

Attainment data profile for Leighland Christian School - 2013

	State			Independent schools			Leighland Christian School			Degree of significance ¹				
	Data	Percentage	Change on previous years ⁶	Data	Percentage	Change on previous years ⁶	Data	Percentage	Change on previous years ⁶	with State	with sector			
Year 12 / 13 and adult students	50290			636			25							
Australian Residents	50151			618			25							
aged over 19 years old	42035			1			0							
aged between 15 and 19	8114			617			25							
Of these students ..														
- are female	3808	47%	-1.14	307	50%	-1.18	17	68%	1.63	↑	2.1	1.8		
- are male	4306	53%	1.14	↑	310	50%	1.18	8	32%	-1.63	-2.1	-1.8		
- completed at least 120 credits points	4880	60%	20.01	↑	576	93%	0.55	↑	20	80%	1.06	↑	2.0	-2.7
- achieved TCE in this year	3268	40%	11.51	↑	546	88%	0.38	↑	18	72%	0.89	↑	3.2	-2.6
- have an ATAR	2246	28%	7.92	↑	521	84%	1.02	11	44%	-0.66	1.8	-5.6		
- did some VET	6290	78%	-1.01	255	41%	2.31	↑	21	84%	4.53	↑	0.8	4.3	
- did at least one TQA level 3	4664	57%	17.15	↑	594	96%	2.87	↑	23	92%	-0.18	3.5	-1.1	
- did some Maths at TQA level 3 ²	2658	33%	11.94	501	81%	3.15	↑	17	68%	0.55	↑	3.8	-1.7	
- did some Science at TQA level 3	1989	25%	9.17	372	60%	2.30	8	32%	-0.37	0.9	-2.9			
- did some VET and have an ATAR ³	1044	46%	5.94	↑	199	38%	2.15	↑	8	73%	3.16	↑	1.7	2.4
- did at least four TQA level 3 subjects	3408	42%	12.88	↑	568	92%	2.76	18	72%	0.71	↑	3.0	-3.7	
- proportion of VET units forming part of a certificate	0.37		5.67	↑	0.37		5.67	↑	0.27		-0.11			
- average credit points this year	45.3			65.4			59.8							
- average TCE credit points	82.6			125.9			124.2							
- average VET credit points	32.5			7.3			11.0							
- Mean ATAR	77.1		-0.43	82.8		1.00	74.1		0.19		-0.6	-1.9		
- Median ATAR	80.10		-0.23	87.20		0.93	79.50		1.39		-0.1	-1.1		
- Mean year 12 points score ⁴	8.1		22.73	11.8		2.20	9.7		0.35		2.2	-3.8		
- Median year 12 points score	8.25		26.15	12.04		1.57	9.38		-0.43		1.4	-5.3		
- Mean SES advantage / disadvantage ⁵	947.7		1.31	↑	1007.4		1.01	932.0		1.43	↑	-0.9	-5.1	
- Standard Deviation SES advantage / disadvantage	82.8			74.6			43.7							
- Mean Remoteness ⁷	2.7		-2.63	2.6		0.48	3.0		-1.00		1.2	1.0		
- Standard Deviation Remoteness	1.5			1.8			.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.