

Attainment data profile for Leighland Christian School - 2007

	State			Independent schools			Leighland Christian 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	4903			629			23				
Australian Residents	4771			597			23				
aged over 19 years old	784			3			0				
aged between 15 and 19	3987			594			23				
Of these students ..											
- completed at least 120 credits points	2874	72%	-3.76 ↓	449	76%	-2.38	19	83%	-0.70	1.1	0.8
- have a TER	2069	52%	-1.26	505	85%	-1.05	17	74%	-0.08	2.1	-1.5
- did some VET	1237	31%	0.53	72	12%	-0.21	3	13%	0.31	-1.9	0.1
- did at least one TQA level 3	3228	81%	-0.61	576	97%	-1.70	22	96%	-0.94	1.8	-0.4
- did some Maths at TQA level 3 ²	1766	44%	-0.05	451	76%	1.26	17	74%	0.97 ↑	2.9	-0.2
- did some Science at TQA level 3	1516	38%	-0.93	385	65%	-0.26	10	43%	-0.10	0.5	-2.1
- did some VET and have a TER ³	271	13%	1.19 ↑	43	9%	-0.63	2	12%	0.49	-0.2	0.5
- did at least four TQA level 3 subjects	2517	63%	-0.88	536	90%	-1.46 ↓	20	87%	0.18	2.4	-0.5
- proportion of VET units forming part of a certificate	0.52		-0.69	0.52		-0.69	0.33		-0.37		
- average credit points this year	59.4			62.1			62.4				
- average TCE credit points	117.1			121.3			129.3				
- average VET credit points	9.4			3.3			2.4				
- Mean TER	76.0		0.16	81.2		0.58	71.7		-1.26	-1.1	-2.5
- Median TER	78.50		0.00	85.30		-0.45	75.50		-0.96	-0.5	-1.7
- Mean year 12 points score ⁴	9.8		-1.68	11.8		-1.39	10.5		-0.69	1.1	-2.7
- Median year 12 points score	10.24		-0.98	11.84		-1.26	11.04		-0.46	1.0	-1.5
- Mean SES advantage / disadvantage ⁵	962.9		-1.18	1011.6		-0.73	932.0		-0.15	-1.7	-4.7
- Standard Deviation SES advantage / disadvantage	84.8			79.0			47.9				
- Mean Remoteness ⁷	2.5		-1.37	2.4		-0.37	2.9		0.92 ↑	1.4	2.0
- Standard Deviation Remoteness	1.3			1.2			.6				

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.