OFFICE OF TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

Direct Continuation 2013–2017 Mountain Heights School

Numbers				Time	Percentage of Year 10 Cohort					Time	Trend	
2011	2012	2013	2014	2015	- Series	2011	2012	2013	2014	2015	Series	Indicator
2013	2014	2015	2016	2017		2013	2014	2015	2016	2017		
43	40	35	30	27								
35	33	31	26	24		81%	83%	89%	87%	89 %		2.6
26	25	22	23	18		60%	63%	63%	77%	67%		-1.2
9	19	12	12	П		21%	48%	34%	40%	41%		3.0
6	13	7	3	6		14%	33%	20%	10%	22%		4.5
7	7	5	П	7		16%	18%	14%	37%	26%		-0.6
	2013 43 35 26 9	2011 2012 2013 2014 43 40 35 33 26 25 9 19 6 13	201120122013201320142015434035353331262522919126137	20112012201320142013201420152016434035303533312626252223919121261373	2011201220132014201520132014201520162017434035302735333126242625222318919121211613736	2011 2012 2013 2014 2015 2013 2014 2015 2016 2017 43 40 35 30 27 35 33 31 26 24 26 25 22 23 18 9 19 12 12 11 6 13 7 3 6	Z011 Z012 Z013 Z014 Z015 Series Z011 Z013 Z011 Z013 Z011 Z013 Z011 Z013 Z014 Z015 Z014 Z015 <thz14< th=""> Z015 Z015 <th< td=""><td>2011 2012 2013 2014 2015 Series 2011 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2015 2013 2014 2015 2013 2014 2015 2013 2014 2015 2015 2013 2014 2015 2014 2015 2014 2015 2014 2015 2014 2015 2014 2015 2014 <</td><td>Z011 Z012 Z013 Z014 Z015 Series Z011 Z012 Z013 Z013 Z014 Z013 Z014 Z015 Z013 Z014 Z015 Z013 Z014 Z015 Z013 Z014 Z015 Z014 <</td><td>Z011 Z012 Z013 Z014 Z015 Series Z011 Z012 Z013 Z014 Z014 Z014 Z015 Z016 Z014 Z015 Z016 Z017 Z013 Z014 Z015 Z016 Z016 43 40 35 30 27 </td><td>Z011 Z012 Z013 Z014 Z015 Series Z011 Z012 Z013 Z014 Z015 Z016 Z017 43 40 35 30 27 </td><td>Series Series 2011 2012 2013 2014 2015 Series Series</td></th<></thz14<>	2011 2012 2013 2014 2015 Series 2011 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2012 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2013 2014 2015 2013 2014 2015 2013 2014 2015 2013 2014 2015 2015 2013 2014 2015 2014 2015 2014 2015 2014 2015 2014 2015 2014 2015 2014 <	Z011 Z012 Z013 Z014 Z015 Series Z011 Z012 Z013 Z013 Z014 Z013 Z014 Z015 Z013 Z014 Z015 Z013 Z014 Z015 Z013 Z014 Z015 Z014 <	Z011 Z012 Z013 Z014 Z015 Series Z011 Z012 Z013 Z014 Z014 Z014 Z015 Z016 Z014 Z015 Z016 Z017 Z013 Z014 Z015 Z016 Z016 43 40 35 30 27	Z011 Z012 Z013 Z014 Z015 Series Z011 Z012 Z013 Z014 Z015 Z016 Z017 43 40 35 30 27	Series Series 2011 2012 2013 2014 2015 Series Series

Student Background					2015 ICSEA				
Index of Community Socio-Educ	ational		Distribut	tion of St	(2015)		Bottom quarter		
Advantage (ICSEA)	2014	2015	Bottom	Mid	dle	Тор		 Middle quarters Middle quarters Top quarter 	
School ICSEA Value	880	885	64%	26%	8%	2%			

Explanatory Notes

Direct Continuation: a student must achieve at least I 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 2014-2015, 2013-2015, and 2010-2015. Values where this average slope exceeds ±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

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