

## Attainment data profile for Guilford Young College - 2011

	State			Catholic schools			Guilford Young College							
	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	38576			800			400							
Australian Residents	38436			799			399							
aged over 19 years old	30614			7			4							
aged between 15 and 19	7765			792			395							
Of these students ..														
- are female	3514	45%	-1.91	462	58%	1.20	218	55%	1.30	↑	4.0	-1.3		
- are male	4251	55%	1.91	↑	330	42%	-1.20	177	45%	-1.30	-4.0	1.3		
- completed at least 120 credits points	4178	54%	-3.45		689	87%	-2.47	337	85%	-1.69	12.6	-1.0		
- achieved TCE in this year	2877	37%	-4.52		628	79%	-0.82	301	76%	-0.13	16.1	-1.5		
- have an ATAR	2224	29%	-4.69		532	67%	-1.22	255	65%	-0.88	15.8	-1.1		
- did some VET	5592	72%	2.84	↑	320	40%	-0.24	197	50%	-0.40	-9.8	3.8		
- did at least one TQA level 3	4301	55%	-3.54		750	95%	0.52	↑	368	93%	0.33	↑	15.1	-1.4
- did some Maths at TQA level 3 <sup>2</sup>	2474	32%	-1.06		491	62%	0.89	↑	243	62%	2.19	↑	12.7	-0.2
- did some Science at TQA level 3	1990	26%	-1.95		409	52%	1.40	↑	182	46%	2.34	↑	9.3	-2.2
- did some VET and have an ATAR <sup>3</sup>	701	32%	-2.05		156	29%	-0.65		98	38%	-0.40		2.4	3.2
- did at least four TQA level 3 subjects	3192	41%	-3.44		649	82%	0.51	↑	311	79%	0.36	↑	15.2	-1.7
- proportion of VET units forming part of a certificate	0.28		-0.08		0.28		-0.08		0.34		0.53			
- average credit points this year	45.3				65.8				60.2					
- average TCE credit points	78.0				124.9				121.7					
- average VET credit points	30.5				8.3				9.9					
- Mean ATAR	77.3		0.90	↑	74.2		0.95		74.2		1.34		-3.0	0.0
- Median ATAR	80.30		0.35	↑	77.00		0.93	↑	76.50		1.32	↑	-2.2	-0.3
- Mean year 12 points score <sup>4</sup>	8.7		7.43		10.7		0.81	↑	10.5		0.87		10.3	-1.1
- Median year 12 points score	9.00		8.82		10.68		0.00		10.68		0.00		8.7	0.0
- Mean SES advantage / disadvantage <sup>5</sup>	939.2		-7.34	↓	963.1		-1.47		986.2		0.60		7.8	4.2
- Standard Deviation SES advantage / disadvantage	119.7				109.8				91.1					
- Mean Remoteness <sup>7</sup>	2.7		1.38	↑	2.4		0.85		2.2		-0.34		-5.6	-3.8
- Standard Deviation Remoteness	1.5				1.2				1.0					

- <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.