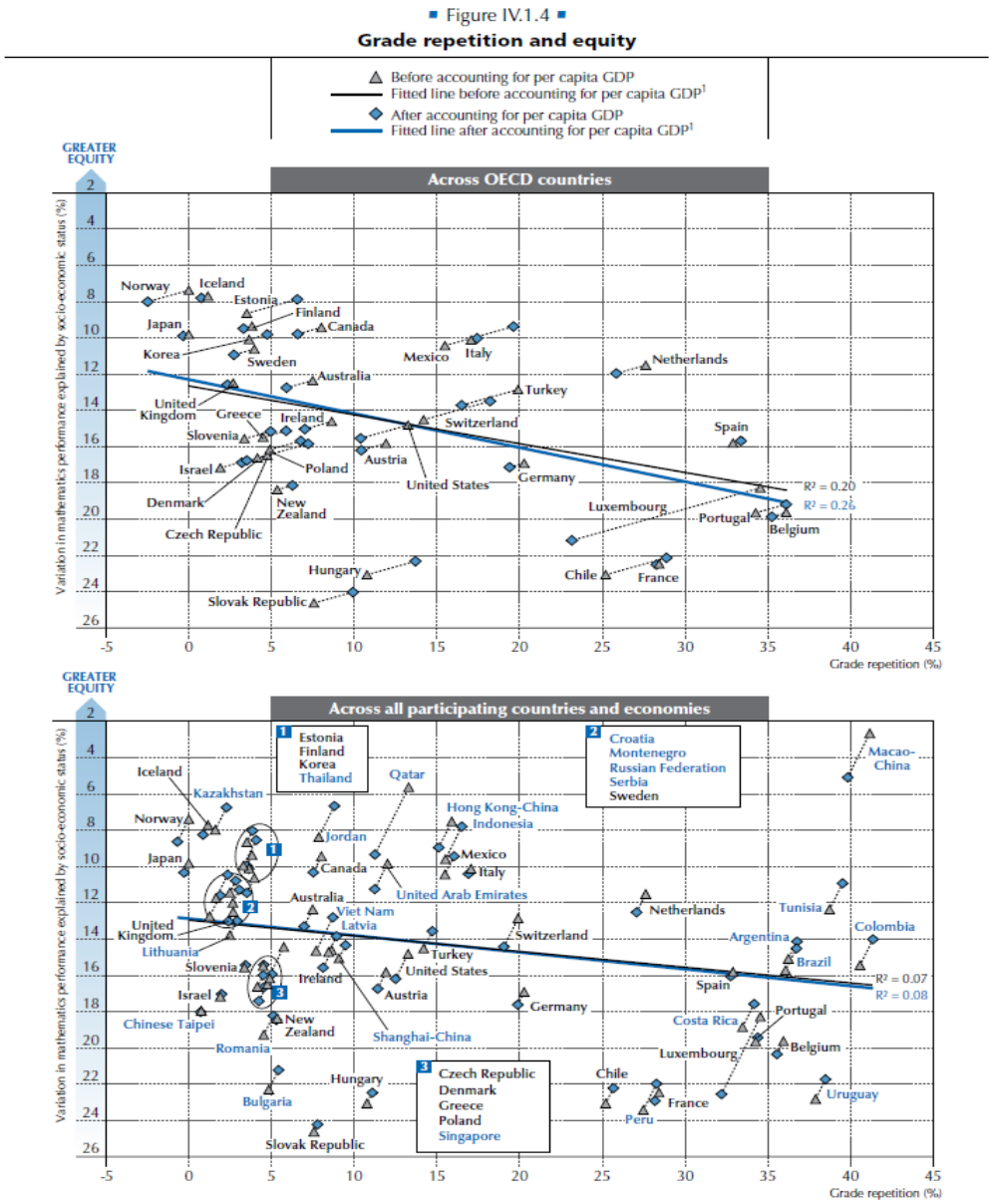
"PISA shows that the degree of school systems' vertical stratification tends to be negatively related to the equity aspect of education outcomes. In systems where 15-year-old students are found in different grade levels, the impact of students' socio-economic status on their academic performance is stronger than in systems with less vertical stratification. Across OECD countries, 34% of the variation in the impact of students' socio-economic status on their mathematics performance can be explained by differences in the degree of vertical stratification within the system, after accounting for per capita GDP (Table IV.1.1). In contrast, the relationship between vertical stratification and average performance differs between OECD countries on the one hand and across all participating countries and economies on the other. School systems where 15-year-old students attend a wider range of grade levels tend to have lower overall performance in mathematics, across all participating countries and economies, even after accounting for per capita GDP, while no clear relationship is observed across OECD countries, where the dispersion of 15-year-olds across grades is generally less pronounced. To some extent, this is the expected result of a deliberate effort by some countries and

economies to make education more inclusive by accommodating students who started school at relatively late ages or who are at greater risk of dropping out."

"PISA examines the issue of grade repetition not at the individual student level but at the system level in order to avoid selection bias (Heckman and Li, 2003). Grade repetition tends to be negatively related to equity, and this is especially obvious when the relationship is examined across OECD countries, as shown in Figure IV.1.4. Across OECD countries, 26% of the variation in the impact of students' socio-economic status on their mathematics performance can be explained by differences in the proportion of students who repeated a grade, even after accounting for per capita GDP. Across OECD countries, grade repetition is unrelated to the system's overall performance; but across all PISA participating countries and economies, systems in which more students have repeated a grade tend to be those that have lower overall performance in mathematics (Table IV.1.1)."

Chapter 1, page 35, Figure IV.1.4

The figure changes as follows:



Note: Grade repetition refers to the percentage of students who have repeated a grade at least once in primary or secondary school.
1. A significant relationship ($p < 0.10$) is shown by the solid line.

Chapter 1, page 36

The paragraph under the figure should read:

"In general, horizontal stratification is unrelated to a system's average performance. The exception is that systems that group students, within schools, for all classes based on their ability tend to have lower performance across all participating countries and economies, after accounting for per capita GDP (partial correlation coefficient = -0.26). However, between-school horizontal stratification is negatively related to equity in education opportunities. The impact of the socio-economic status of

students and/or schools on performance is stronger in school systems that sort students into different tracks, where students are grouped into different tracks at an early age, where more students attend vocational programmes, where more students attend academically selective schools, or where more students attend schools that transfer low-performing students or students with behaviour problems to another school. Across OECD countries, 39% of the variation in the impact of socio-economic status of students and schools on students' mathematics performance can be explained by differences in the ages at which students are selected into different programmes, even after accounting for per capita GDP (Table IV.1.1)."

Chapter 1, page 38, Figure IV.1.7

Belgium should be ranked between Portugal and Greece.

Chapter 1, page 47, Figure IV.1.13

Belgium should be ranked between France and Hong Kong-China.

Chapter 1, page 57

The end of the first paragraph should read as follows:

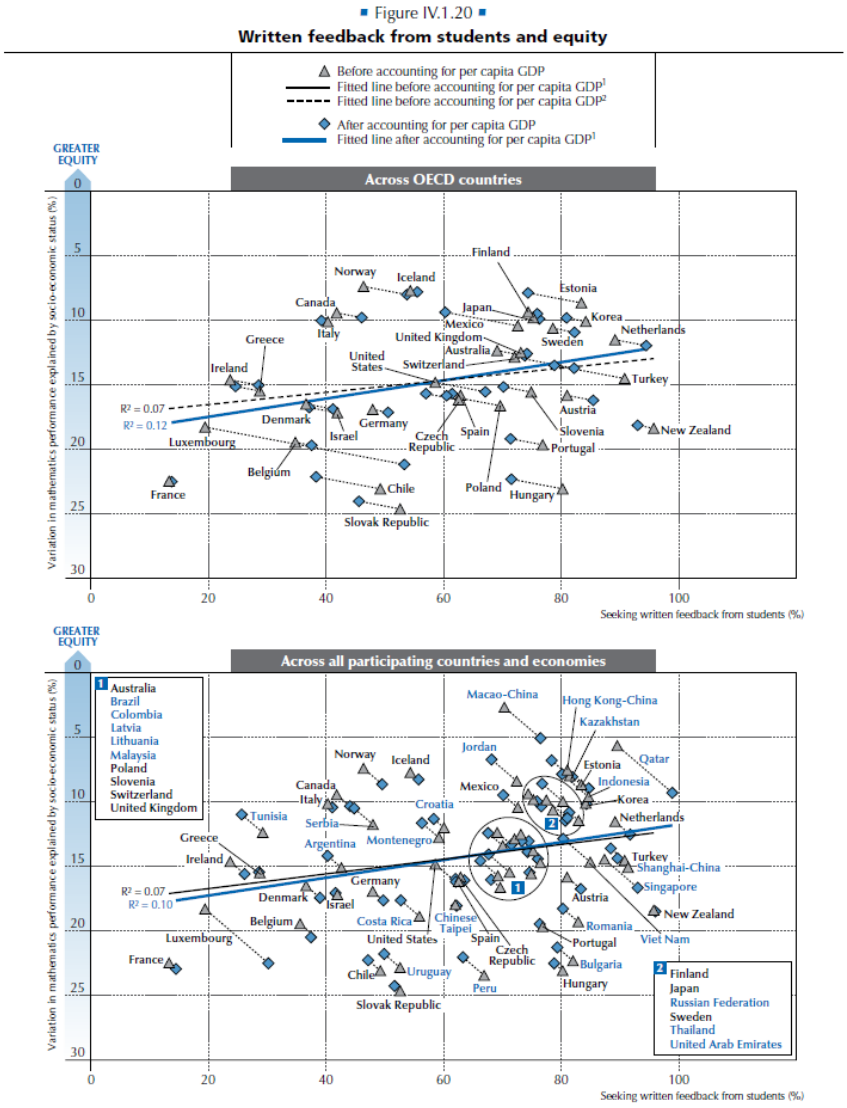
Students who attend private schools tend to be more socio-economically advantaged than students who attend public schools. Thus, after accounting for the socio-economic status of students and schools, private schools outperform public schools in only eight countries and economies, and public schools outperform private schools in 13 countries and economies (Table IV.4.7). In addition, after accounting for the demographic background of students and schools and various other school characteristics, private schools outperform public schools in 10 countries and economies, while public schools show better average performance than private schools in four countries and economies (Table IV.1.12c).

The fifth paragraph should read:

"PISA shows that the degree to which systems seek feedback from students regarding lessons, teachers or resources tends to be related to systems' level of equity. PISA 2012 asked school principals to report whether written feedback from students regarding lessons, teachers or resources is sought for quality-assurance and improvement of the school. Systems where more students attend schools with such practices tend to show less impact of student socio-economic status on performance. This is observed across OECD countries and across all participating countries and economies. As shown in Figure IV.1.20, across OECD countries, some 12% of the variation in the impact of students' socio-economic status on their mathematics performance can be accounted for by differences in the degree to which systems use this approach, after accounting for per capita GDP (Table IV.1.4). Systems seeking written feedback from students also tend to perform better across OECD countries."

Chapter 1, page 58, Figure IV.2.20

The figure changes as follows:



Note: Seeking written feedback from students refers to the percentage of students in school whose principal reported that written feedback from students regarding lessons, teachers or resources is sought for quality assurance and improvement of schools.
1. A significant relationship ($p < 0.10$) is shown by the solid line.
2. A non-significant relationship ($p > 0.10$) is shown by the dotted line.

Chapter 1, page 59

The fourth paragraph should read:

"Between PISA 2003 and PISA 2012 all these differences shifted in favour of students in private schools. The overall difference in performance between public and private school students across OECD countries widened by nine points (up to 28 points in favour of students in private schools); after accounting for students of similar socio-economic status, the difference, which was not significant in 2003, was 11 points in favour of private-school students in 2012. However, after

accounting for students of similar socio-economic status who attend schools with similar socio-economic profiles, the public-school advantage remained, but narrowed to eight score points.[23]"

Chapter 1, page 64, Figure IV.1.23

The figure changes as follows:

▪ Figure IV.1.23 ▪

Relationship between selected policy, practice and resource indicators

Correlation coefficients between two relevant measures

Correlation coefficients range from -1.00 (i.e. a perfect negative linear association) to +1.00 (i.e. a perfect positive linear association). When a correlation coefficient is 0, there is no linear relationship between the two measures.

Upper triangle is across OECD countries
Lower triangle is across all participating countries and economies

		Mathematics performance	Inequity	Vertical stratification: Standard deviation of grade levels in which 15-year-olds are enrolled	Vertical stratification: Percentage of students who repeated one or more grades	Horizontal stratification (between schools): Number of years between age of selection and age 15	Financial resources: Teachers' salaries relative to per capita GDP[1]	Material resources: Average index of quality of schools' educational resources	Time resources: Percentage of students reporting that they had attended pre-primary education for more than one year	Inequity in allocation of material resources: Difference in the index of quality of schools' educational resources between socio-economically advantaged and disadvantaged schools[2]	School autonomy: Average index of school responsibility for curriculum and assessment	Assessment and accountability policies: Percentage of students in schools that use achievement data to have their progress tracked by administrative authorities	Assessment and accountability policies: Percentage of students in schools that seek written feedback from students for quality assurance and improvement	Student truancy: Percentage of students who arrived late for school in the two weeks prior to the PISA test	Student truancy: Percentage of students who skipped some lessons or a day of school in the two weeks prior to the PISA test
		Mathematics performance		*-0.31*[X]	-0.25	0.10	*0.31*	**0.58**	*0.30*[X]	**-0.55**	**0.58**	*-0.31*	*0.34*	**-0.44**	**-0.40**
		Mathematics performance	Inequity	**0.58**	**0.51**	**0.35**[X]	0.01	0.06	-0.01	0.04	-0.11	0.01	*-0.34*	-0.01	-0.14
Vertical stratification	Standard deviation of grade levels in which 15-year-olds are enrolled	**-0.36**	**0.26**		**0.71**	**0.45**	0.18	-0.08	-0.20	0.17	*-0.31*	0.02	-0.16	0.01	0.12
	Percentage of students who repeated one or more grades	**-0.34**	**0.28**	**0.80**		0.25	**0.42**	0.10	0.06	0.07	*-0.31*	-0.02	-0.24	-0.01	0.01
Horizontal stratification (between schools)	Number of years between age of selection and age 15	0.12	**0.44**	0.19	0.16		-0.05	0.01	0.17	-0.28	-0.02	*-0.29*	0.16	**-0.48**	-0.24
Financial resources	Teachers' salaries relative to per capita GDP[1]	-0.05	-0.19	-0.04	0.16	-0.12		**0.37**	-0.18	0.03	0.00	-0.13	0.06	-0.08	-0.09
Material resources	Average index of quality of schools' educational resources	**0.51**	0.16	**-0.28**[X]	-0.20	0.16	0.05		0.12	-0.20	0.28	-0.20	0.10	**-0.36**	-0.23
Time resources	Percentage of students reporting that they had attended pre-primary education for more than one year	**0.57**	*0.24*	**-0.25**[X]	-0.08	*0.23*	*-0.24*[X]	**0.46**		**-0.44**	*0.34*	**-0.35**	-0.09	**-0.50**	**-0.46**
Inequity in the allocation of material resources	Difference in the index of quality of schools' educational resources between socio-economically advantaged and disadvantaged schools[2]	**-0.44**	0.11	**0.44**	**0.35**	**-0.28**	-0.06	**-0.42**	**-0.32**		*-0.31*	**0.39**	0.03	**0.34**	**0.37**
School autonomy	Average index of school responsibility for curriculum and assessment	**0.37**	-0.11	-0.08	-0.11	-0.03	-0.14	*0.21*	**0.39**	-0.14		-0.20	0.26	**-0.36**[X]	**-0.41**
Assessment and accountability policies	Percentage of students in schools that use achievement data to have their progress tracked by administrative authorities	**-0.32**	-0.08	0.00	-0.06	*-0.22*	0.11	*-0.22*	**-0.39**	**0.25**	**-0.28**		0.22	**0.55**	0.28
	Percentage of students in schools that seek written feedback from students for quality assurance and improvement	0.20	**-0.31**	-0.06	**-0.25**[X]	0.01	-0.08	0.17	-0.03	0.06	0.17	*0.21*		0.02	0.02
Student truancy	Percentage of students who arrived late for school in the two weeks prior to the PISA test	**-0.43**	*0.21*	0.08	0.12	-0.20	-0.18	**-0.36**	**-0.34**	**0.28**	**-0.33**	**0.37**	-0.18		**0.60**
	Percentage of students who skipped some lessons or a day of school in the two weeks prior to the PISA test	**-0.41**	-0.09	0.01	0.00	-0.18	-0.12	**-0.25**	**-0.39**	**0.25**	**-0.40**	**0.32**	-0.06	**0.65**	

Notes: Values that are statistically significant at the 10% level ($p<0.10$) are indicated in italics and at the 5% level ($p<0.05$) are in bold. X indicates that the Pearson's correlation coefficient is significant at least at the 10% level but Spearman's rank correlation coefficient is not significant at the 10% level. Inequity refers to variation in mathematics performance explained by the *PISA index of economic, social and cultural status of students*. Correlations with mathematics performance and inequity are partial correlation coefficients after accounting for per capita GDP.

1. Weighted average of upper and lower secondary school teachers. The average is computed by weighting teachers' salaries for upper and lower secondary school according to the respective 15-year-old students' enrolment (for countries and economies with available information on both the upper and lower secondary levels).
2. See Box IV.3.1 for the definition of socio-economically advantaged and disadvantaged schools.

Source: OECD, PISA 2012 Database, Tables IV.1.1, IV.1.2, IV.1.3, IV.1.4, IV.1.5, IV.1.19 and IV.1.20.

Chapter 1, page 67

Note 19 should read:

"19. Across OECD countries, the correlation between the degree of competition and equity is 0.29 (significant at the 10% level), while it is 0.19 after excluding Norway, where there is less school

competition than in other countries (i.e. the degree of school competition is 35% in Norway, while it varies from 42% to 94% in other OECD countries)."

Chapter 2, page 84, Figure IV.2.6

The figure changes as follows:

▪ Figure IV.2.6 ▪

System-level correlation between indicators of stratification

Correlation coefficients between two relevant indicators

Correlation coefficients range from -1.00 (i.e. a perfect negative linear association) to +1.00 (i.e. a perfect positive linear association). When a correlation coefficient is 0, there is no linear relationship between two indicators.

Across OECD countries
Across all participating countries and economies

			Mathematics performance	Mathematics performance	Inequity	Vertical stratification	Horizontal stratification: Between schools				Within schools
						Variability in students' grade levels	Number of educational tracks	Prevalence of vocational and pre-vocational programmes	Early selection	Academic selectivity	School transfer rates	Ability grouping for all mathematics classes
		Mathematics performance			-0.31	0.10	0.04	0.10	0.20	-0.17	-0.07
		Inequity			0.58	0.28	0.05	0.35	0.13	*0.32*	-0.12
Vertical stratification		Variability in students' grade levels	-0.36	0.26		0.50	0.20	0.45	0.21	*0.29*	0.04
Horizontal stratification	Between schools	Number of educational tracks	0.04	0.21	0.26		0.54	0.73	0.60	0.41	-0.13
		Prevalence of vocational and pre-vocational programmes	0.09	0.01	-0.12	0.39		0.50	0.38	0.75	-0.48
		Early selection	0.12	0.44	0.16	0.49	0.28		0.53	0.53	-0.17
		Academic selectivity	0.15	-0.10	0.05	0.38	0.37	0.28		*0.32*	0.08
		School transfer rates	-0.19	0.07	0.16	0.09	0.37	0.20	0.30		*-0.32*
	Within schools	Ability grouping for all mathematics classes	-0.25	-0.19	0.08	0.02	-0.30	*-0.22*	-0.02	-0.17	

Notes: Correlation coefficients that are statistically significant at the 5% level ($p < 0.05$) are indicated in bold and those at the 10% level ($p < 0.10$) are in italics.
Inequity refers to variation in mathematics performance explained by the *PISA index of economic, social and cultural status of students*. Correlations with mathematics performance and inequity are partial correlation coefficients after accounting for per capita GDP.
Ability grouping for all mathematics classes is the system-level percentage of students in schools whose principal reports that students are grouped by ability in all classes.
Source: OECD, PISA 2012 Database, Tables IV.1.1 and IV.2.12.
StatLink http://dx.doi.org/10.1787/888932957308

Chapter 4, Page 144

The first paragraph should read:

"In 2003, on average across OECD countries, 83% of students attended government or public schools, 14% attended government-depended private schools and 4% attended government-independent private schools.[5] These percentages have remained stable since then. In both PISA 2003 and PISA 2012 students enrolled in government or public schools had, on average, a lower socio-economic status than students attending private schools (by an order of around 0.4 points in the PISA index of economic social and cultural status). However, some countries and economies have seen an increase in enrolment in public schools (Figure IV.4.9), while in others there has been a shift towards private schools (Table IV.4.19). In Indonesia, Spain and Finland, a larger proportion of 15-year-old students attended public schools in 2012 than did in 2003. In Indonesia there was a 21 percentage-point reduction in the share of students attending government-independent private schools, with a consequent 13 percentage‑point increase in enrolment in government-dependent private schools and a seven percentage‑point increase in public school enrolments. In Spain and Finland there was a four percentage-point increase in the share of students attending public schools. In Sweden, the share of students enrolled in public schools fell by ten percentage points, with a consequent greater share of students attending government-dependent private schools. A similar

shift in enrolment towards government-dependent schools – an increase of six percentage points – was observed in Thailand, and, to a lesser degree, in Poland (Figure IV.4.9 and Table IV.4.19)."

Chapter 5, page 170, figure IV.5.3

The figure changes as follows:

■ Figure IV.5.3 ■

Students' views of teacher-student relations

A Students get along well with most teachers
B Most teachers are interested in students' well-being
C Most of my teachers really listen to what I have to say
D If I need extra help, I will receive it from my teachers
E Most of my teachers treat me fairly

		Percentage of students who "agreed" or "strongly agreed" with the following statements					Variability in the index	Percentage of the index variation between schools
		A	B	C	D	E	S.D.	%
OECD	Australia	84	87	80	90	87	1.13	8.1
	Austria	81	70	62	64	80	0.92	6.8
	Belgium	80	77	74	85	79	0.78	2.9
	Canada	86	86	81	92	90	0.95	4.7
	Chile	83	85	77	83	76	0.95	5.2
	Czech Republic	81	72	68	87	79	1.06	6.2
	Denmark	89	85	80	85	87	0.96	8.1
	Estonia	82	80	72	85	80	0.90	4.0
	Finland	80	73	74	89	83	0.96	5.2
	France	78	71	72	82	69	0.92	3.8
	Germany	76	67	67	66	76	1.05	7.0
	Greece	74	76	70	74	73	1.02	5.2
	Hungary	83	73	83	77	77	0.95	4.8
	Iceland	84	85	82	87	84	0.93	7.2
	Ireland	82	84	73	84	87	1.09	3.6
	Israel	79	78	75	74	81	1.00	7.8
	Italy	75	71	70	71	81	1.04	6.3
	Japan	80	59	73	81	79	1.08	5.8
	Korea	90	72	69	89	80	1.02	8.2
	Luxembourg	86	66	70	73	78	1.02	1.9
	Mexico	91	90	84	85	89	1.09	4.8
	Netherlands	84	78	74	83	85	1.01	4.2
	New Zealand	84	85	78	89	88	1.00	4.5
	Norway	82	75	67	81	77	1.03	4.1
	Poland	74	54	62	76	66	0.94	8.1
	Portugal	91	92	85	92	84	1.01	4.2
	Slovak Republic	77	78	74	75	77	1.10	7.8
	Slovenia	82	59	70	75	78	1.13	5.5
	Spain	78	79	74	76	81	1.06	6.9
	Sweden	85	82	77	83	83	1.03	5.3
	Switzerland	82	78	76	84	83	1.11	8.5
	Turkey	88	75	84	77	72	1.03	3.3
	United Kingdom	85	86	76	91	86	0.89	5.3
	United States	83	86	78	90	90	0.97	5.3
	OECD average	82	77	74	82	81	0.98	5.6
Partners	Albania	92	91	89	90	93	1.00	1.9
	Argentina	82	79	79	78	84	0.87	7.1
	Brazil	84	82	76	86	85	0.93	5.9
	Bulgaria	82	80	81	87	80	1.13	6.3
	Colombia	87	90	83	85	94	0.91	4.0
	Costa Rica	91	90	82	80	89	1.02	3.1
	Croatia	78	78	69	74	77	0.89	6.1
	Hong Kong-China	92	79	71	91	83	1.05	1.8
	Indonesia	95	94	78	93	88	0.92	2.4
	Jordan	86	74	85	84	80	1.06	2.8
	Kazakhstan	96	95	89	94	92	0.98	7.4
	Latvia	84	92	75	90	85	0.91	5.2
	Liechtenstein	82	74	71	79	84	0.89	0.1
	Lithuania	89	83	82	87	87	1.05	7.1
	Macao-China	91	82	66	87	75	1.08	1.3
	Malaysia	90	89	67	89	83	1.03	7.0
	Montenegro	86	81	77	77	81	1.11	8.6
	Peru	90	90	86	85	86	1.06	5.1
	Qatar	72	80	74	81	76	0.96	3.3
	Romania	87	88	83	81	84	0.89	5.7
	Russian Federation	88	66	80	86	83	1.03	6.3
	Serbia	83	79	72	82	87	1.01	5.3
	Shanghai-China	93	91	81	93	90	0.98	7.8
	Singapore	92	92	83	93	89	0.96	4.0
	Chinese Taipei	89	84	62	81	81	0.96	3.2
	Thailand	90	89	87	90	87	1.02	3.1
	Tunisia	78	64	72	74	72	1.06	2.9
	United Arab Emirates	89	86	78	88	81	0.91	5.8
	Uruguay	87	84	80	83	75	0.97	6.0
	Viet Nam	70	77	74	95	82	1.00	6.9

Index of teacher-student relations based on students' reports
Range between top and bottom quarters
Average index

-2.0 -1.5 -1.0 -0.5 0 0.5 1.0 1.5 2.0 2.5 Index points

Note: Higher values on the index indicate better teacher-student relations.

Chapter 5, page 171

The first and the last paragraphs should read:

"Students' reports on their relationship with teachers vary both between and within schools. On average across OECD countries, most of the variation in the index of teacher-student relations is seen within schools (i.e. 94% of variation is seen within schools, while 6% is observed between

schools). In other words, students who attend the same school vary in the extent to which they reported good relations with their teachers. In Liechtenstein, Macao-China, Hong Kong-China, Luxembourg, Albania and Indonesia, around 2.5% or less of variation in the index of teacher-student relations is observed between schools; in contrast, in Montenegro, Switzerland, Korea, Australia, Denmark and Poland, 8% or more of the variation is seen between schools (Figure IV.5.3 and Table IV.5.5)."

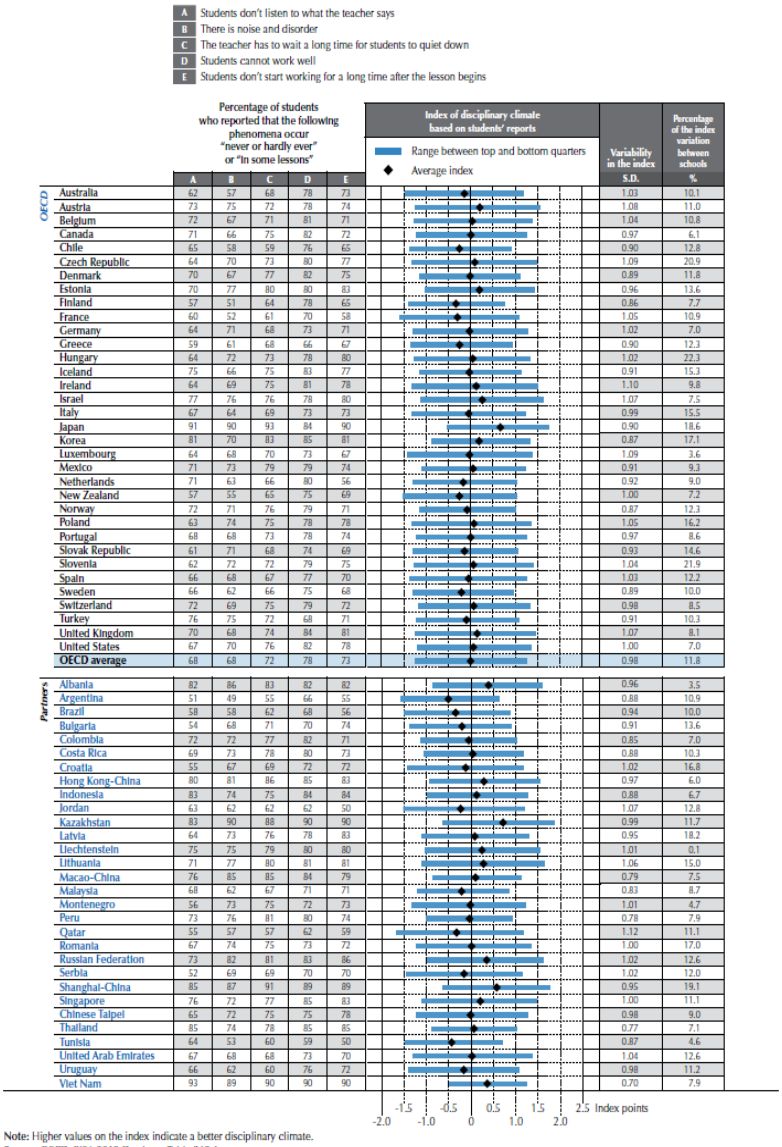
"Variations in the index of disciplinary climate can occur between and within schools. On average across OECD countries, 88% of the variation in the index of disciplinary climate is seen within schools, while 12% is observed between schools. Higher levels of between-school variation mean lower levels of within-school variation. In other words, students who attend the same school share similar perceptions about the disciplinary climate in their classes. In Hungary, Slovenia and the Czech Republic, 20% or more of the variation in this index is observed between schools. In contrast, in Liechtenstein, Albania, Luxembourg, Tunisia and Montenegro, less than 5% of the variation is seen between schools (Figure IV.5.4 and Table IV.5.6)."

Chapter 5, page 172, Figure IV.5.4

The figure changes as follows:

▪ Figure IV.5.4 ▪

Students' views of how conducive classrooms are to learning



Note: Higher values on the index indicate a better disciplinary climate.
Source: OECD, PISA 2012 Database, Table IV.5.6.

Annex A2, page 209

The second sentence of the last paragraph should read:

"All but eight countries, Luxembourg (8.40%), Canada (6.38%), Denmark (6.18%), Norway (6.11%), Estonia (5.80%), Sweden (5.44%), the United Kingdom (5.43%) and the United States (5.35%), achieved this standard, and in 30 countries and economies, the overall exclusion rate was less than 2%."

Table A2.1, page 211

Column (12) should be replaced by the following:

	Population and sample information
	Overall exclusion rate (%)
	(12)
OECD	
Australia	4.00
Austria	1.33
Belgium	1.40
Canada	6.38
Chile	1.30
Czech Republic	1.83
Denmark	6.18
Estonia	5.80
Finland	1.91
France	4.42
Germany	1.54
Greece	3.60
Hungary	2.58
Iceland	3.81
Ireland	4.47
Israel	4.13
Italy	3.33
Japan	2.15
Korea	0.82
Luxembourg	8.40
Mexico	0.74
Netherlands	4.42
New Zealand	4.61
Norway	6.11
Poland	4.59
Portugal	1.60
Slovak Republic	2.93
Slovenia	1.58
Spain	4.32
Sweden	5.44
Switzerland	4.22
Turkey	1.49
United Kingdom	5.43
United States	5.35
Partners	
Albania	0.14
Argentina	0.74
Brazil	1.45
Bulgaria	2.55
Colombia	0.14
Costa Rica	0.03
Croatia	2.24
Cyprus[1, 2]	3.29
Hong Kong-China	1.76
Indonesia	0.26
Jordan	0.39
Kazakhstan	3.43
Latvia	4.02
Liechtenstein	4.22
Lithuania	4.00
Macao-China	0.17
Malaysia	0.18
Montenegro	0.31
Peru	0.18
Qatar	2.51
Romania	3.48
Russian Federation	2.40
Serbia	2.87
Shanghai-China	1.50
Singapore	1.17
Chinese Taipei	1.22
Thailand	1.32
Tunisia	0.24
United Arab Emirates	2.09
Uruguay	0.28
Vietnam	0.73

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The OECD average 2003 should be replaced by the following:

	PISA 2003											
	Government or public schools[1]				Government-dependent private schools[2]				Government-independent private schools[3]			
	Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale	
	%	S.E.	Mean score	S.E.	%	S.E.	Mean score	S.E.	%	S.E.	Mean score	S.E.
OECD average 2003	82.7	(0.3)	494	(0.9)	13.6	(0.4)	514	(4.5)	3.7	(0.3)	516	(5.9)

	PISA 2003											
	Difference in performance on the mathematics scale between public and private schools (government-dependent and government-independent schools combined)		PISA index of economic, social and cultural status						Difference in performance on the mathematics scale between public and private schools after accounting for the PISA index of economic, social and cultural status of:			
			Public schools		Private schools (government-dependent and government-independent)		Difference		Students		Students and schools	
	Dif. (Pub. - Priv.)	S.E.	Mean index	S.E.	Mean index	S.E.	Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.
OECD average 2003	**-19**	(3.0)	-0.29	(0.01)	0.10	(0.03)	**-0.40**	(0.03)	-4	(2.2)	**14**	(2.1)

	PISA 2012									
	Government or public schools[1]				Government-dependent private schools[2]				Government-independent private schools[3]			
	Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale	
	%	S.E.	Mean score	S.E.	%	S.E.	Mean score	S.E.	%	S.E.	Mean score	S.E.
OECD average 2003	83.1	(0.4)	492	(0.8)	13.0	(0.4)	519	(2.8)	3.9	(0.3)	541	(2.9)

	PISA 2012											
	Difference in performance on the mathematics scale between public and private schools (government-dependent and government-independent schools combined)		PISA index of economic, social and cultural status						Difference in performance on the mathematics scale between public and private schools after accounting for the PISA index of economic, social and cultural status of:			
			Public schools		Private schools (government-dependent and government-independent)		Difference		Students		Students and schools	
	Dif. (Pub. - Priv.)	S.E.	Mean index	S.E.	Mean index	S.E.	Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.
OECD average 2003	**-28**	(2.4)	-0.06	(0.01)	0.40	(0.02)	**-0.45**	(0.02)	**-11**	(1.9)	**8**	(1.9)

	Change between 2003 and 2012 (PISA 2012 - PISA 2003)									
	Government or public schools[1]				Government-dependent private schools[2]				Government-independent private schools[3]			
	Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale	
	Dif. in %	S.E.	Score dif.	S.E.	Dif. in %	S.E.	Score dif.	S.E.	Dif. in %	S.E.	Score dif.	S.E.
OECD average 2003	0.5	(0.5)	**-2**	(1.2)	-0.6	(0.6)	3	(5.2)	0.1	(0.4)	**15**	(6.5)

	Change between 2003 and 2012 (PISA 2012 - PISA 2003)									
	Difference in performance on the mathematics scale between public and private schools (government-dependent and government-independent schools combined)		PISA index of economic, social and cultural status				Difference in performance on the mathematics scale between public and private schools after accounting for the PISA index of economic, social and cultural status of:			
			Public schools		**Private schools** (government-dependent and government-independent)		**Difference**		**Students**		**Students and schools**	
	Dif. in Dif. (Pub. - Priv.)	S.E.	Index dif.	S.E.	Index dif.	S.E.	Dif. in Dif. (Pub. - Priv.)	S.E.	Dif. in Dif. (Pub. - Priv.)	S.E.	Dif. in Dif. (Pub. - Priv.)	S.E.
OECD average 2003	**-9**	(3.7)	**0.23**	(0.01)	**0.32**	(0.03)	-0.06	(0.04)	**-8**	(3.0)	**-6**	(2.9)