












Direct Continuation 2012–2016

Dominic College

	Numbers					Time Series	Percentage					Time Series	Trend Indicator	
	Year 10	2010	2011	2012	2013		2014	2010	2011	2012	2013			2014
	Year 12	2012	2013	2014	2015		2016	2012	2013	2014	2015			2016
Year 10 Cohort	118	115	110	116	119									
Year 11 Students	102	106	100	109	108		86%	92%	91%	94%	91%		-0.7	
Year 12 Students	87	96	88	101	99		74%	83%	80%	87%	83%		0.0	
Achieved TCE	52	63	53	71	75		44%	55%	48%	61%	63%		4.6	
Achieved an ATAR	32	41	32	34	55		27%	36%	29%	29%	46%		9.6	
Attained VET Certificate	30	36	25	46	26		25%	31%	23%	40%	22%		-6.0	

Socioeconomic Profile	School ICSEA	ICSEA Quartiles		
	2014	Bottom	Middle	Top
	1002	26	33	27

Explanatory Notes

Direct Continuation: a student must achieve at least 1 credit point towards their TCE in the next year to be considered a direct continuation. The study can be at any Tasmanian school or Registered Training Organisation.

Year 10 Cohort: Students registered with TASC at the school.

Year 11 Students: Students who directly continued into Year 11 in the year after Year 10.

Year 12 Students: Students who directly continued into Year 12 two years after Year 10.

TCE: Attained the Tasmanian Certificate of Education two years after Year 10.

ATAR: Attained an Australian Tertiary Admission Rank two years after Year 10.

VET: Attained a Vocational Education and Training Certificate within two years after Year 10.

Values of NR: Not reported for results based on cohorts of fewer than 5 students in Year 10, 11 or 12.

Trend indicators balance short-term change from the previous year, with longer-term change over five years. These are calculated using the average of the three slopes for Year 10 cohorts from 2013-2014, 2012-2014, and 2010-2014. Values where this average slope exceeds $\pm 1.0\%$ per year are highlighted.

ICSEA: The index of community socio-educational advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA). ICSEA provides an indication of the socio-educational backgrounds of students. ICSEA isn't a school rating. ICSEA is a scale which allows for fair and reasonable comparisons among Australian schools with similar students. Values are standardised for Australia, with an average of 1000 and standard deviation of 100. Values lower than 900 are in the bottom 16% of Australian values, and values lower than 950 are in the bottom 31% of Australian values. Further information is available at http://www.acara.edu.au/verve/_resources/About_icsea_2014.pdf