Attainment data profile for Fahan School - 2011

	State			Independent schools			Fahan School			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	38576			670			36				
Australian Residents	38436			637			31				
aged over 19 years old	30614			0			0				
aged between 15 and 19	7765			637			31				
Of these students ..											
- are female	3514	45%	-1.91	315	49%	-0.06	31	100%		6.1	5.6
- are male	4251	55%	1.91 ⬆	322	51%	0.06	0	0%		-6.1	-5.6
- completed at least 120 credits points	4178	54%	-3.45	583	92%	0.29	30	97%	1.36 ⬆	4.8	1.0
- achieved TCE in this year	2877	37%	-4.52	557	87%	1.01	28	90%	1.32 ⬆	6.1	0.5
- have an ATAR	2224	29%	-4.69	546	86%	2.32 ⬆	31	100%	2.29 ⬆	8.8	2.3
- did some VET	5592	72%	2.84 ⬆	187	29%	-1.98 ⬇	6	19%	0.06	-6.5	-1.2
- did at least one TQA level 3	4301	55%	-3.54	617	97%	0.98 ⬆	31	100%		5.0	1.0
- did some Maths at TQA level 3 [2]	2474	32%	-1.06	492	77%	0.80	26	84%	0.87	6.2	0.9
- did some Science at TQA level 3	1990	26%	-1.95	420	66%	0.86	17	55%	-0.36	3.7	-1.3
- did some VET and have an ATAR [3]	701	32%	-2.05	129	24%	-2.73	6	19%	1.32	-1.5	-0.6
- did at least four TQA level 3 subjects	3192	41%	-3.44	592	93%	1.98 ⬆	31	100%	1.41 ⬆	6.7	1.5
- proportion of VET units forming part of a certificate	0.28		-0.08	0.28		-0.08	0.17		-1.19		
- average credit points this year	45.3			65.6			61.9				
- average TCE credit points	78.0			128.7			123.9				
- average VET credit points	30.5			5.9			1.8				
- Mean ATAR	77.3		0.90 ⬆	81.7		0.93	85.6		0.04	2.8	1.4
- Median ATAR	80.30		0.35 ⬆	86.15		0.96	86.10		-0.48	1.2	0.0
- Mean year 12 points score [4]	8.7		7.43	11.9		2.76 ⬆	12.6		0.68	6.1	1.8
- Median year 12 points score	9.00		8.82	12.04		2.09	12.52		0.00	5.0	1.0
- Mean SES advantage / disadvantage [5]	939.2		-7.34 ⬇	1000.6		-2.79	1042.1		-1.11	4.7	2.0
- Standard Deviation SES advantage / disadvantage	119.7			111.1			75.1				
- Mean Remoteness [7]	2.7		1.38 ⬆	2.5		1.63	2.4		0.56	-0.7	-0.2
- Standard Deviation Remoteness	1.5			1.8			1.5				

[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.