SAA SSO

Chart values (x-axis, left to right):

- Indonesia 402
- Mexico 425
- Iceland 500
- Shanghai-China 556
- Brazil 412
- Estonia 501
- Turkey 464
- Spain 481
- Portugal 489
- Finland 536
- Chile 449
- Canada 524
- Korea 539
- Italy 486
- Greece 483
- Norway 503
- Denmark 495
- Netherlands 508
- Russian Federation ...
- Poland 500
- Slovenia 483
- Ireland 496
- Argentina 398
- Switzerland 501
- Luxembourg 472
- Japan 520
- Slovak Republic 477
- United States 500
- Israel 474
- Sweden 497
- Germany 497
- United Kingdom 494
- Czech Republic 478
- Australia 515
- Belgium 506
- Hungary 494
- Austria 470
- France 496
- New Zealand 521

OECD average = 38

Difference in reading performance between students from different socio-economic backgrounds - OECD 'Education at a Glance 2011'

Despite ever-increasing investment in education, local studies suggest that a student's background continues to influence their education standards.

The latest OECD data supports the conclusion that a student's background impacts significantly on a key education indicator; reading performance.

- The difference in reading performance between students from various socio-economic backgrounds is strong.

- Even after adjusting for socio-economic status, students with an immigrant background score an average of 27 points below students who do not have an immigrant status.

The gap is greatest in New Zealand, France, Austria, Hungary, Belgium and Australia.

Socio-economic background is based on information about parents' education & occupation and their home possessions, such as the number of books in the home.

In Australia, second-generation students, who account for 12% of the student population, outperform students who do not have an immigrant background by 16 score points.

The four top performers in reading,

- Canada
- Finland
- Korea
- Shanghai-China

show a below average impact of socio-economic status on reading performance, proving that it is possible to reduce the strength of relationship between background and performance.

Students who do not have an immigrant background tend to outperform those who do, except in Australia and Canada - for both first and second generation students.

In general, students with an immigrant background are socio-economically disadvantaged and this explains part of the disadvantage for immigrant children.

Only in Australia, Brazil, Czech Republic, Estonia, Hungary, Ireland & New Zealand is there no difference in the socio-economic background of immigrant students.