Attainment data profile for Marist Regional College - 2014

	State			Catholic schools			Marist Regional College			Degree of significance[1]	
	Data	Percentage	Change on previous years [6]	Data	Percentag	Change on previous years [6]	Data	Percentage	Change on previous years [6]	with State	with sector
Year 12 / 13 and adult students	54520			879			116				
Australian Residents	54384			873			114				
aged over 19 years old	45827			7			0				
aged between 15 and 19	8274			865			114				
Of these students ..											
- are female	3923	47%	1.43	458	53%	0.14	61	54%	-0.43	1.3	0.1
- are male	4351	53%	-1.43 ↓	407	47%	-0.14	53	46%	0.43	-1.3	-0.1
- completed at least 120 credits points	5069	61%	7.15 ↑	748	86%	2.15 ↑	97	85%	-0.85	5.2	-0.4
- achieved TCE	4439	54%	8.27 ↑	687	79%	2.01	87	76%	-1.31	4.9	-0.8
- have an ATAR	2306	28%	2.96 ↑	561	65%	2.01 ↑	68	60%	0.76	7.6	-1.2
- did some VET	6521	79%	-0.37 ↓	481	56%	-2.29	78	68%	-0.18	-2.7	2.8
- did at least one TQA level 3	4759	58%	5.34 ↑	777	90%	3.85	104	91%	0.51	7.3	0.5
- did some Maths at TQA level 3 [2]	2699	33%	2.91 ↑	490	57%	1.65 ↑	66	58%	0.20	5.8	0.3
- did some Science at TQA level 3	2072	25%	3.38 ↑	396	46%	0.66 ↑	62	54%	-0.15	7.2	1.8
- did some VET and have an ATAR [3]	1188	52%	3.28 ↑	258	46%	-1.11	37	54%	-0.61	0.5	1.4
- did at least four TQA level 3 subjects	3548	43%	4.99 ↑	677	78%	3.14 ↑	85	75%	0.28	6.8	-1.0
- proportion of VET units forming part of a certificate	0.35		0.80 ↑	0.35		0.80 ↑	0.44		0.97 ↑		
- average credit points this year	51.5			78.0			80.0				
- average TCE credit points	90.5			133.6			121.5				
- average VET credit points	29.0			12.7			24.8				
- Mean ATAR	77.4		0.72	74.9		0.13	75.0		-1.60	-1.2	0.1
- Median ATAR	80.20		0.12	76.50		-0.63	77.25		-1.46	-0.9	0.2
- Mean year 12 points score [4]	8.2		9.89 ↑	10.2		3.01	10.1		-0.73	5.4	-0.1
- Median year 12 points score	8.44		12.17 ↑	10.68		1.03 ↑	10.32		-0.31	5.3	-1.4
- Mean SES advantage / disadvantage [5]	947.3		0.54	976.3		2.70 ↑	934.6		1.73	-1.3	-4.9
- Standard Deviation SES advantage / disadvantage	84.7			74.8			58.8				
- Mean Remoteness [7]	2.6		-2.39 ↓	2.3		-2.32 ↓	3.3		-2.51 ↓	3.9	9.8
- Standard Deviation Remoteness	1.4			.8			1.0				

[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.