

Attainment data profile for Marist Regional College - 2008

	State			Catholic schools			Marist Regional College			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	28968			799			100				
Australian Residents	28820			793			98				
aged over 19 years old	22249			10			0				
aged between 15 and 19	6452			783			98				
Of these students ..											
- completed at least 120 credits points	3776	59%	-14.00 ↓	692	88%	1.24	90	92%	-0.53 ↓	6.7	1.1
- have a TER	2153	33%	-18.74 ↓	503	64%	1.45	66	67%	-0.59 ↓	7.1	0.6
- did some VET	3984	62%	30.50 ↑	221	28%	2.40	13	13%	1.17	-9.9	-3.3
- did at least one TQA level 3	4119	64%	-18.62 ↓	729	93%	0.85	93	95%	-0.66	6.4	0.7
- did some Maths at TQA level 3 ²	2186	34%	-10.66 ↓	451	58%	2.13	57	58%	0.37	5.1	0.1
- did some Science at TQA level 3	1852	29%	-9.90 ↓	349	45%	1.75	50	51%	-1.29	4.9	1.3
- did some VET and have a TER ³	545	25%	10.05 ↑	89	18%	3.35 ↑	7	11%	1.76 ↑	-2.7	-1.5
- did at least four TQA level 3 subjects	3053	47%	-15.73 ↓	612	78%	1.27	79	81%	-0.74 ↓	6.6	0.6
- proportion of VET units forming part of a certificate	0.30		-14.66 ↓	0.30		-14.66 ↓	0.48		-1.22 ↓		
- average credit points this year	49.3			66.5			74.4				
- average TCE credit points	91.5			126.3			131.4				
- average VET credit points	19.5			6.4			3.9				
- Mean TER	75.8		-0.37	72.9		-0.09	73.9		0.35	-0.9	0.4
- Median TER	78.50		0.00	74.50		0.29	76.00		1.07	-0.8	0.5
- Mean year 12 points score ⁴	9.8		-0.47 ↓	10.5		1.15	10.6		-0.19	2.9	0.9
- Median year 12 points score	10.06		-2.23 ↓	10.68		2.35	10.68		0.00	1.6	0.0
- Mean SES advantage / disadvantage ⁵	955.7		-4.23 ↓	973.2		0.62	938.7		0.04	-2.0	-4.7
- Standard Deviation SES advantage / disadvantage	83.0			72.5			52.1				
- Mean Remoteness ⁷	2.6		2.86	2.3		0.29	3.1		-1.33	3.7	8.2
- 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.