


















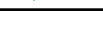





Senior Secondary Attainment Profile 2014–2018

St Helens District High School

	Numbers						Percentage of Year 12 school students aged 15-19 who...					
	2014	2015	2016	2017	2018		2014	2015	2016	2017	2018	
Key Indicators												
Year 12 students aged 15-19	17	10	20	15	11							
Achieved TCE	8	5	9	7	7		47%	50%	45%	47%	64%	
Achieved an ATAR	1	1	0	1	1		6%	10%	0%	7%	9%	
Patterns of Participation and Attainment												
Completed at least 120 credits points previously	9	5	10	7	7		53%	50%	50%	47%	64%	
Did at least four TASC Level 3 or above courses	1	1	0	2	2		6%	10%	0%	13%	18%	
Did at least one TASC Level 3 or above course	7	4	5	4	3		41%	40%	25%	27%	27%	
Did some Maths at TASC Level 3 or above	1	0	1	2	3		6%	0%	5%	13%	27%	
Did some Science at TASC Level 3 or above	1	2	2	2	0		6%	20%	10%	13%	0%	
Did some VET	12	8	16	9	10		71%	80%	80%	60%	91%	
Did some VET and have an ATAR	0	0	0	0	1		0%	0%	0%	0%	9%	
Proportion of VET units forming part of a certificate	0.35	0.08	0.56	0.46	0.66							
Average Participation and Attainment Measures												
Average credit points this year	56.2	62.2	44.0	44.7	40.3							
Average credit points from TASC Level 1-4 courses	102.1	95.5	79.0	77.7	85.0							
Average credit points from VET	29.4	14.0	35.3	19.9	33.5							
Mean ATAR	NR	NR	NR	NR	NR							
Median ATAR	NR	NR	NR	NR	NR							
Student Cohort												
Year 12 students (All)	20	10	21	15	11							
Year 12 students (Australian Residents)	20	10	21	15	11							
Year 12 students over 19 years old	3	0	1	0	0							
Female Year 12 students aged 15-19	8	3	5	7	5							
Male Year 12 students aged 15-19	9	7	15	8	6							
Socioeconomic Context												
Mean SES advantage / disadvantage	863.7	830.8	868.2	862.9	874.9							
Mean Remoteness	5.3	5.5	5.7	5.8	5.8							

Explanatory Notes

The Senior Secondary Attainment Profiles recognises Year 12 student attainment in schools and assists monitoring patterns over time. This report may be used to assist review of how the Year 12 student cohort is changing over time, and how various patterns of participation are contributing to key indicators of attainment. A subset of this information concerning numbers of Year 12 students and TCE attainment is reproduced on the ACARA My school website.

Year 12 students aged 15-19: Students enrolled at a school in Year 12/13 who were Australian citizens and completed at least 1 credit point.

Achieved TCE: Year 12/13 Students aged 15-19 years old, Australian citizens who were awarded the TCE in any year. The TCE can be gained through participation and achievement (120 credit points with at least 80 at level 2 or above) in VET, TASC accredited senior secondary courses or TASC recognised courses and meet the everyday adult reading, writing, mathematics, use of computers and the internet.

Achieved an ATAR: ATAR (Australian Tertiary Admission Rank) is used for direct entry to university. This measure includes Year 12/13 Students aged 15-19 years old, Australian citizens who have met the requirements for an ATAR. Since 2016, TCE attainment has been a requirement for ATAR attainment. Eligibility requirements for an ATAR can be found on the TASC website.

Completed at least 120 credit points previously: Students who completed the equivalent of two years of 'full-time' study.

Did TASC Level 3 or above courses: TASC Level 3 or above courses are those that include assessment external to the school, and may contribute to student ATAR calculations.

Did some VET: Students who successfully completed at least one unit of competence in Vocational Education and Training (VET). This includes student VET activity in the reported year or prior, and includes activity undertaken independent of the school provision.

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.

Caution on comparisons: Percentages are based upon the Year 12/13 students aged 15-19, Australian citizens within the school. These figures are not directly comparable with Tasmanian state values. 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: <https://www.tasc.tas.gov.au/about/data/tce-statistics/>, noting however this caution on comparisons.

NR: Not reported when the value is based on fewer than 5 students.