

## Attainment data profile for St Mary's College - 2007

	State			Catholic schools			St Mary's College				
	Data	Percentage	Change on previous years <sup>6</sup>	Data	Percentage	Change on previous years <sup>6</sup>	Data	Percentage	Change on previous years <sup>6</sup>	Degree of significance <sup>1</sup>	
										with State	with sector
Year 12 / 13 and adult students	4903			701			47				
Australian Residents	4771			695			46				
aged over 19 years old	784			13			0				
aged between 15 and 19	3987			682			46				
Of these students ..											
- completed at least 120 credits points	2874	72%	-3.76 ↓	588	86%	-1.23	41	89%	-0.20	2.6	0.6
- have a TER	2069	52%	-1.26	413	61%	-0.83	34	74%	0.71	3.0	1.9
- did some VET	1237	31%	0.53	155	23%	-1.30	13	28%	1.55	-0.4	0.9
- did at least one TQA level 3	3228	81%	-0.61	627	92%	-0.27	42	91%	0.16	1.8	-0.2
- did some Maths at TQA level 3 <sup>2</sup>	1766	44%	-0.05	355	52%	-1.06	27	59%	-0.88	2.0	0.9
- did some Science at TQA level 3	1516	38%	-0.93	273	40%	-1.29	20	43%	-0.65	0.8	0.5
- did some VET and have a TER <sup>3</sup>	271	13%	1.19 ↑	41	10%	0.29 ↑	4	12%	2.09	-0.2	0.4
- did at least four TQA level 3 subjects	2517	63%	-0.88	514	75%	-0.21	39	85%	1.20	3.0	1.5
- proportion of VET units forming part of a certificate	0.52		-0.69	0.52		-0.69	0.82		1.55		
- average credit points this year	59.4			66.6			67.8				
- average TCE credit points	117.1			124.9			128.8				
- average VET credit points	9.4			6.4			11.2				
- Mean TER	76.0		0.16	73.1		-0.93	73.7		-0.77	-0.8	0.2
- Median TER	78.50		0.00	74.00		-1.40 ↓	75.75		-0.59	-0.6	0.4
- Mean year 12 points score <sup>4</sup>	9.8		-1.68	10.3		-2.24	11.0		0.56	2.7	2.0
- Median year 12 points score	10.24		-0.98	10.32		-2.29	11.04		-0.25	1.4	1.8
- Mean SES advantage / disadvantage <sup>5</sup>	962.9		-1.18	970.7		-2.35	1003.7		-0.74	3.3	3.0
- Standard Deviation SES advantage / disadvantage	84.8			75.6			70.9				
- Mean Remoteness <sup>7</sup>	2.5		-1.37	2.3		-0.19	2.2		1.83 ↑	-1.6	-0.9
- Standard Deviation Remoteness	1.3			.9			.8				

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> This percentage is the proportion of those students with an ATAR (known as a TER before 2009) who have done some VET.

<sup>4</sup> This is a scale that compares overall achievement using all studies - VET competencies, TQA accredited and TQA recognised - whenever they have been completed.

<sup>5</sup> Estimated from ABS SEIFA 2006 data linked by address.

<sup>6</sup> 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.

<sup>7</sup> Estimated from ARIA++ 2006 data linked by address.