

Attainment data profile for Fahan School - 2007

	State			Independent schools			Fahan School				
	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	4903			629			33				
Australian Residents	4771			597			28				
aged over 19 years old	784			3			0				
aged between 15 and 19	3987			594			28				
Of these students ..											
- completed at least 120 credits points	2874	72%	-3.76 ↓	449	76%	-2.38	17	61%	-0.74 ↓	-1.3	-1.8
- have a TER	2069	52%	-1.26	505	85%	-1.05	26	93%	-0.65 ↓	4.3	1.2
- did some VET	1237	31%	0.53	72	12%	-0.21	4	14%	-1.43	-1.9	0.4
- did at least one TQA level 3	3228	81%	-0.61	576	97%	-1.70	28	100%		2.6	0.9
- did some Maths at TQA level 3 ²	1766	44%	-0.05	451	76%	1.26	21	75%	0.96	3.3	-0.1
- did some Science at TQA level 3	1516	38%	-0.93	385	65%	-0.26	20	71%	1.67	3.6	0.7
- did some VET and have a TER ³	271	13%	1.19 ↑	43	9%	-0.63	3	12%	-1.75	-0.2	0.6
- did at least four TQA level 3 subjects	2517	63%	-0.88	536	90%	-1.46 ↓	26	93%	-1.49 ↓	3.3	0.5
- proportion of VET units forming part of a certificate	0.52		-0.69	0.52		-0.69	1.00		1.02		
- average credit points this year	59.4			62.1			60.4				
- average TCE credit points	117.1			121.3			115.7				
- average VET credit points	9.4			3.3			4.7				
- Mean TER	76.0		0.16	81.2		0.58	85.4		1.12	2.8	1.4
- Median TER	78.50		0.00	85.30		-0.45	88.80		-0.09	1.9	0.7
- Mean year 12 points score ⁴	9.8		-1.68	11.8		-1.39	12.4		-0.10	4.7	1.4
- Median year 12 points score	10.24		-0.98	11.84		-1.26	12.12		-0.71	2.5	0.6
- Mean SES advantage / disadvantage ⁵	962.9		-1.18	1011.6		-0.73	1078.1		1.14 ↑	7.1	4.4
- Standard Deviation SES advantage / disadvantage	84.8			79.0			59.1				
- Mean Remoteness ⁷	2.5		-1.37	2.4		-0.37	1.9		-1.47	-2.6	-2.1
- Standard Deviation Remoteness	1.3			1.2			.2				

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.