# Attainment data profile for Marist Regional College - 2010

| | State | | | Catholic schools | | | Marist Regional 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 | 31910 | | | 769 | | | 80 | | | | |
| Australian Residents | 31715 | | | 763 | | | 79 | | | | |
| aged over 19 years old | 24436 | | | 0 | | | 0 | | | | |
| aged between 15 and 19 | 6939 | | | 761 | | | 79 | | | | |
| Of these students .. | | | | | | | | | | | |
| - are female | 3250 | 47% | 0.58 ↑ | 421 | 55% | -1.02 | 34 | 43% | -2.78 | -0.7 | -2.2 |
| - are male | 3689 | 53% | -0.45 | 340 | 45% | 1.02 | 45 | 57% | 2.78 | 0.7 | 2.2 |
| - completed at least 120 credits points | 3929 | 57% | 1.74 ↑ | 692 | 91% | 0.89 | 69 | 87% | -0.93 ↓ | 5.5 | -1.1 |
| - achieved TCE in this year | 2823 | 41% | 2.34 | 617 | 81% | -1.43 | 68 | 86% | 0.04 | 8.2 | 1.1 |
| - have an ATAR | 2234 | 32% | 2.52 | 533 | 70% | 3.45 | 52 | 66% | 0.46 | 6.4 | -0.8 |
| - did some VET | 4849 | 70% | 1.78 ↑ | 312 | 41% | 1.87 ↑ | 36 | 46% | 3.15 ↑ | -4.7 | 0.8 |
| - did at least one TQA level 3 | 4045 | 58% | 0.40 | 716 | 94% | 2.28 | 73 | 92% | -1.14 ↓ | 6.1 | -0.6 |
| - did some Maths at TQA level 3 [2] | 2267 | 33% | 1.16 | 455 | 60% | 1.26 | 46 | 58% | -1.01 | 4.8 | -0.3 |
| - did some Science at TQA level 3 | 1876 | 27% | 0.52 | 366 | 48% | 1.52 | 44 | 56% | 0.65 | 5.7 | 1.4 |
| - did some VET and have an ATAR [3] | 769 | 34% | 2.91 ↑ | 166 | 31% | 3.27 ↑ | 19 | 37% | 2.51 ↑ | 0.3 | 0.8 |
| - did at least four TQA level 3 subjects | 3047 | 44% | 0.53 | 616 | 81% | 2.36 | 62 | 78% | -0.24 ↓ | 6.2 | -0.6 |
| - proportion of VET units forming part of a certificate | 0.29 | | 2.30 | 0.29 | | 2.30 | 0.41 | | 1.88 | | |
| - average credit points this year | 48.3 | | | 68.8 | | | 74.0 | | | | |
| - average TCE credit points | 82.2 | | | 128.7 | | | 121.8 | | | | |
| - average VET credit points | 27.0 | | | 7.1 | | | 11.8 | | | | |
| - Mean ATAR | 76.9 | | 1.68 ↑ | 73.2 | | 0.47 | 77.5 | | 1.65 | 0.3 | 1.7 |
| - Median ATAR | 80.00 | | 1.70 | 75.50 | | 0.59 | 77.75 | | 1.53 | -0.6 | 0.6 |
| - Mean year 12 points score [4] | 8.2 | | -0.72 ↓ | 10.6 | | 2.37 | 10.5 | | 0.32 | 5.4 | -0.3 |
| - Median year 12 points score | 8.50 | | -0.58 ↓ | 10.68 | | 0.26 | 10.68 | | 0.09 | 5.1 | 0.0 |
| - Mean SES advantage / disadvantage [5] | 952.0 | | -2.25 ↓ | 970.1 | | 0.53 | 937.0 | | 0.02 | -1.6 | -4.1 |
| - Standard Deviation SES advantage / disadvantage | 83.7 | | | 71.3 | | | 54.9 | | | | |
| - Mean Remoteness [7] | 2.6 | | 1.37 | 2.4 | | -0.23 | 3.2 | | 0.14 | 3.9 | 7.4 |
| - Standard Deviation Remoteness | 1.4 | | | 1.0 | | | .8 | | | | |

[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.