

Attainment data profile for Scotch Oakburn College - 2007

	State			Independent schools			Scotch Oakburn College				
	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	4903			629			81				
Australian Residents	4771			597			77				
aged over 19 years old	784			3			0				
aged between 15 and 19	3987			594			77				
Of these students ..											
- completed at least 120 credits points	2874	72%	-3.76 ↓	449	76%	-2.38	63	82%	-0.92 ↓	1.9	1.3
- have a TER	2069	52%	-1.26	505	85%	-1.05	69	90%	-0.59 ↓	6.6	1.1
- did some VET	1237	31%	0.53	72	12%	-0.21	2	3%	-1.94	-5.4	-2.6
- did at least one TQA level 3	3228	81%	-0.61	576	97%	-1.70	77	100%		4.3	1.6
- did some Maths at TQA level 3 ²	1766	44%	-0.05	451	76%	1.26	66	86%	0.41	7.3	2.0
- did some Science at TQA level 3	1516	38%	-0.93	385	65%	-0.26	63	82%	0.94	7.9	3.1
- did some VET and have a TER ³	271	13%	1.19 ↑	43	9%	-0.63	2	3%	-1.90	-2.5	-1.7
- did at least four TQA level 3 subjects	2517	63%	-0.88	536	90%	-1.46 ↓	74	96%	-1.03	6.0	1.7
- proportion of VET units forming part of a certificate	0.52		-0.69	0.52		-0.69	0.00		-0.53		
- average credit points this year	59.4			62.1			63.6				
- average TCE credit points	117.1			121.3			124.0				
- average VET credit points	9.4			3.3			.6				
- Mean TER	76.0		0.16	81.2		0.58	80.6		0.68	2.3	-0.3
- Median TER	78.50		0.00	85.30		-0.45	86.10		0.87	2.3	0.3
- Mean year 12 points score ⁴	9.8		-1.68	11.8		-1.39	12.1		-0.02	6.8	1.2
- Median year 12 points score	10.24		-0.98	11.84		-1.26	12.04		0.23	4.2	0.7
- Mean SES advantage / disadvantage ⁵	962.9		-1.18	1011.6		-0.73	989.5		0.77 ↑	2.7	-2.4
- Standard Deviation SES advantage / disadvantage	84.8			79.0			63.7				
- Mean Remoteness ⁷	2.5		-1.37	2.4		-0.37	2.5		-1.16	-0.2	0.7
- Standard Deviation Remoteness	1.3			1.2			1.4				

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.