

Attainment data profile for Fahan School - 2008

	State			Independent schools			Fahan School			Degree of significance ¹	
	Data	Percentage	Change on previous years ⁶	Data	Percentage	Change on previous years ⁶	Data	Percentage	Change on previous years ⁶	with State	with sector
Year 12 / 13 and adult students	28968			723			31				
Australian Residents	28820			686			27				
aged over 19 years old	22249			5			0				
aged between 15 and 19	6452			679			27				
Of these students ..											
- completed at least 120 credits points	3776	59%	-14.00 ↓	555	82%	2.68	24	89%	2.40	3.2	1.0
- have a TER	2153	33%	-18.74 ↓	518	76%	-3.91 ↓	27	100%	1.41	7.3	2.9
- did some VET	3984	62%	30.50 ↑	202	30%	7.63	6	22%	0.76	-4.2	-0.9
- did at least one TQA level 3	4119	64%	-18.62 ↓	613	90%	-4.80	27	100%		3.9	1.7
- did some Maths at TQA level 3 ²	2186	34%	-10.66 ↓	468	69%	-2.78	21	78%	0.24	4.8	1.0
- did some Science at TQA level 3	1852	29%	-9.90 ↓	385	57%	-2.95	21	78%	0.54 ↑	5.6	2.2
- did some VET and have a TER ³	545	25%	10.05 ↑	119	23%	6.33	6	22%	1.04	-0.4	-0.1
- did at least four TQA level 3 subjects	3053	47%	-15.73 ↓	565	83%	-3.66 ↓	27	100%	1.41	5.5	2.3
- proportion of VET units forming part of a certificate	0.30		-14.66 ↓	0.30		-14.66 ↓	0.50		-1.69		
- average credit points this year	49.3			65.3			63.4				
- average TCE credit points	91.5			122.5			118.5				
- average VET credit points	19.5			5.3			4.9				
- Mean TER	75.8		-0.37	80.0		-1.21	84.9		-0.15	2.8	1.5
- Median TER	78.50		0.00	83.90		-1.05 ↓	89.40		0.09	2.1	1.2
- Mean year 12 points score ⁴	9.8		-0.47 ↓	11.4		-3.29 ↓	12.7		0.63	5.2	2.8
- Median year 12 points score	10.06		-2.23 ↓	11.72		-0.78 ↓	12.68		0.81	3.5	1.9
- Mean SES advantage / disadvantage ⁵	955.7		-4.23 ↓	1002.3		-2.11 ↓	1064.0		-0.83	6.8	4.2
- Standard Deviation SES advantage / disadvantage	83.0			76.3			65.6				
- Mean Remoteness ⁷	2.6		2.86	2.5		1.34	2.2		1.33	-1.4	-1.0
- Standard Deviation Remoteness	1.5			1.5			1.2				

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.