

Direct Continuation 2011-2015

Exeter High School

	Numbers					Time Series	Percentage of Year 10 Cohort					Time Series	Trend Indicator
	Year 10 Cohort	2009	2010	2011	2012		2013	2009	2010	2011	2012		
	Year 12 Cohort	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015		
Year 10 Cohort	90	58	73	79	85								
Year 11 Students	61	41	53	63	72		68%	71%	73%	80%	85%		5%
Year 12 Students	54	38	39	50	60		60%	66%	53%	63%	71%		6%
Achieved TCE	30	25	25	24	30		33%	43%	34%	30%	35%		2%
Achieved an ATAR	18	11	15	8	11		20%	19%	21%	10%	13%		-1%
Attained VET certificate	15	14	14	17	25		17%	24%	19%	22%	29%		5%
School Context	ICSEA (2013)					948	Bottom quarter	Middle quarters	Top quarter				
							46%	31%	16%	5%			

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 at the school who submitted a pathway plan to the TQA/TASC in the year. In some cases, this figure may differ slightly to Year 10 numbers recorded in the student census undertaken in 1st Term and again in August.

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 2012-2013, 2011-2013, and 2009-2013. 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