

## Attainment data profile for Elizabeth College - 2013

	State			Government schools			Elizabeth College			Degree of significance <sup>1</sup>	
	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>	with State	with sector
Year 12 / 13 and adult students	50290			20850			399				
Australian Residents	50151			20754			391				
aged over 19 years old	42035			15566			5				
aged between 15 and 19	8114			5188			386				
Of these students ..											
- are female	3808	47%	-1.14	2269	44%	1.59 ↑	205	53%	0.50	2.4	3.7
- are male	4306	53%	1.14 ↑	2919	56%	-1.59 ↓	181	47%	-0.50	-2.4	-3.7
- completed at least 120 credits points	4880	60%	20.01 ↑	2982	57%	8.83 ↑	260	67%	-1.65	2.9	3.9
- achieved TCE in this year	3268	40%	11.51 ↑	2001	39%	5.81 ↑	210	54%	-2.04	5.7	6.4
- have an ATAR	2246	28%	7.92 ↑	1194	23%	2.66 ↑	182	47%	-2.43	8.5	11.3
- did some VET	6290	78%	-1.01	4079	79%	3.15	219	57%	2.64 ↑	-9.8	-10.5
- did at least one TQA level 3	4664	57%	17.15 ↑	2771	53%	6.34	320	83%	-0.31	10.1	11.6
- did some Maths at TQA level 3 <sup>2</sup>	2658	33%	11.94	1387	27%	3.94	184	48%	-0.75	6.2	9.3
- did some Science at TQA level 3	1989	25%	9.17	981	19%	2.01	131	34%	-1.44	4.3	7.5
- did some VET and have an ATAR <sup>3</sup>	1044	46%	5.94 ↑	587	49%	5.64 ↑	87	48%	2.22 ↑	0.4	-0.4
- did at least four TQA level 3 subjects	3408	42%	12.88 ↑	1821	35%	3.99	242	63%	-1.70	8.2	11.4
- proportion of VET units forming part of a certificate	0.37		5.67 ↑	0.37		5.67 ↑	0.33		-0.02 ↓		
- average credit points this year	45.3			47.0			54.5				
- average TCE credit points	82.6			79.8			107.1				
- average VET credit points	32.5			36.7			12.2				
- Mean ATAR	77.1		-0.43	75.6		-0.86	75.8		-0.93	-1.0	0.1
- Median ATAR	80.10		-0.23	78.50		0.00	78.00		-0.58	-1.0	-0.3
- Mean year 12 points score <sup>4</sup>	8.1		22.73	7.8		7.41	9.3		-2.46	6.4	8.6
- Median year 12 points score	8.25		26.15	7.89		3.92	9.62		-2.03	7.1	7.3
- Mean SES advantage / disadvantage <sup>5</sup>	947.7		1.31 ↑	939.8		1.47 ↑	960.2		-1.40	3.0	4.9
- Standard Deviation SES advantage / disadvantage	82.8			81.6			79.4				
- Mean Remoteness <sup>7</sup>	2.7		-2.63	2.7		-2.93	2.2		0.41	-5.6	-6.1
- Standard Deviation Remoteness	1.5			1.4			1.1				

<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.