

Attainment data profile for St Brendan-Shaw College - 2009

	State			Catholic schools			St Brendan-Shaw College				
	Data	Percentage	Change on previous years ⁶	Data	Percentage	Change on previous years ⁶	Data	Percentage	Change on previous years ⁶	Degree of significance ¹	
										with State	with sector
Year 12 / 13 and adult students	29279			738			65				
Australian Residents	29100			732			62				
aged over 19 years old	22102			8			0				
aged between 15 and 19	6910			721			62				
Of these students ..											
- completed at least 120 credits points	3793	55%	-4.23	637	88%	-0.02	46	74%	-1.82	3.1	-3.5
- achieved TCE in this year	2663	39%	n/a	596	83%	n/a	43	69%	n/a	5.0	-2.8
- have an ATAR	2076	30%	-4.13	438	61%	-1.40	30	48%	-2.77	3.2	-2.0
- did some VET	4727	68%	8.08 ↑	259	36%	3.20 ↑	18	29%	0.20 ↑	-6.7	-1.1
- did at least one TQA level 3	3991	58%	-7.19	650	90%	-2.07	54	87%	-1.68	4.7	-0.8
- did some Maths at TQA level 3 ²	2187	32%	-2.75	405	56%	-0.56	35	56%	-3.03	4.2	0.0
- did some Science at TQA level 3	1691	24%	-5.54	273	38%	-2.64	24	39%	-2.37	2.6	0.1
- did some VET and have an ATAR ³	630	30%	3.65 ↑	95	22%	1.54 ↑	7	23%	0.24 ↑	-0.8	0.2
- did at least four TQA level 3 subjects	2988	43%	-4.73	540	75%	-1.49	41	66%	-2.25	3.6	-1.6
- proportion of VET units forming part of a certificate	0.26		-3.38 ↓	0.26		-3.38 ↓	0.02		-2.32 ↓		
- average credit points this year	46.1			68.3			67.1				
- average TCE credit points	82.8			126.1			120.1				
- average VET credit points	24.5			7.5			7.5				
- Mean ATAR	76.0		0.36	72.7		-0.25	76.5		-0.33	0.2	1.2
- Median ATAR	78.50		0.00	74.50		0.00	80.95		-0.30	0.5	1.3
- Mean year 12 points score ⁴	8.2		-23.10 ↓	10.2		-1.91	9.8		-3.46	3.3	-1.3
- Median year 12 points score	8.52		-23.21 ↓	10.64		-0.26	9.75		-3.49	2.5	-2.5
- Mean SES advantage / disadvantage ⁵	955.1		-0.43 ↓	968.6		-1.23	937.1		0.56	-1.7	-3.4
- Standard Deviation SES advantage / disadvantage	82.7			72.1			49.5				
- Mean Remoteness ⁷	2.6		0.00 ↑	2.4		1.05	2.8		-1.22	1.0	2.5
- Standard Deviation Remoteness	1.4			1.1			.7				

¹ These are standardised measures of differences. A value between about -2.0 and 2.0 shows a difference that, in any one year, may reflect chance variations. A value outside these limits shows a difference that may be taken seriously. The school / college value is compared with the state-wide value for all schools and colleges and with schools and colleges from the same sector.

² The proportion taking (even those not completing) TQA level 3 maths or science can be seen as an (indirect) indicator of the aspirations of the student group.

³ This percentage is the proportion of those students with an ATAR (known as a TER before 2009) who have done some VET.

⁴ This is a scale that compares overall achievement using all studies - VET competencies, TQA accredited and TQA recognised - whenever they have been completed.

⁵ Estimated from ABS SEIFA 2006 data linked by address.

⁶ These are standardised measures of differences from the previous year. The value this year is compared with the value for the corresponding group in the previous year. The standardising uses a pooled variance estimate. A value between about -2.0 and 2.0 shows a difference that in any pair of years may reflect chance variations. A value outside these limits shows a difference that may be taken seriously. An arrow indicates a significant three year trend.

⁷ Estimated from ARIA++ 2006 data linked by address.