

Attainment data profile for Guilford Young College - 2008

	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	28968			799			415				
Australian Residents	28820			793			413				
aged over 19 years old	22249			10			9				
aged between 15 and 19	6452			783			404				
Of these students ..											
- completed at least 120 credits points	3776	59%	-14.00 ↓	692	88%	1.24	351	87%	1.60 ↑	11.6	-0.9
- have a TER	2153	33%	-18.74 ↓	503	64%	1.45	256	63%	1.84 ↑	12.8	-0.4
- did some VET	3984	62%	30.50 ↑	221	28%	2.40	123	30%	2.10 ↑	-12.9	1.0
- did at least one TQA level 3	4119	64%	-18.62 ↓	729	93%	0.85	376	93%	1.67 ↑	12.2	0.0
- did some Maths at TQA level 3 ²	2186	34%	-10.66 ↓	451	58%	2.13	218	54%	1.67 ↑	8.5	-1.5
- did some Science at TQA level 3	1852	29%	-9.90 ↓	349	45%	1.75	155	38%	1.01 ↑	4.3	-2.5
- did some VET and have a TER ³	545	25%	10.05 ↑	89	18%	3.35 ↑	45	18%	2.05	-2.8	0.0
- did at least four TQA level 3 subjects	3053	47%	-15.73 ↓	612	78%	1.27	309	76%	1.63 ↑	11.7	-0.8
- proportion of VET units forming part of a certificate	0.30		-14.66 ↓	0.30		-14.66 ↓	0.42		-3.00 ↓		
- average credit points this year	49.3			66.5			60.8				
- average TCE credit points	91.5			126.3			123.5				
- average VET credit points	19.5			6.4			6.6				
- Mean TER	75.8		-0.37	72.9		-0.09	72.5		0.62	-3.1	-0.4
- Median TER	78.50		0.00	74.50		0.29	74.00		0.52	-2.6	-0.3
- Mean year 12 points score ⁴	9.8		-0.47 ↓	10.5		1.15	10.4		1.95	3.9	-0.8
- Median year 12 points score	10.06		-2.23 ↓	10.68		2.35	10.68		3.17	3.3	0.0
- Mean SES advantage / disadvantage ⁵	955.7		-4.23 ↓	973.2		0.62	987.8		1.21	7.8	4.1
- Standard Deviation SES advantage / disadvantage	83.0			72.5			77.7				
- Mean Remoteness ⁷	2.6		2.86	2.3		0.29	2.2		-0.89	-5.9	-4.0
- Standard Deviation Remoteness	1.5			.9			.9				

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.

