

Attainment data profile for Guilford Young College - 2007

	State			Catholic schools			Guilford Young College				
	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	4903			701			371				
Australian Residents	4771			695			369				
aged over 19 years old	784			13			10				
aged between 15 and 19	3987			682			359				
Of these students ..											
- completed at least 120 credits points	2874	72%	-3.76 ↓	588	86%	-1.23	297	83%	-0.84	4.5	-1.9
- have a TER	2069	52%	-1.26	413	61%	-0.83	204	57%	4.96	1.9	-1.4
- did some VET	1237	31%	0.53	155	23%	-1.30	85	24%	-7.42	-3.0	0.4
- did at least one TQA level 3	3228	81%	-0.61	627	92%	-0.27	322	90%	1.36 ↑	4.2	-1.6
- did some Maths at TQA level 3 ²	1766	44%	-0.05	355	52%	-1.06	172	48%	3.75 ↑	1.4	-1.6
- did some Science at TQA level 3	1516	38%	-0.93	273	40%	-1.29	125	35%	2.76 ↑	-1.3	-2.0
- did some VET and have a TER ³	271	13%	1.19 ↑	41	10%	0.29 ↑	22	11%		-1.0	0.4
- did at least four TQA level 3 subjects	2517	63%	-0.88	514	75%	-0.21	256	71%	5.27 ↑	3.2	-1.8
- proportion of VET units forming part of a certificate	0.52		-0.69	0.52		-0.69	0.64		-1.65		
- average credit points this year	59.4			66.6			61.6				
- average TCE credit points	117.1			124.9			121.6				
- average VET credit points	9.4			6.4			6.8				
- Mean TER	76.0		0.16	73.1		-0.93	71.5		n/a	-3.8	-1.3
- Median TER	78.50		0.00	74.00		-1.40 ↓	72.75		n/a	-3.0	-0.7
- Mean year 12 points score ⁴	9.8		-1.68	10.3		-2.24	10.0		n/a	1.3	-2.3
- Median year 12 points score	10.24		-0.98	10.32		-2.29	10.02		n/a	-1.1	-2.0
- Mean SES advantage / disadvantage ⁵	962.9		-1.18	970.7		-2.35	980.9		-0.97	4.0	2.5
- Standard Deviation SES advantage / disadvantage	84.8			75.6			80.0				
- Mean Remoteness ⁷	2.5		-1.37	2.3		-0.19	2.2		-0.21	-4.3	-2.2
- Standard Deviation Remoteness	1.3			.9			1.0				

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.

