

Attainment data profile for St Patrick's College - 2009

	State			Catholic schools			St Patrick's 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	29279			738			158				
Australian Residents	29100			732			158				
aged over 19 years old	22102			8			0				
aged between 15 and 19	6910			721			158				
Of these students ..											
- completed at least 120 credits points	3793	55%	-4.23	637	88%	-0.02	145	92%	0.54	9.3	1.3
- achieved TCE in this year	2663	39%	n/a	596	83%	n/a	138	87%	n/a	12.6	1.6
- have an ATAR	2076	30%	-4.13	438	61%	-1.40	98	62%	0.60	8.8	0.3
- did some VET	4727	68%	8.08 ↑	259	36%	3.20 ↑	66	42%	2.03 ↑	-7.2	1.5
- did at least one TQA level 3	3991	58%	-7.19	650	90%	-2.07	145	92%	0.14	8.7	0.7
- did some Maths at TQA level 3 ²	2187	32%	-2.75	405	56%	-0.56	100	63%	1.77	8.6	1.8
- did some Science at TQA level 3	1691	24%	-5.54	273	38%	-2.64	78	49%	0.24	7.3	3.0
- did some VET and have an ATAR ³	630	30%	3.65 ↑	95	22%	1.54 ↑	27	28%	1.91 ↑	-0.6	1.4
- did at least four TQA level 3 subjects	2988	43%	-4.73	540	75%	-1.49	127	80%	1.07	9.4	1.6
- proportion of VET units forming part of a certificate	0.26		-3.38 ↓	0.26		-3.38 ↓	0.26		2.78 ↑		
- average credit points this year	46.1			68.3			73.2				
- average TCE credit points	82.8			126.1			129.3				
- average VET credit points	24.5			7.5			8.5				
- Mean ATAR	76.0		0.36	72.7		-0.25	71.5		0.30	-2.7	-0.7
- Median ATAR	78.50		0.00	74.50		0.00	72.25		0.53	-2.3	-0.9
- Mean year 12 points score ⁴	8.2		-23.10 ↓	10.2		-1.91	10.3		0.71	6.8	0.3
- Median year 12 points score	8.52		-23.21 ↓	10.64		-0.26	10.64		1.85	7.1	0.0
- Mean SES advantage / disadvantage ⁵	955.1		-0.43 ↓	968.6		-1.23	954.7		-1.54	0.0	-2.4
- Standard Deviation SES advantage / disadvantage	82.7			72.1			71.6				
- Mean Remoteness ⁷	2.6		0.00 ↑	2.4		1.05	2.3		1.39	-2.5	-1.1
- Standard Deviation Remoteness	1.4			1.1			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.