

### Attainment data profile for Scotch Oakburn College - 2011

	State			Independent schools			Scotch Oakburn 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	38576			670			96				
Australian Residents	38436			637			94				
aged over 19 years old	30614			0			0				
aged between 15 and 19	7765			637			94				
Of these students ..											
- are female	3514	45%	-1.91	315	49%	-0.06	51	54%	1.13	1.8	0.9
- are male	4251	55%	1.91 <b>↑</b>	322	51%	0.06	43	46%	-1.13	-1.8	-0.9
- completed at least 120 credits points	4178	54%	-3.45	583	92%	0.29	93	99%	0.71	8.8	2.6
- achieved TCE in this year	2877	37%	-4.52	557	87%	1.01	93	99%	0.71 <b>↑</b>	12.4	3.4
- have an ATAR	2224	29%	-4.69	546	86%	2.32 <b>↑</b>	81	86%	-1.98	12.3	0.1
- did some VET	5592	72%	2.84 <b>↑</b>	187	29%	-1.98 <b>↓</b>	29	31%	0.72	-8.9	0.3
- did at least one TQA level 3	4301	55%	-3.54	617	97%	0.98 <b>↑</b>	94	100%		8.7	1.7
- did some Maths at TQA level 3 <sup>2</sup>	2474	32%	-1.06	492	77%	0.80	80	85%	-0.25	11.1	1.8
- did some Science at TQA level 3	1990	26%	-1.95	420	66%	0.86	77	82%	-0.36 <b>↓</b>	12.5	3.3
- did some VET and have an ATAR <sup>3</sup>	701	32%	-2.05	129	24%	-2.73	22	27%	0.36	-0.8	0.7
- did at least four TQA level 3 subjects	3192	41%	-3.44	592	93%	1.98 <b>↑</b>	93	99%	-0.93	11.4	2.3
- proportion of VET units forming part of a certificate	0.28		-0.08	0.28		-0.08	0.31		1.05		
- average credit points this year	45.3			65.6			70.3				
- average TCE credit points	78.0			128.7			127.6				
- average VET credit points	30.5			5.9			6.4				
- Mean ATAR	77.3		0.90 <b>↑</b>	81.7		0.93	84.4		0.06	3.9	1.5
- Median ATAR	80.30		0.35 <b>↑</b>	86.15		0.96	88.20		-0.39	2.6	0.8
- Mean year 12 points score <sup>4</sup>	8.7		7.43	11.9		2.76 <b>↑</b>	12.4		-0.94	9.9	2.1
- Median year 12 points score	9.00		8.82	12.04		2.09	12.36		0.00	8.6	1.2
- Mean SES advantage / disadvantage <sup>5</sup>	939.2		-7.34 <b>↓</b>	1000.6		-2.79	962.3		-1.00	1.9	-3.3
- Standard Deviation SES advantage / disadvantage	119.7			111.1			154.6				
- Mean Remoteness <sup>7</sup>	2.7		1.38 <b>↑</b>	2.5		1.63	3.2		0.72	3.5	3.9
- Standard Deviation Remoteness	1.5			1.8			3.3				

- <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.