

## SUPPORTING MATERIAL TO INTERPRET SENIOR SECONDARY ATTAINMENT PROFILES AND DIRECT CONTINUATION REPORTS

### INTRODUCTION TO THE PROFILES AND REPORTS

Senior Secondary Attainment Profiles and Direct Continuation Reports describe continuation and attainment for students at Tasmanian schools. The reports include a rich context of measures to track progress of students from Year 10 to Year 12, and include data over a five-year period with contextual measures such as indicators of socio-economic profile of the student population. These reports build on former reporting in 2014 and prior.

**Senior Secondary Attainment Profiles** provide a range of measures for schools and colleges. Profiles are based on the Year 12 cohort, and indicate:

- the gender and socio-economic profile of the student cohort,
- the numbers of students with various measures of attainment, including TCE and ATAR, and
- average scores and credit points.

Note: The statistics available are based on schools having greater than 5 students in Year 12, where this is not the case data will be suppressed with “NR”.

**Direct Continuation Reports** show data for students in the Year 10 cohort at a school and their subsequent participation and attainment through Year 11 and Year 12. The direct continuation is shown irrespective of where they undertook these studies in Tasmanian schools or through Registered Training Organisations for Vocational Education and Training (VET). In many cases, students in Year 10 at a school are not at the same school two years later, having moved to another school offering Year 11 and 12 within Tasmania.

Note: The statistics available are based on schools having greater than 5 students in Year 12, where this is not the case data will be suppressed with “NR”.

## CAUTIONS INTERPRETING THE PROFILES AND REPORTS

### Changes over time

- Senior Secondary Attainment Profiles and Direct Continuation Reports do include measures that fluctuate when based on small numbers of students.
- While the reports show outcomes for a particular student group, caution should always be exercised when attempting to draw inferences on how these outcomes reflect upon school improvements; in some cases they might be considered chance variations.
- Trend indicators balance short-term change from the previous year, with longer-term change over five years. These are calculated using the average of three slopes: for 2016 data. Slopes from 2013-2014, 2012-2014 and 2010-2014. Values where this average slope exceeds  $\pm 1.0\%$  per year are highlighted. These highlights are not intended to certify changes as statistically significant, but rather to invite further review of the data values presented over recent years.

### Comparing a school result to other schools

Comparisons of a school's outcomes with those for the state, sector or other schools, may be less relevant for many school contexts than focusing on school changes over time.

The headline state measures are based upon the age weighted cohort based on the “potential” Year 12 population, whereas school measures are based upon the student cohort. For example, Tasmanian TCE attainment in 2016 of 56.4% 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.

Comparisons across schools should consider contextual measures, such as indicators of the socio-economic profile of the student population. These contextual measures are provided within the reports.

### Explanation of Measures in Senior Secondary Attainment Profiles

Year 12 students aged 15-19	The age group expected to complete senior secondary soon after finishing Year 10. This population forms the state-wide, post-compulsory, student cohort against which further comparisons are made. This measure includes students recorded as being in Year 12 or higher, aged between 15 and 19 years old, are Australian citizens and completed at least 1 credit point from a TASC accredited subject, VET unit or recognised formal learning.
Achieved TCE	<p>The group of students who have met the requirements for the award of the TCE. 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. The standards may be met by a student over time and in a wide range of settings.</p> <p>This measure includes students who are in Year 12 or higher, aged between 15-19 years old, are Australian citizens and have been awarded a TCE in 2016 or a prior year.</p>
Achieved ATAR	<p>An ATAR (Australian Tertiary Admission Rank) is used for direct entry to university. A school/college with a high proportion of ATAR eligible students may be seen as attracting a different mix of students in comparison with a school/college with a low proportion of ATAR eligible students.</p> <p>This measure includes students who are in Year 12, aged between 15-19 years old, are Australian citizens and have met the requirements for an ATAR. Eligibility requirements for an ATAR can be found on the TASC website.</p>
Completed at least 120 credit points previously	The group of students that completes the equivalent of two years of 'full-time' study. This provides a basis for comparison of the completion rates of 'full-time' study with the school/college's expectations.
Did at least four TASC Level 3 subjects	This measure is the number of students that study at least four TASC level 3 subjects. This may be seen as an indirect indicator of aspirations and the response to those aspirations. A high proportion of students taking at least four TASC level 3 (was TCE level 5) may indicate a cohort where most students expect to gain an ATAR.
Did at least one TASC Level 3 subjects	This measure is the number of students that study at least one TASC Level 3 subject. This may again be used as an indirect indicator of aspirations and an indicator of participation at the TASC level 3 subject level.
Did some Maths at TASC Level 3	This measure is the number of students that did some Maths subject within their studies. This can be seen as an indirect indicator of priorities in subject choice.
Did some Science at TASC Level 3	This measure is the number of students that did some Science subject within their studies. This can be seen as an indirect indicator of priorities in subject choice.

Did some VET	<p>These students completed at least one unit of competence in VET. This unit of competence may have been undertaken at any time during the students' studies. This is an indirect indicator of aspirations of the student cohort and the student response to those aspirations. A school with a relatively high proportion of students doing VET may be seen as responding to the mix of students in the cohort by encouraging the take-up of nationally recognised training.</p> <p>Note: this measure includes VET units of competence only, this does not include Recognised Formal Learning courses.</p>
Did some VET and have an ATAR	Those students that did some VET that formed part of their TCE with any Australian Registered Training Organisation (RTO) and also gained an ATAR.
Year 12 students (all)	Students who were recorded as being in Year 12 or higher at a Tasmanian school, in any sector.
Year 12 (Australian Residents)	Students who were recorded as being in Year 12 or higher at a Tasmanian school, in any sector and Australian citizens.
Year 12 students over 19 years old	Students who were recorded as being in Year 12 or 13 at a Tasmanian school, in any sector and are over 19 years in age
Female Year 12 students aged 15-19	Female students who were recorded as being in Year 12 or 13 at a Tasmanian school, in any sector and are aged between 15 and 19 years old
Male Year 12 students aged 15-19	Male students who were recorded as being in Year 12 or 13 at a Tasmanian school, in any sector and are aged between 15 and 19 years old
Means 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	<p>Estimated from Accessibility/Remoteness Index of Australia (ARIA) data linked by address.</p> <p>ARIA is a remoteness value (a continuous variable between 0 and 15) that measures the physical distance which separates people in a particular area and where their goods, services and opportunities for social interaction may be accessed.</p>
SES	Estimated from the Australian Bureau of Statistics Socio-Economic Indexes for Areas (SEIFA) data linked by address. Values are standardised for Australia, with an average of 1,000 and standard deviation of 100. Values lower than 900 are the in the bottom 16% of Australian values.

### Explanation of Measures in Direct Continuation Reports

Direct Continuation	A student must achieve at least 1 credit point towards their TCE in the next year to be considered a 'direct continuation'. This credit point can be from a range of activities such as a TASC accredited subject, VET unit or recognised formal learning. This study can be undertaken at any Tasmanian school, Registered Training Organisation (RTO) or recognised formal learning provider. International Baccalaureate students are considered as directly continuing students.
Year 10 Cohort	Students at the school who were registered with TASC or submitted a pathway plan to TASC in the year.
Year 11 Students	Students who directly continued into Year 11 in the year after Year 10, in any sector. The student must have has achieved at least 1 credit point. International Baccalaureate students are considered continuing students.
Year 12 Students	Students who directly continued into Year 12 two years after Year 10, in any sector. The student must have has achieved at least 1 credit point. International Baccalaureate students are considered continuing students.
TCE	Attained the Tasmanian Certificate of Education, having met the criteria for the TCE.
ATAR	Attained an Australian Tertiary Admission Rank, having met the criteria for the ATAR. Eligibility requirements for an ATAR can be found on the TASC website.
VET	The number of students that completed a Vocational Education and Training (VET) unit counting towards a VET certificate.
Index of Community Socio-educational Advantage (ICSEA)	<p>The index of community socio-educational advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA).</p> <p>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.</p> <p>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</p>

	<p>Australian values. Further information is available at <a href="http://www.acara.edu.au/verve/_resources/About_icsea_2014.pdf">http://www.acara.edu.au/verve/_resources/About_icsea_2014.pdf</a></p>
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