

Attainment data profile for Fahan School - 2013

	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	50290			636			33				
Australian Residents	50151			618			32				
aged over 19 years old	42035			1			0				
aged between 15 and 19	8114			617			32				
Of these students ..											
- are female	3808	47%	-1.14	307	50%	-1.18	32	100%		6.0	5.7
- are male	4306	53%	1.14 ↑	310	50%	1.18	0	0%		-6.0	-5.7
- completed at least 120 credits points	4880	60%	20.01 ↑	576	93%	0.55 ↑	31	97%	-1.04	4.2	0.8
- achieved TCE in this year	3268	40%	11.51 ↑	546	88%	0.38 ↑	29	91%	-0.54	5.8	0.4
- have an ATAR	2246	28%	7.92 ↑	521	84%	1.02	30	94%	-1.48	8.4	1.5
- did some VET	6290	78%	-1.01	255	41%	2.31 ↑	6	19%	-0.47	-8.0	-2.6
- did at least one TQA level 3	4664	57%	17.15 ↑	594	96%	2.87 ↑	32	100%		4.9	1.1
- did some Maths at TQA level 3 ²	2658	33%	11.94	501	81%	3.15 ↑	26	81%	-0.44	5.8	0.0
- did some Science at TQA level 3	1989	25%	9.17	372	60%	2.30	20	63%	-0.70	5.0	0.3
- did some VET and have an ATAR ³	1044	46%	5.94 ↑	199	38%	2.15 ↑	6	20%	-0.34	-2.9	-2.1
- did at least four TQA level 3 subjects	3408	42%	12.88 ↑	568	92%	2.76	32	100%		6.6	1.7
- proportion of VET units forming part of a certificate	0.37		5.67 ↑	0.37		5.67 ↑	0.31		0.83		
- average credit points this year	45.3			65.4			57.8				
- average TCE credit points	82.6			125.9			136.4				
- average VET credit points	32.5			7.3			5.1				
- Mean ATAR	77.1		-0.43	82.8		1.00	86.0		0.29	2.9	1.1
- Median ATAR	80.10		-0.23	87.20		0.93	89.15		0.20	1.8	0.4
- Mean year 12 points score ⁴	8.1		22.73	11.8		2.20	12.4		-0.63	6.5	1.3
- Median year 12 points score	8.25		26.15	12.04		1.57	12.20		-0.87	5.7	0.3
- Mean SES advantage / disadvantage ⁵	947.7		1.31 ↑	1007.4		1.01	1052.7		-0.21	7.1	3.4
- Standard Deviation SES advantage / disadvantage	82.8			74.6			70.9				
- Mean Remoteness ⁷	2.7		-2.63	2.6		0.48	2.2		-0.08	-1.7	-1.3
- Standard Deviation Remoteness	1.5			1.8			1.3				

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.