Attainment data profile for Tasmanian Academy - 2010

	State			Government schools			Tasmanian Academy			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	31910			30443			1192				
Australian Residents	31715			30288			1120				
aged over 19 years old	24436			24427			75				
aged between 15 and 19	6939			5524			1044				
Of these students ..											
- are female	3250	47%	0.58 ↑	2504	45%	0.59	612	59%	1.92 ↑	7.6	8.6
- are male	3689	53%	-0.45	3020	55%	-0.51	432	41%	-1.87	-7.6	-8.6
- completed at least 120 credits points	3929	57%	1.74 ↑	2647	48%	1.34	763	73%	1.62 ↑	10.7	16.3
- achieved TCE in this year	2823	41%	2.34	1652	30%	3.00	624	60%	-0.82	12.6	21.1
- have an ATAR	2234	32%	2.52	1177	21%	1.03	676	65%	2.19 ↑	22.5	34.3
- did some VET	4849	70%	1.78 ↑	4307	78%	1.58 ↑	376	36%	-2.36	-23.9	-32.7
- did at least one TQA level 3	4045	58%	0.40	2706	49%	-1.03	993	95%	4.02 ↑	24.1	29.8
- did some Maths at TQA level 3 [2]	2267	33%	1.16	1324	24%	0.11	589	56%	2.28 ↑	16.4	24.6
- did some Science at TQA level 3	1876	27%	0.52	1098	20%	-0.20	490	47%	1.22 ↑	14.5	21.9
- did some VET and have an ATAR [3]	769	34%	2.91 ↑	440	37%	0.73 ↑	224	33%	-1.82	-0.7	-2.3
- did at least four TQA level 3 subjects	3047	44%	0.53	1849	33%	-0.88	830	80%	1.14 ↑	23.2	31.5
- proportion of VET units forming part of a certificate	0.29		2.30	0.29		2.30	0.18		-2.19		
- average credit points this year	48.3			43.3			59.6				
- average TCE credit points	82.2			71.2			118.0				
- average VET credit points	27.0			32.3			5.5				
- Mean ATAR	76.9		1.68 ↑	76.8		2.62	78.4		2.53	2.4	2.6
- Median ATAR	80.00		1.70	79.50		2.42	81.00		1.36	0.9	1.5
- Mean year 12 points score [4]	8.2		-0.72 ↓	7.5		-1.41 ↓	10.6		1.65	20.4	26.9
- Median year 12 points score	8.50		-0.58 ↓	7.76		-0.65 ↓	11.00		1.46	20.7	22.0
- Mean SES advantage / disadvantage [5]	952.0		-2.25 ↓	942.0		-3.34	956.0		-0.46	1.5	5.4
- Standard Deviation SES advantage / disadvantage	83.7			82.8			80.2				
- Mean Remoteness [7]	2.6		1.37	2.7		1.70	2.7		-1.47	0.9	-0.6
- Standard Deviation Remoteness	1.4			1.4			1.3				

[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.