






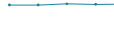




















|   | Numbers |        |        |        |        |   | Percentage of Year 12 school students aged 15-19 who... |      |      |      |      |   |
|---|---------|--------|--------|--------|--------|---|---|------|------|------|------|---|
|   | 2013    | 2014   | 2015   | 2016   | 2017   |   | 2013  | 2014 | 2015 | 2016 | 2017 |   |
| <b>Key Indicators</b>                                 |         |        |        |        |        |   |   |      |      |      |      |   |
| Year 12 students aged 15-19                           | 141     | 153    | 147    | 131    | 138    |    |   |      |      |      |      |   |
| Achieved TCE  | 130     | 143    | 143    | 126    | 134    |    | 92%   | 93%  | 97%  | 96%  | 97%  |  |
| Achieved an ATAR                                      | 122     | 127    | 128    | 100    | 113    |    | 87%   | 83%  | 87%  | 76%  | 82%  |  |
| Achieved the IB Diploma                               | 18      | 19     | 17     | 24     | 21     |    |   |      |      |      |      |   |
| <b>Patterns of Participation and Attainment</b>       |         |        |        |        |        |   |   |      |      |      |      |   |
| Completed at least 120 credits points previously      | 133     | 144    | 144    | 126    | 134    |    | 94%   | 94%  | 98%  | 96%  | 97%  |  |
| Did at least four TASC Level 3 or above subjects      | 125     | 136    | 131    | 105    | 118    |    | 89%   | 89%  | 89%  | 80%  | 86%  |  |
| Did at least one TASC Level 3 or above subject        | 127     | 138    | 131    | 109    | 120    |    | 90%   | 90%  | 89%  | 83%  | 87%  |  |
| Did some Maths at TASC Level 3 or above               | 113     | 119    | 111    | 84     | 105    |    | 80%   | 78%  | 76%  | 64%  | 76%  |  |
| Did some Science at TASC Level 3 or above             | 100     | 104    | 98     | 81     | 90     |    | 71%   | 68%  | 67%  | 62%  | 65%  |  |
| Did some VET this year or previous                    | 38      | 85     | 75     | 78     | 70     |    | 27%   | 56%  | 51%  | 60%  | 51%  |  |
| Did some VET and have an ATAR                         | 33      | 73     | 71     | 64     | 59     |    | 23%   | 48%  | 48%  | 49%  | 43%  |  |
| Proportion of VET units forming part of a certificate | 0.41    | 0.46   | 0.16   | 0.22   | 0.32   |    |   |      |      |      |      |   |
| <b>Average Participation and Attainment Measures</b>  |         |        |        |        |        |   |   |      |      |      |      |   |
| Average credit points this year                       | 72.5    | 86.7   | 71.2   | 74.0   | 72.4   |    |   |      |      |      |      |   |
| Average TCE credit points                             | 111.8   | 125.0  | 107.1  | 97.7   | 104.4  |   |   |      |      |      |      |   |
| Average VET credit points                             | 7.2     | 6.3    | 5.4    | 8.2    | 6.9    |  |   |      |      |      |      |   |
| Mean ATAR   | 85.5    | 87.3   | 87.7   | 86.7   | 88.8   |  |   |      |      |      |      |   |
| Median ATAR   | 91.4    | 92.0   | 91.8   | 90.1   | 91.3   |  |   |      |      |      |      |   |
| <b>Student Cohort</b>                                 |         |        |        |        |        |   |   |      |      |      |      |   |
| Year 12 students (All)                                | 145     | 158    | 159    | 142    | 146    |   |   |      |      |      |      |   |
| Year 12 students (Australian Residents)               | 141     | 153    | 148    | 133    | 138    |   |   |      |      |      |      |   |
| Year 12 students over 19 years old                    | 0       | 0      | 1      | 2      | 0      |   |   |      |      |      |      |   |
| Female Year 12 students aged 15-19                    | 68      | 72     | 73     | 64     | 77     |   |   |      |      |      |      |   |
| Male Year 12 students aged 15-19                      | 73      | 81     | 74     | 67     | 61     |   |   |      |      |      |      |   |
| <b>Socioeconomic Context</b>                          |         |        |        |        |        |   |   |      |      |      |      |   |
| Mean SES advantage / disadvantage                     | 1036.0  | 1046.5 | 1047.6 | 1046.8 | 1037.8 |   |   |      |      |      |      |   |
| Mean Remoteness                                       | 2.1     | 2.1    | 2.0    | 2.1    | 2.0    |   |   |      |      |      |      |   |

### Explanatory Notes

**Year 12 students aged 15-19:** Students enrolled at a school in Year 12/13 who were Australian citizens.

**Achieved TCE:** Year 12/13 Students who were awarded the TCE in any year

**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 2017 of 58.9% 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.

**ATAR:** Attained an Australian Tertiary Admission Rank. **Note these values exclude students studying International Baccalaureate.** Tertiary admissions centres have a separate process for International Baccalaureate students.

**Did some Maths (or Science) at TASC Level 3 or above:** The proportion taking (even those not completing) TASC Level 3 or above maths or science can be seen as an (indirect) indicator of the aspirations of the student group.

**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.