

Attainment data profile for Leighland Christian School - 2009

	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	29279			727			19				
Australian Residents	29100			693			19				
aged over 19 years old	22102			6			1				
aged between 15 and 19	6910			683			17				
Of these students ..											
- completed at least 120 credits points	3793	55%	-4.23	601	88%	3.22 ↑	15	88%	-0.53	2.8	0.0
- achieved TCE in this year	2663	39%	n/a	570	83%	n/a	13	76%	n/a	3.2	-0.8
- have an ATAR	2076	30%	-4.13	519	76%	-0.13	11	65%	0.27	3.1	-1.1
- did some VET	4727	68%	8.08 ↑	245	36%	2.41 ↑	1	6%	-1.40	-5.5	-2.6
- did at least one TQA level 3	3991	58%	-7.19	602	88%	-1.27	17	100%	0.79 ↑	3.5	1.5
- did some Maths at TQA level 3 ²	2187	32%	-2.75	474	69%	0.19	14	82%	1.52	4.5	1.2
- did some Science at TQA level 3	1691	24%	-5.54	404	59%	0.92	10	59%	1.51	3.3	0.0
- did some VET and have an ATAR ³	630	30%	3.65 ↑	131	25%	0.85 ↑	0	0%	-0.82	-2.2	-1.9
- did at least four TQA level 3 subjects	2988	43%	-4.73	574	84%	0.41 ↑	17	100%	2.79	4.7	1.8
- proportion of VET units forming part of a certificate	0.26		-3.38 ↓	0.26		-3.38 ↓	0.00				
- average credit points this year	46.1			65.0			62.1				
- average TCE credit points	82.8			120.3			131.8				
- average VET credit points	24.5			6.7			.5				
- Mean ATAR	76.0		0.36	80.9		0.94	71.0		0.50	-1.0	-2.0
- Median ATAR	78.50		0.00	86.20		1.74	70.50		-0.11	-1.1	-2.3
- Mean year 12 points score ⁴	8.2		-23.10 ↓	11.4		0.62	11.0		1.83	3.1	-0.6
- Median year 12 points score	8.52		-23.21 ↓	11.72		0.00	10.28		0.21	1.9	-2.7
- Mean SES advantage / disadvantage ⁵	955.1		-0.43 ↓	1005.3		0.69	913.9		-0.21	-2.1	-4.7
- Standard Deviation SES advantage / disadvantage	82.7			80.1			49.9				
- Mean Remoteness ⁷	2.6		0.00 ↑	2.4		-1.29	3.2		0.95	1.7	2.5
- Standard Deviation Remoteness	1.4			1.3			.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.