Attainment data profile for Launceston College - 2013

	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	50290			20850			606				
Australian Residents	50151			20754			598				
aged over 19 years old	42035			15566			30				
aged between 15 and 19	8114			5188			568				
Of these students ..											
- are female	3808	47%	-1.14	2269	44%	1.59 ↑	307	54%	1.34	3.4	5.0
- are male	4306	53%	1.14 ↑	2919	56%	-1.59 ↓	261	46%	-1.34	-3.4	-5.0
- completed at least 120 credits points	4880	60%	20.01 ↑	2982	57%	8.83 ↑	498	88%	3.01 ↑	13.4	14.6
- achieved TCE in this year	3268	40%	11.51 ↑	2001	39%	5.81 ↑	431	76%	0.77 ↑	17.3	18.3
- have an ATAR	2246	28%	7.92 ↑	1194	23%	2.66 ↑	245	43%	0.18	8.2	11.4
- did some VET	6290	78%	-1.01	4079	79%	3.15	383	67%	3.03 ↑	-5.8	-6.5
- did at least one TQA level 3	4664	57%	17.15 ↑	2771	53%	6.34	433	76%	-1.18	9.0	10.9
- did some Maths at TQA level 3 [2]	2658	33%	11.94	1387	27%	3.94	238	42%	0.53	4.6	8.2
- did some Science at TQA level 3	1989	25%	9.17	981	19%	2.01	145	26%	0.46	0.6	4.0
- did some VET and have an ATAR [3]	1044	46%	5.94 ↑	587	49%	5.64 ↑	113	46%	1.37 ↑	-0.1	-1.0
- did at least four TQA level 3 subjects	3408	42%	12.88 ↑	1821	35%	3.99	312	55%	-0.25	6.2	9.9
- proportion of VET units forming part of a certificate	0.37		5.67 ↑	0.37		5.67 ↑	0.49		1.06 ↑		
- average credit points this year	45.3			47.0			68.3				
- average TCE credit points	82.6			79.8			119.4				
- average VET credit points	32.5			36.7			25.1				
- Mean ATAR	77.1		-0.43	75.6		-0.86	77.0		0.65	-0.1	1.3
- Median ATAR	80.10		-0.23	78.50		0.00	79.00		0.44	-0.6	0.3
- Mean year 12 points score [4]	8.1		22.73	7.8		7.41	9.7		1.34	10.5	13.4
- Median year 12 points score	8.25		26.15	7.89		3.92	9.71		0.19	9.0	9.3
- Mean SES advantage / disadvantage [5]	947.7		1.31 ↑	939.8		1.47 ↑	951.8		1.11 ↑	1.2	3.5
- Standard Deviation SES advantage / disadvantage	82.8			81.6			74.8				
- Mean Remoteness [7]	2.7		-2.63	2.7		-2.93	2.4		-1.69	-4.9	-5.3
- Standard Deviation Remoteness	1.5			1.4			.9				

[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.