Attainment data profile for Rosny College - 2009

	State			Government schools			Rosny 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	29279			27794			567				
Australian Residents	29100			27655			549				
aged over 19 years old	22102			22082			73				
aged between 15 and 19	6910			5492			476				
Of these students ..											
- completed at least 120 credits points	3793	55%	-4.23	2553	46%	-4.32	317	67%	1.51 ↑	5.1	8.8
- achieved TCE in this year	2663	39%	n/a	1495	27%	n/a	246	52%	n/a	5.9	12.0
- have an ATAR	2076	30%	-4.13	1119	20%	-2.93 ↓	180	38%	-1.56 ↓	3.7	9.4
- did some VET	4727	68%	8.08 ↑	4216	77%	6.21 ↑	290	61%	3.54 ↑	-3.5	-8.2
- did at least one TQA level 3	3991	58%	-7.19	2736	50%	-5.99	367	77%	0.35	8.5	11.9
- did some Maths at TQA level 3 [2]	2187	32%	-2.75	1306	24%	-1.90	158	33%	-1.86	0.7	4.8
- did some Science at TQA level 3	1691	24%	-5.54	1012	18%	-5.00	118	25%	-1.97	0.2	3.6
- did some VET and have an ATAR [3]	630	30%	3.65 ↑	404	36%	3.20 ↑	72	40%	1.65 ↑	2.8	1.1
- did at least four TQA level 3 subjects	2988	43%	-4.73	1872	34%	-3.75	249	52%	-0.59	4.0	8.4
- proportion of VET units forming part of a certificate	0.26		-3.38 ↓	0.26		-3.38 ↓	0.44		-0.20 ↓		
- average credit points this year	46.1			40.8			57.8				
- average TCE credit points	82.8			72.6			104.0				
- average VET credit points	24.5			29.0			19.3				
- Mean ATAR	76.0		0.36	75.0		-0.22	75.4		-0.73	-0.5	0.3
- Median ATAR	78.50		0.00	77.00		-0.48	78.00		-0.69	-0.2	0.5
- Mean year 12 points score [4]	8.2		-23.10 ↓	7.6		-20.37 ↓	9.3		-1.52	6.0	9.9
- Median year 12 points score	8.52		-23.21 ↓	7.80		-16.64 ↓	9.36		-0.97	4.8	7.3
- Mean SES advantage / disadvantage [5]	955.1		-0.43 ↓	947.1		0.29	978.6		1.02	6.2	8.4
- Standard Deviation SES advantage / disadvantage	82.7			81.9			88.1				
- Mean Remoteness [7]	2.6		0.00 ↑	2.6		0.01	2.2		-0.12	-5.4	-6.1
- Standard Deviation Remoteness	1.4			1.4			1.0				

[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.