
Explanatory Notes

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 2015 of 50.4% 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.

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 2014-2015, 2013-2015, and 2011-2015. Values where this average slope exceeds $\pm 1.0\%$ per year are highlighted.

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.

Did some Maths 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 year 12 points score: This measure compares overall achievement using all studies - VET competencies, TASC accredited and TASC recognised - whenever they have been completed.

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