

### Attainment data profile for St Brendan-Shaw College - 2014

	State			Catholic schools			St Brendan-Shaw College				
	Data	Percentage	Change on previous years <sup>6</sup>	Data	Percentag	Change on previous years <sup>6</sup>	Data	Percentage	Change on previous years <sup>6</sup>	Degree of significance <sup>1</sup>	
										with State	with sector
Year 12 / 13 and adult students	54520			879			88				
Australian Residents	54384			873			88				
aged over 19 years old	45827			7			0				
aged between 15 and 19	8274			865			88				
Of these students ..											
- are female	3923	47%	1.43	458	53%	0.14	48	55%	1.28	1.3	0.3
- are male	4351	53%	-1.43 ↓	407	47%	-0.14	40	45%	-1.28	-1.3	-0.3
- completed at least 120 credits points	5069	61%	7.15 ↑	748	86%	2.15 ↑	67	76%	-0.36 ↓	2.9	-2.8
- achieved TCE	4439	54%	8.27 ↑	687	79%	2.01	62	70%	-0.95 ↓	3.2	-2.1
- have an ATAR	2306	28%	2.96 ↑	561	65%	2.01 ↑	49	56%	-0.36	5.8	-1.8
- did some VET	6521	79%	-0.37 ↓	481	56%	-2.29	40	45%	1.42	-7.7	-1.9
- did at least one TQA level 3	4759	58%	5.34 ↑	777	90%	3.85	80	91%	-0.80 ↓	6.3	0.3
- did some Maths at TQA level 3 <sup>2</sup>	2699	33%	2.91 ↑	490	57%	1.65 ↑	44	50%	-1.43 ↓	3.5	-1.3
- did some Science at TQA level 3	2072	25%	3.38 ↑	396	46%	0.66 ↑	45	51%	-0.93	5.6	1.0
- did some VET and have an ATAR <sup>3</sup>	1188	52%	3.28 ↑	258	46%	-1.11	22	45%	1.28 ↑	-0.9	-0.2
- did at least four TQA level 3 subjects	3548	43%	4.99 ↑	677	78%	3.14 ↑	68	77%	0.64	6.5	-0.2
- proportion of VET units forming part of a certificate	0.35		0.80 ↑	0.35		0.80 ↑	0.33		0.90		
- average credit points this year	51.5			78.0			89.0				
- average TCE credit points	90.5			133.6			137.4				
- average VET credit points	29.0			12.7			10.1				
- Mean ATAR	77.4		0.72	74.9		0.13	75.6		-0.56	-0.8	0.3
- Median ATAR	80.20		0.12	76.50		-0.63	77.00		-0.36	-0.8	0.1
- Mean year 12 points score <sup>4</sup>	8.2		9.89 ↑	10.2		3.01	10.0		-0.49	4.6	-0.4
- Median year 12 points score	8.44		12.17 ↑	10.68		1.03 ↑	10.32		-0.81	4.7	-1.2
- Mean SES advantage / disadvantage <sup>5</sup>	947.3		0.54	976.3		2.70 ↑	935.2		-0.74	-1.3	-4.8
- Standard Deviation SES advantage / disadvantage	84.7			74.8			56.5				
- Mean Remoteness <sup>7</sup>	2.6		-2.39 ↓	2.3		-2.32 ↓	2.7		-0.16	0.5	4.3
- Standard Deviation Remoteness	1.4			.8			.5				

- <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.