Attainment data profile for Launceston College - 2008

	State			Government schools			Launceston College			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	28968			27427			487				
Australian Residents	28820			27322			471				
aged over 19 years old	22249			22224			81				
aged between 15 and 19	6452			4981			390				
Of these students ..											
- completed at least 120 credits points	3776	59%	-14.00 ↓	2526	51%	-14.44 ↓	258	66%	-1.78 ↓	3.1	6.1
- have a TER	2153	33%	-18.74 ↓	1132	23%	-18.11 ↓	192	49%	-0.43 ↓	6.6	12.5
- did some VET	3984	62%	30.50 ↑	3559	71%	29.16 ↑	177	45%	2.25	-6.6	-11.4
- did at least one TQA level 3	4119	64%	-18.62 ↓	2773	56%	-16.48 ↓	316	81%	-2.56 ↓	7.1	10.1
- did some Maths at TQA level 3 [2]	2186	34%	-10.66 ↓	1264	25%	-9.28	149	38%	-1.24 ↓	1.8	5.8
- did some Science at TQA level 3	1852	29%	-9.90 ↓	1114	22%	-8.92 ↓	109	28%	-2.53 ↓	-0.3	2.6
- did some VET and have a TER [3]	545	25%	10.05 ↑	337	30%	7.68 ↑	53	28%	0.41 ↑	0.7	-0.7
- did at least four TQA level 3 subjects	3053	47%	-15.73 ↓	1873	38%	-13.97 ↓	239	61%	-1.11 ↓	5.5	9.7
- proportion of VET units forming part of a certificate	0.30		-14.66 ↓	0.30		-14.66 ↓	0.36		-0.65 ↓		
- average credit points this year	49.3			44.5			54.4				
- average TCE credit points	91.5			81.9			113.9				
- average VET credit points	19.5			23.5			9.4				
- Mean TER	75.8		-0.37	75.2		0.55	76.0		1.21	0.1	0.7
- Median TER	78.50		0.00	77.50		0.00	78.75		0.59	0.1	0.7
- Mean year 12 points score [4]	9.8		-0.47 ↓	9.2		-0.40	9.9		-0.18	0.7	4.4
- Median year 12 points score	10.06		-2.23 ↓	9.52		-0.32	10.24		0.56	0.9	3.0
- Mean SES advantage / disadvantage [5]	955.7		-4.23 ↓	946.6		-1.90 ↓	959.3		-0.02	0.9	3.0
- Standard Deviation SES advantage / disadvantage	83.0			82.8			70.6				
- Mean Remoteness [7]	2.6		2.86	2.6		1.65	2.4		-0.10 ↓	-2.8	-3.4
- Standard Deviation Remoteness	1.5			1.5			1.2				

[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.