

Attainment data profile for Fahan School - 2009

	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	29279			727			29				
Australian Residents	29100			693			24				
aged over 19 years old	22102			6			0				
aged between 15 and 19	6910			683			24				
Of these students ..											
- completed at least 120 credits points	3793	55%	-4.23	601	88%	3.22 ↑	22	92%	0.33 ↑	3.6	0.6
- achieved TCE in this year	2663	39%	n/a	570	83%	n/a	22	92%	n/a	5.3	1.1
- have an ATAR	2076	30%	-4.13	519	76%	-0.13	24	100%		7.5	2.8
- did some VET	4727	68%	8.08 ↑	245	36%	2.41 ↑	8	33%	0.89	-3.7	-0.3
- did at least one TQA level 3	3991	58%	-7.19	602	88%	-1.27	24	100%		4.2	1.8
- did some Maths at TQA level 3 ²	2187	32%	-2.75	474	69%	0.19	24	100%	2.46	7.2	3.3
- did some Science at TQA level 3	1691	24%	-5.54	404	59%	0.92	18	75%	-0.23	5.8	1.6
- did some VET and have an ATAR ³	630	30%	3.65 ↑	131	25%	0.85 ↑	8	33%	0.89 ↑	0.3	0.9
- did at least four TQA level 3 subjects	2988	43%	-4.73	574	84%	0.41 ↑	24	100%		5.6	2.1
- proportion of VET units forming part of a certificate	0.26		-3.38 ↓	0.26		-3.38 ↓	0.25		-0.98 ↓		
- average credit points this year	46.1			65.0			62.8				
- average TCE credit points	82.8			120.3			128.5				
- average VET credit points	24.5			6.7			5.9				
- Mean ATAR	76.0		0.36	80.9		0.94	83.5		-0.33	2.2	0.8
- Median ATAR	78.50		0.00	86.20		1.74	89.85		0.07	2.1	0.7
- Mean year 12 points score ⁴	8.2		-23.10 ↓	11.4		0.62	12.9		0.48	6.1	2.6
- Median year 12 points score	8.52		-23.21 ↓	11.72		0.00	12.68		0.00	5.2	1.9
- Mean SES advantage / disadvantage ⁵	955.1		-0.43 ↓	1005.3		0.69	1069.0		0.26	6.6	3.8
- Standard Deviation SES advantage / disadvantage	82.7			80.1			71.0				
- Mean Remoteness ⁷	2.6		0.00 ↑	2.4		-1.29	2.4		0.45	-0.8	-0.1
- Standard Deviation Remoteness	1.4			1.3			1.5				

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.