

### Attainment data profile for Fahan School - 2012

	State			Independent schools			Fahan School				
	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>	Degree of significance <sup>1</sup>	
										with State	with sector
Year 12 / 13 and adult students	51061			710			36				
Australian Residents	50932			676			34				
aged over 19 years old	40901			5			0				
aged between 15 and 19	9778			671			34				
Of these students ..											
- are female	4656	48%	3.12 ↑	356	53%	1.30	34	100%		6.1	5.5
- are male	5122	52%	-3.12	315	47%	-1.30	0	0%		-6.1	-5.5
- completed at least 120 credits points	4435	45%	-11.21	621	93%	0.69	34	100%	1.06 ↑	6.4	1.7
- achieved TCE in this year	3170	32%	-6.25	589	88%	0.27	32	94%	0.57	7.7	1.1
- have an ATAR	2236	23%	-8.72 ↓	554	83%	-1.56	34	100%		10.7	2.7
- did some VET	7626	78%	9.12 ↑	235	35%	2.19	8	24%	0.41	-7.7	-1.4
- did at least one TQA level 3	4399	45%	-13.68	622	93%	-3.37 ↓	34	100%		6.4	1.6
- did some Maths at TQA level 3 <sup>2</sup>	2440	25%	-10.11	497	74%	-1.33	29	85%	0.16	8.1	1.5
- did some Science at TQA level 3	1864	19%	-10.43	363	54%	-4.36	24	71%	1.31	7.6	1.9
- did some VET and have an ATAR <sup>3</sup>	843	38%	4.34	177	32%	3.08	8	24%	0.41	-1.7	-1.1
- did at least four TQA level 3 subjects	3229	33%	-11.03	588	88%	-3.23	34	100%		8.3	2.2
- proportion of VET units forming part of a certificate	0.31		3.21	0.31		3.21	0.13		-0.22		
- average credit points this year	41.0			67.2			60.8				
- average TCE credit points	64.1			127.6			127.9				
- average VET credit points	28.2			4.4			1.4				
- Mean ATAR	77.3		-0.02	81.8		0.15	85.1		-0.18	2.8	1.2
- Median ATAR	80.30		0.00	86.00		-0.12	87.95		0.31	1.6	0.5
- Mean year 12 points score <sup>4</sup>	6.7		-30.42	11.4		-2.89	12.6		-0.12	7.9	2.1
- Median year 12 points score	7.12		-38.86	11.82		-1.45	12.76		0.37	8.4	2.1
- Mean SES advantage / disadvantage <sup>5</sup>	946.2		4.19	1003.2		0.49	1056.2		0.80	7.8	4.1
- Standard Deviation SES advantage / disadvantage	81.7			75.5			66.3				
- Mean Remoteness <sup>7</sup>	2.7		2.36 ↑	2.6		0.82 ↑	2.2		-0.61	-1.8	-1.1
- Standard Deviation Remoteness	1.6			1.9			1.4				

- <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.