



How Well Does Hong Kong's Education Work?



Student Performance in PISA 2009

● **Reading Literacy**
Hong Kong students are stronger in *reflecting and evaluating text* than in *accessing and retrieving information* and in *integrating and interpreting*. They can handle more effectively *instruction texts* than *narration and argumentation*.

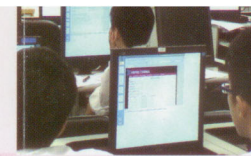
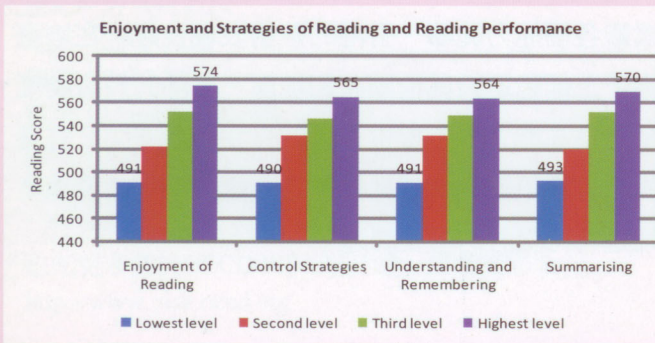
● **Digital Reading Literacy**
Hong Kong students have weaker performance than students from three other countries despite their outstanding reading skills and acquaintance with information technology.

● **Mathematical Literacy**
Hong Kong students make a significant improvement in math score when compared with PISA 2006.

● **Scientific Literacy**
Hong Kong students perform consistently well and outperform most of the other countries/regions.

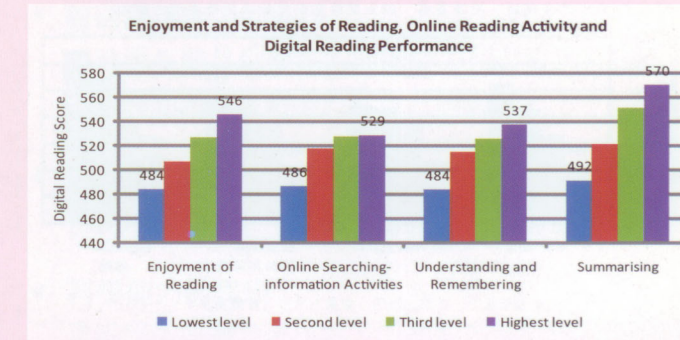
Who Are Doing Better in Reading?

- Students who engage in and enjoy reading more.
- Students who often use control strategies in reading.
- Students who often use metacognition, i.e. being more aware of effective strategies to understand, remember, and summarise information.

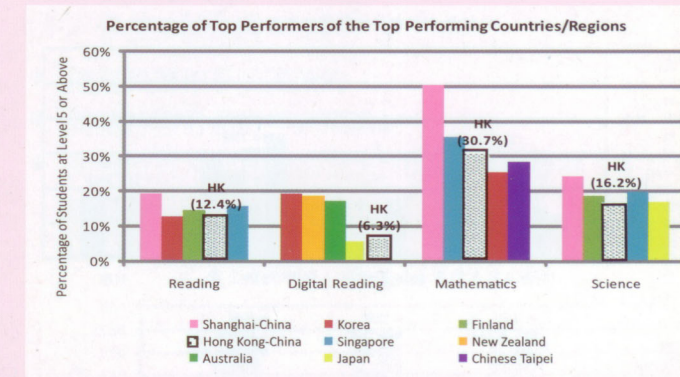


Who Are Doing Better in Digital Reading?

- Students who engage in and enjoy reading more.
- Students who often search for information on line.
- Students who often use metacognition, i.e. being more aware of effective strategies to understand, remember, and summarise information.



How Many Top Performers Do We Have?



The majority of Hong Kong students reach the baseline proficiency level, Level 2, in reading, digital reading, mathematics and science. However, the percentages of top performers attaining the top level, Level 5 or above, are lower than those of other high performing countries/regions.



Hints for Educators

- Hong Kong students are relatively weak in digital reading among the literacy domains. Given that over 98% of Hong Kong students have access to computers and internet at school or at home, the reason for their weak performance should be investigated.
- Although Hong Kong students have outstanding reading performance, their use of metacognition in reading is not satisfactory. We should identify ways to enhance students' use of metacognition, which is strongly predictive of high reading performance.
- Hong Kong has a high percentage of resilient students who attain high scores among students from disadvantaged socio-economic backgrounds, suggesting that the effort made by educators in Hong Kong is effective in helping the disadvantaged students.
- Despite its overall good performance, Hong Kong still lacks top performers when compared with other countries/regions. Does our education system make sufficient room for self-development for high ability students? How can our education policy provide resources to support their development? These are the important questions which should be addressed in future.

Prof. Esther Ho, Director of Hong Kong PISA Centre

"Learning strategies, meta-cognition and intrinsic motivation are equally important for children's lifelong learning."



Hints for Parents

Things you can do to promote your child's interest in reading:

- Read books with your child
- Play word games with your child
- Go to a bookstore or library with your child
- Talk with your child about what he/she is reading
- Be a role model of reading to your child

Things you can do to promote your child's learning:

- Discuss social issues with your child
- Discuss books, films or TV programmes with your child
- Discuss school life with your child
- Have dinner with your child
- Spend time talking to your child

Organiser of PISA in Hong Kong:
Hong Kong Centre for International Student Assessment
(Programme commissioned by Education Bureau)

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For more information about OECD/PISA, please visit the website:

<http://www.pisa.oecd.org>

The Programme for International Student Assessment (PISA) is a project led by the Organisation for Economic Co-operation and Development (OECD). PISA takes place every three years starting from 2000, assessing the knowledge and skills of 15-year-olds in reading, mathematical and scientific literacy. About 475,000 students from 65 countries/regions participated in PISA 2009.

Top 10 Countries/Regions in PISA 2009

Reading		Digital Reading ¹		Mathematics		Science	
Countries/Regions	Mean score	Countries/Regions	Mean score	Countries/Regions	Mean score	Countries/Regions	Mean score
Shanghai-China	556	Korea	568	Shanghai-China	600	Shanghai-China	575
Korea	539	New Zealand	537	Singapore	562	Finland	554
Finland	536	Australia	537	Hong Kong-China	555	Hong Kong-China	549
Hong Kong-China	533	Japan	519	Korea	546	Singapore	542
Singapore	526	Hong Kong-China	515	Chinese Taipei	543	Japan	539
Canada	524	Iceland	512	Finland	541	Korea	538
New Zealand	521	Sweden	510	Liechtenstein	536	New Zealand	532
Japan	520	Ireland	509	Switzerland	534	Canada	529
Australia	515	Belgium	507	Japan	529	Estonia	528
Netherlands	508	Norway	500	Canada	527	Australia	527

Note 1: Digital reading was assessed by using computers, while reading, mathematics and science were assessed by paper-and-pencil tests.

Note 2: Shaded area indicates scores significantly different from those of Hong Kong.

Performance Trend of Hong Kong Students

	Reading	Mathematics	Science
PISA	Mean score	Mean score	Mean score
2000+	525	560	541
2003	510	550	539
2006	536	547	542
2009	533	555	549

Note 3: Digital reading was assessed for the first time in PISA 2009.



Education Bureau



The Chinese University of Hong Kong



Hong Kong Institute of Educational Research

Mr. Andreas Schleicher, Head of Indicator and Analysis Division of the OECD's Directorate of Education

"PISA inspires national efforts to help students to learn better, teachers to teach better, and school systems to work better."