

Senior Secondary Attainment Profile 2012–2016

Lilydale District School

	Numbers					Percentage of Year 12 school students aged 15-19 who...				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Key Indicators										
Year 12 students aged 15-19				9	7	—				
Achieved TCE				1	1	—			11%	14%
Achieved an ATAR				0	0	—			0%	0%
Patterns of Participation and Attainment										
Completed at least 120 credits points previously				3	3	—			33%	43%
Did at least four TASC Level 3 subjects				1	0	—			11%	0%
Did at least one TASC Level 3 subject				2	0	—			22%	0%
Did some Maths at TASC Level 3				1	0	—			11%	0%
Did some Science at TASC Level 3				0	0	—			0%	0%
Did some VET				9	7	—			100%	100%
Did some VET and have an ATAR				0	0	—			0%	0%
Proportion of VET units forming part of a certificate				0.56	0.56	—				
Average Participation and Attainment Measures										
Average credit points this year				52.3	52.9	—				
Average TCE credit points				30.0	30.7	—				
Average VET credit points				78.0	86.0	—				
Mean ATAR				0.0	0.0	—				
Median ATAR				0.0	0.0	—				
Mean year 12 points score				5.8	5.1	—				
Median year 12 points score				6.9	6.1	—				
Student Cohort										
Year 12 students (All)				12	10					
Year 12 students (Australian Residents)				12	10					
Year 12 students over 19 years old				3	3					
Female Year 12 students aged 15-19				4	2					
Male Year 12 students aged 15-19				5	5					
Socioeconomic Context										
Mean SES advantage / disadvantage				865.0	924.6					
Mean Remoteness				2.8	2.8					

Explanatory Notes

Year 12 students aged 15-19: Students enrolled at a school in Year 12/13 who were Australian citizens.

Achieved TCE: Year 12/13 Students who were awarded the TCE in any year.

Caution on comparisons: Percentages are based upon the Year 12/13 students within the school. These figures are not directly comparable with Tasmanian state values. For example, Tasmanian TCE attainment in 2016 of 56.4% is of the age weighted cohort of Tasmanian people aged 15-19, and hence is concerned with the "potential" Year 12 student population. School figures are based only on those students already engaging with Year 12, and hence tend to result in higher values than would be obtained using a "potential" Year 12 student population. State values are available at: <http://www.tasc.tas.gov.au/1782>, noting however this caution on comparisons.

Did some Maths (or Science) at TASC Level 3: The proportion taking (even those not completing) TASC Level 3 maths or science can be seen as an (indirect) indicator of the aspirations of the student group.

Did some VET and have an ATAR: This percentage is the proportion of those students with an ATAR who have done some VET.

Mean SES advantage / disadvantage: Estimated from ABS Socio-Economic Indexes for Areas (SEIFA) data linked by address. Values are standardised for Australia, with average of 1000 and standard deviation of 100. Values lower than 900 are in the bottom 16% of Australian values.

Mean Remoteness: Estimated from Accessibility/Remoteness Index of Australia (ARIA) data linked by address.