

## Attainment data profile for St Brendan-Shaw College - 2013

	State			Catholic schools			St Brendan-Shaw College			Degree of significance <sup>1</sup>	
	Data	Percentage	Change on previous years <sup>6</sup>	Data	Percentage	Change on previous years <sup>6</sup>	Data	Percentage	Change on previous years <sup>6</sup>	with State	with sector
Year 12 / 13 and adult students	50290			846			70				
Australian Residents	50151			842			70				
aged over 19 years old	42035			1			0				
aged between 15 and 19	8114			841			70				
Of these students ..											
- are female	3808	47%	-1.14	441	52%	-1.44	31	44%	-1.22	-0.4	-1.4
- are male	4306	53%	1.14 ↑	400	48%	1.44 ↑	39	56%	1.22 ↑	0.4	1.4
- completed at least 120 credits points	4880	60%	20.01 ↑	730	87%	2.34 ↑	55	79%	-0.92	3.1	-2.0
- achieved TCE in this year	3268	40%	11.51 ↑	663	79%	0.84 ↑	54	77%	-0.17	6.3	-0.3
- have an ATAR	2246	28%	7.92 ↑	531	63%	1.93	41	59%	0.54	5.8	-0.8
- did some VET	6290	78%	-1.01	492	59%	0.55 ↑	20	29%	-1.75	-9.8	-5.1
- did at least one TQA level 3	4664	57%	17.15 ↑	737	88%	0.95	66	94%	1.35 ↑	6.2	1.7
- did some Maths at TQA level 3 <sup>2</sup>	2658	33%	11.94	465	55%	2.23	43	61%	0.00	5.1	1.0
- did some Science at TQA level 3	1989	25%	9.17	390	46%	1.72	41	59%	0.39 ↑	6.6	2.0
- did some VET and have an ATAR <sup>3</sup>	1044	46%	5.94 ↑	258	49%	1.43 ↑	9	22%	-0.27	-3.1	-3.4
- did at least four TQA level 3 subjects	3408	42%	12.88 ↑	633	75%	1.46	51	73%	-0.43	5.2	-0.5
- proportion of VET units forming part of a certificate	0.37		5.67 ↑	0.37		5.67 ↑	0.21		0.46 ↑		
- average credit points this year	45.3			64.4			67.5				
- average TCE credit points	82.6			121.5			119.0				
- average VET credit points	32.5			12.6			6.9				
- Mean ATAR	77.1		-0.43	74.8		-0.08	77.3		0.86	0.1	1.0
- Median ATAR	80.10		-0.23	77.50		0.31	79.00		0.71	-0.3	0.4
- Mean year 12 points score <sup>4</sup>	8.1		22.73	10.2		2.57	10.2		0.56	4.8	0.2
- Median year 12 points score	8.25		26.15	10.68		2.53	10.68		1.01	5.3	0.0
- Mean SES advantage / disadvantage <sup>5</sup>	947.7		1.31 ↑	967.0		0.40	941.5		-0.18	-0.6	-2.9
- Standard Deviation SES advantage / disadvantage	82.8			73.1			44.8				
- Mean Remoteness <sup>7</sup>	2.7		-2.63	2.4		-0.20	2.7		-0.45	0.4	2.4
- Standard Deviation Remoteness	1.5			1.1			.6				

<sup>1</sup> 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.

<sup>2</sup> 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.

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

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

<sup>5</sup> Estimated from ABS SEIFA 2006 data linked by address.

<sup>6</sup> 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.

<sup>7</sup> Estimated from ARIA++ 2006 data linked by address.