


























	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	93	87	87	86	98							
Achieved TCE	86	85	81	85	97		92%	98%	93%	99%	99%	
Achieved an ATAR	76	71	72	78	81		82%	82%	83%	91%	83%	
Patterns of Participation and Attainment												
Completed at least 120 credits points previously	91	86	82	86	98		98%	99%	94%	100%	100%	
Did at least four TASC Level 3 or above courses	87	85	74	83	91		94%	98%	85%	97%	93%	
Did at least one TASC Level 3 or above course	91	87	85	86	97		98%	100%	98%	100%	99%	
Did some Maths at TASC Level 3 or above	73	69	66	58	77		78%	79%	76%	67%	79%	
Did some Science at TASC Level 3 or above	41	52	34	31	54		44%	60%	39%	36%	55%	
Did some VET	60	57	55	57	71		65%	66%	63%	66%	72%	
Did some VET and have an ATAR	47	44	43	51	55		51%	51%	49%	59%	56%	
Proportion of VET units forming part of a certificate	0.43	0.26	0.53	0.30	0.34							
Average Participation and Attainment Measures												
Average credit points this year	78.6	65.6	62.3	61.4	63.9							
Average credit points from TASC Level 1-4 courses	162.4	152.5	139.0	151.1	147.0							
Average credit points from VET	14.3	8.2	18.2	9.8	19.2							
Mean ATAR	80.5	80.9	80.2	82.4	82.4							
Median ATAR	84.3	81.7	81.9	86.0	90.0							
Student Cohort												
Year 12 students (All)	95	92	96	91	104							
Year 12 students (Australian Residents)	93	88	87	87	98							
Year 12 students over 19 years old	0	1	0	1	0							
Female Year 12 students aged 15-19	0	0	0	0	0							
Male Year 12 students aged 15-19	93	87	87	86	98							
Socioeconomic Context												
Mean SES advantage / disadvantage	1056.2	1045.2	1041.1	1046.2	1065.9							
Mean Remoteness	2.1	2.1	2.3	2.2	1.9							

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.