

## Attainment data profile for Launceston Church Grammar School - 2011

	State			Independent schools			Launceston Church Grammar School				
	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>	Degree of significance <sup>1</sup>	
										with State	with sector
Year 12 / 13 and adult students	38576			670			81				
Australian Residents	38436			637			76				
aged over 19 years old	30614			0			0				
aged between 15 and 19	7765			637			76				
Of these students ..											
- are female	3514	45%	-1.91	315	49%	-0.06	34	45%	-0.57	-0.1	-0.8
- are male	4251	55%	1.91 <b>↑</b>	322	51%	0.06	42	55%	0.57	0.1	0.8
- completed at least 120 credits points	4178	54%	-3.45	583	92%	0.29	72	95%	0.68	7.2	1.0
- achieved TCE in this year	2877	37%	-4.52	557	87%	1.01	71	93%	1.15	10.2	1.6
- have an ATAR	2224	29%	-4.69	546	86%	2.32 <b>↑</b>	71	93%	0.34	12.5	1.9
- did some VET	5592	72%	2.84 <b>↑</b>	187	29%	-1.98 <b>↓</b>	36	47%	-0.24	-4.8	3.4
- did at least one TQA level 3	4301	55%	-3.54	617	97%	0.98 <b>↑</b>	76	100%	1.01	7.8	1.6
- did some Maths at TQA level 3 <sup>2</sup>	2474	32%	-1.06	492	77%	0.80	67	88%	0.03	10.5	2.3
- did some Science at TQA level 3	1990	26%	-1.95	420	66%	0.86	49	64%	-0.46 <b>↓</b>	7.8	-0.3
- did some VET and have an ATAR <sup>3</sup>	701	32%	-2.05	129	24%	-2.73	34	48%	-0.34	3.0	4.8
- did at least four TQA level 3 subjects	3192	41%	-3.44	592	93%	1.98 <b>↑</b>	75	99%	0.59	10.2	2.0
- proportion of VET units forming part of a certificate	0.28		-0.08	0.28		-0.08	0.03		-0.55		
- average credit points this year	45.3			65.6			67.8				
- average TCE credit points	78.0			128.7			131.2				
- average VET credit points	30.5			5.9			2.3				
- Mean ATAR	77.3		0.90 <b>↑</b>	81.7		0.93	77.2		-1.51	-0.1	-2.4
- Median ATAR	80.30		0.35 <b>↑</b>	86.15		0.96	78.50		-1.72	-0.6	-2.9
- Mean year 12 points score <sup>4</sup>	8.7		7.43	11.9		2.76 <b>↑</b>	11.8		-0.24	7.6	-0.2
- Median year 12 points score	9.00		8.82	12.04		2.09	11.72		-1.13	6.2	-1.0
- Mean SES advantage / disadvantage <sup>5</sup>	939.2		-7.34 <b>↓</b>	1000.6		-2.79	961.2		-1.54	1.6	-3.1
- Standard Deviation SES advantage / disadvantage	119.7			111.1			56.7				
- Mean Remoteness <sup>7</sup>	2.7		1.38 <b>↑</b>	2.5		1.63	3.0		2.47	2.1	2.6
- Standard Deviation Remoteness	1.5			1.8			2.2				

- <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.