

Attainment data profile for Launceston Christian School - 2009

	State			Independent schools			Launceston Christian School				
	Data	Percentage	Change on previous years ⁶	Data	Percentage	Change on previous years ⁶	Data	Percentage	Change on previous years ⁶	Degree of significance ¹	
										with State	with sector
Year 12 / 13 and adult students	29279			727			29				
Australian Residents	29100			693			29				
aged over 19 years old	22102			6			1				
aged between 15 and 19	6910			683			28				
Of these students ..											
- completed at least 120 credits points	3793	55%	-4.23	601	88%	3.22 ↑	25	89%	0.82 ↑	3.7	0.2
- achieved TCE in this year	2663	39%	n/a	570	83%	n/a	25	89%	n/a	5.5	0.8
- have an ATAR	2076	30%	-4.13	519	76%	-0.13	23	82%	1.59	6.0	0.8
- did some VET	4727	68%	8.08 ↑	245	36%	2.41 ↑	1	4%	-0.86	-7.4	-3.6
- did at least one TQA level 3	3991	58%	-7.19	602	88%	-1.27	27	96%	-0.88	4.1	1.4
- did some Maths at TQA level 3 ²	2187	32%	-2.75	474	69%	0.19	19	68%	0.09	4.1	-0.2
- did some Science at TQA level 3	1691	24%	-5.54	404	59%	0.92	18	64%	0.51	4.9	0.6
- did some VET and have an ATAR ³	630	30%	3.65 ↑	131	25%	0.85 ↑	0	0%	-1.35	-3.2	-2.8
- did at least four TQA level 3 subjects	2988	43%	-4.73	574	84%	0.41 ↑	26	93%	0.82 ↑	5.3	1.3
- proportion of VET units forming part of a certificate	0.26		-3.38 ↓	0.26		-3.38 ↓	0.00		-0.87		
- average credit points this year	46.1			65.0			59.3				
- average TCE credit points	82.8			120.3			129.8				
- average VET credit points	24.5			6.7			.1				
- Mean ATAR	76.0		0.36	80.9		0.94	76.5		-1.56	0.1	-1.3
- Median ATAR	78.50		0.00	86.20		1.74	79.50		-0.99	0.2	-1.3
- Mean year 12 points score ⁴	8.2		-23.10 ↓	11.4		0.62	11.4		-0.21	4.5	0.0
- Median year 12 points score	8.52		-23.21 ↓	11.72		0.00	11.56		-0.22	4.1	-0.3
- Mean SES advantage / disadvantage ⁵	955.1		-0.43 ↓	1005.3		0.69	999.7		1.72	2.9	-0.4
- Standard Deviation SES advantage / disadvantage	82.7			80.1			54.8				
- Mean Remoteness ⁷	2.6		0.00 ↑	2.4		-1.29	2.0		-1.92 ↓	-2.4	-1.7
- Standard Deviation Remoteness	1.4			1.3			.3				

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.