

Personal and family	Academic performance	Institution and course	Engagement with study
<div>1. Gender</div> <div>2. Age</div> <div>3. Aboriginal and Torres Strait Islander</div> <div>4. Disability</div> <div>5. Citizenship</div> <div>6. Socio-economic</div> <div>7. Language spoken at home</div> <div>8. Country of birth</div> <div>9. Remoteness of home</div> <div>10. Year 12 state or territory</div>	<div>1. ATAR</div> <div>2. Highest qualification</div> <div>3. Basis of admission</div>	<div>1. Institution</div> <div>2. Field of education</div> <div>3. Course length</div> <div>4. Credit used</div>	<div>1. Type of attendance</div> <div>2. Mode of attendance</div> <div>3. Remoteness of campus</div> <div>4. Move away from home</div> <div>5. Travel time</div> <div>6. Commencing in semester 2 rather than semester 1</div>

Strong impact

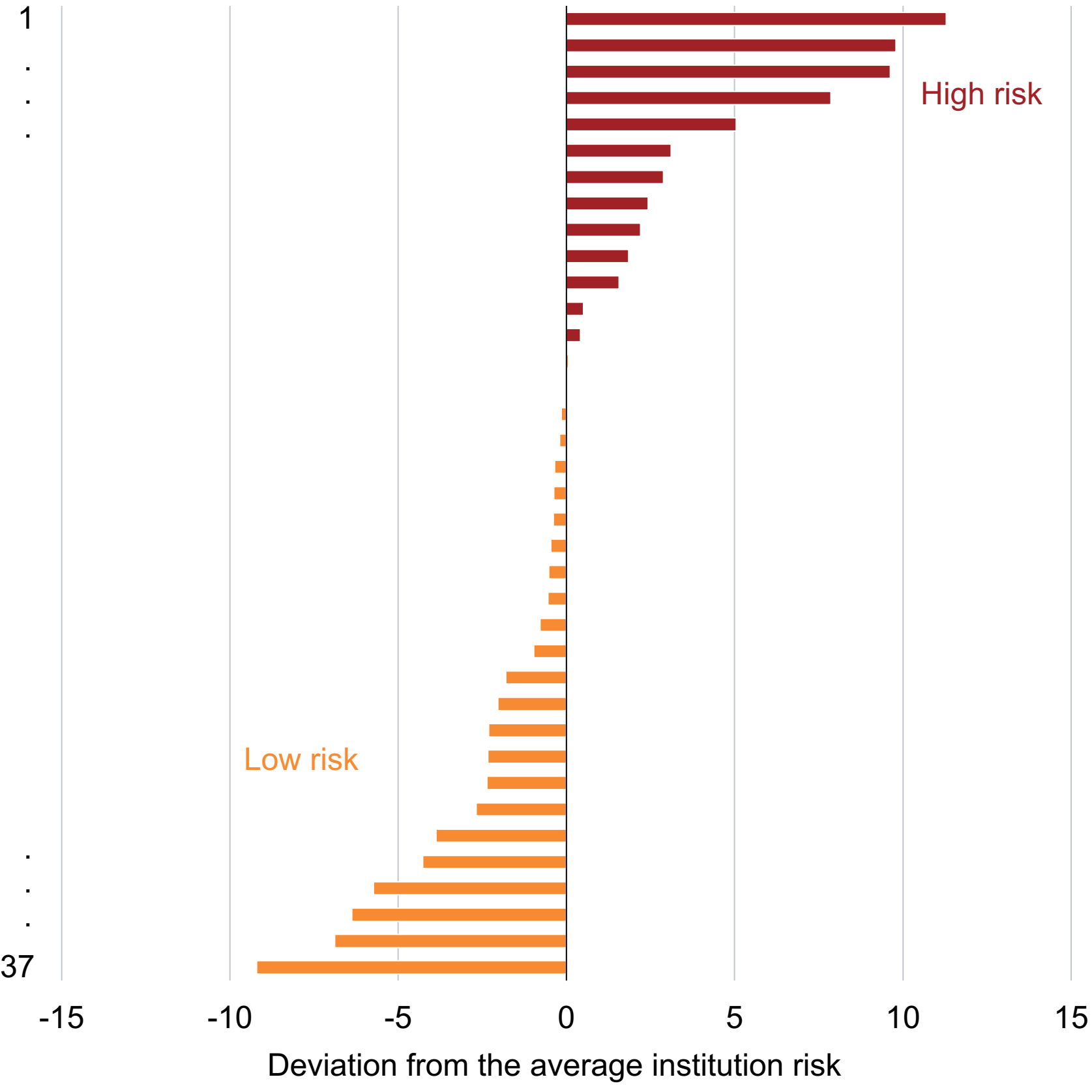
- ATAR
- Indigenous
- Study load (part-time or full-time)
- Field of education
- Institution

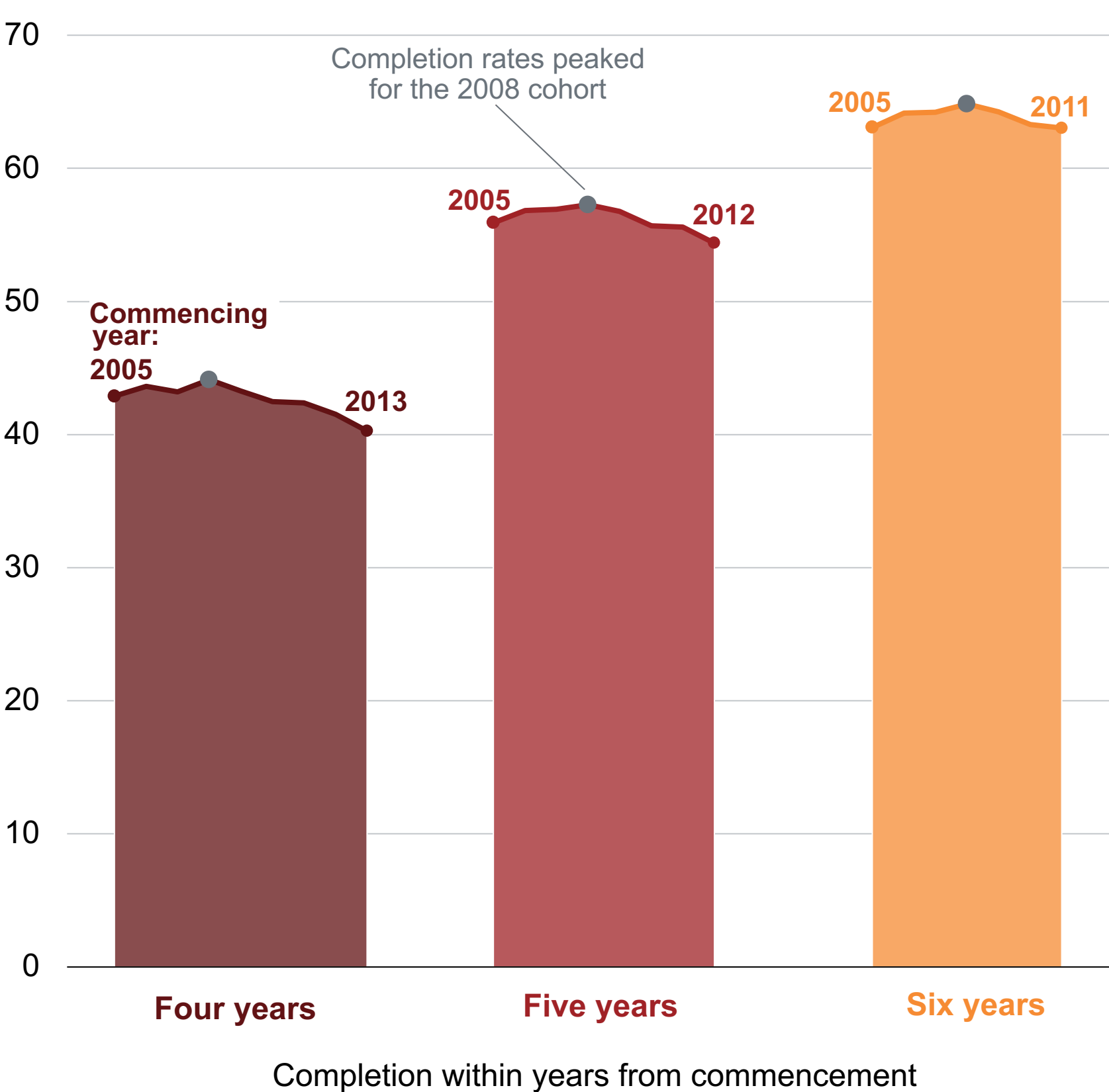
Moderate impact

- Age
- Gender
- Disability
- Remoteness of permanent home

Small impact

- Socio-economic status
- Mode of attendance (online or on-campus)
- Country of birth
- Language spoken at home
- Highest prior qualification
- Remoteness of campus
- Travel time from term home to university





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7. Language spoken at home			
8. Country of birth			
9. Remoteness of home			
10. Year 12 state or territory			