# Attainment data profile for Elizabeth College - 2014

| | State | | | Government schools | | | Elizabeth College | | | Degree of significance [1] | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Data | Percentage | Change on previous years [6] | Data | Percentag | Change on previous years [6] | Data | Percentage | Change on previous years [6] | with State | with sector |
| Year 12 / 13 and adult students | 54520 | | | 20620 | | | 438 | | | | |
| Australian Residents | 54384 | | | 20526 | | | 432 | | | | |
| aged over 19 years old | 45827 | | | 15365 | | | 5 | | | | |
| aged between 15 and 19 | 8274 | | | 5140 | | | 427 | | | | |
| Of these students .. | | | | | | | | | | | |
| - are female | 3923 | 47% | 1.43 | 2266 | 44% | 0.69 | 226 | 53% | 0.06 | 2.3 | 3.7 |
| - are male | 4351 | 53% | -1.43 ↓ | 2874 | 56% | -0.69 ↓ | 201 | 47% | -0.06 | -2.3 | -3.7 |
| - completed at least 120 credits points | 5069 | 61% | 7.15 ↑ | 3074 | 60% | 5.29 ↑ | 301 | 70% | 0.94 | 3.9 | 4.5 |
| - achieved TCE | 4439 | 54% | 8.27 ↑ | 2623 | 51% | 6.87 ↑ | 268 | 63% | 2.31 | 3.8 | 4.8 |
| - have an ATAR | 2306 | 28% | 2.96 ↑ | 1202 | 23% | 1.36 | 196 | 46% | -0.32 | 8.3 | 11.0 |
| - did some VET | 6521 | 79% | -0.37 ↓ | 4132 | 80% | 1.23 | 268 | 63% | 1.72 ↑ | -8.1 | -9.2 |
| - did at least one TQA level 3 | 4759 | 58% | 5.34 ↑ | 2781 | 54% | 2.83 ↑ | 360 | 84% | 0.53 ↑ | 11.2 | 12.5 |
| - did some Maths at TQA level 3 [2] | 2699 | 33% | 2.91 ↑ | 1366 | 27% | 0.96 ↑ | 182 | 43% | -1.41 | 4.4 | 7.5 |
| - did some Science at TQA level 3 | 2072 | 25% | 3.38 ↑ | 1010 | 20% | 1.79 | 155 | 36% | 0.73 | 5.4 | 8.7 |
| - did some VET and have an ATAR [3] | 1188 | 52% | 3.28 ↑ | 666 | 55% | 3.06 ↑ | 108 | 55% | 1.42 ↑ | 1.0 | -0.1 |
| - did at least four TQA level 3 subjects | 3548 | 43% | 4.99 ↑ | 1841 | 36% | 2.18 ↑ | 273 | 64% | 0.41 | 8.8 | 12.1 |
| - proportion of VET units forming part of a certificate | 0.35 | | 0.80 ↑ | 0.35 | | 0.80 ↑ | 0.31 | | -0.89 | | |
| - average credit points this year | 51.5 | | | 54.4 | | | 69.1 | | | | |
| - average TCE credit points | 90.5 | | | 88.8 | | | 116.5 | | | | |
| - average VET credit points | 29.0 | | | 34.1 | | | 13.2 | | | | |
| - Mean ATAR | 77.4 | | 0.72 | 75.9 | | 0.33 | 78.1 | | 1.34 | 0.6 | 2.0 |
| - Median ATAR | 80.20 | | 0.12 | 78.00 | | -0.50 | 80.80 | | 1.08 | 0.3 | 1.6 |
| - Mean year 12 points score [4] | 8.2 | | 9.89 ↑ | 7.9 | | 5.94 ↑ | 9.4 | | 0.64 | 6.9 | 9.3 |
| - Median year 12 points score | 8.44 | | 12.17 ↑ | 7.95 | | 2.98 ↑ | 9.66 | | 0.14 | 6.6 | 7.6 |
| - Mean SES advantage / disadvantage [5] | 947.3 | | 0.54 | 937.3 | | -0.70 | 974.6 | | 2.46 | 6.0 | 8.4 |
| - Standard Deviation SES advantage / disadvantage | 84.7 | | | 82.8 | | | 83.4 | | | | |
| - Mean Remoteness [7] | 2.6 | | -2.39 ↓ | 2.6 | | -1.70 ↓ | 2.2 | | -1.08 | -6.3 | -6.7 |
| - Standard Deviation Remoteness | 1.4 | | | 1.4 | | | 1.0 | | | | |

[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.