

Direct Continuation 2015–2019

Fahan School

	Numbers					Time Series	Percentage of Year 10 Cohort					Time Series	Trend Indicator	
	Year 10	2013	2014	2015	2016		2017	2013	2014	2015	2016			2017
	Year 12	2015	2016	2017	2018		2019	2015	2016	2017	2018			2019
Year 10 Cohort	35	38	28	28	33									
Year 11 Students	35	38	28	26	32		100%	100%	100%	93%	97%		0.4	
Year 12 Students	34	38	28	26	32		97%	100%	100%	93%	97%		0.6	
Achieved the TCE	34	38	28	25	32		97%	100%	100%	89%	97%		1.7	
Achieved an ATAR	33	37	26	25	30		94%	97%	93%	89%	91%		-0.3	
Attained a VET Certificate	2	2	1	0	1		6%	5%	4%	0%	3%		0.6	

Student Background

Index of Community Socio-Educational Advantage (ICSEA)

	2013	2014	2015	2016	2017
School ICSEA Value	1142	1129	1137	1116	1130

Distribution of Students (2017)

Bottom	Middle	Top
4%	11%	26%
		59%

2017 School ICSEA



Explanatory Notes

Direct Continuation: a student must achieve at least 1 credit point towards their TCE in the next year to be considered a direct continuation. The study can be at any Tasmanian school, Registered Training Organisation or organisation delivering a TASC recognised formal learning.

Year 10 Cohort: Students at a school that was registered with TASC.

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.

Achieved the TCE: Of the Year 12 students, the number of students who attained the Tasmanian Certificate of Education.

Achieved an ATAR: Of the Year 12 students, the number of students who attained an Australian Tertiary Admission Rank.

Attained a VET Certificate: Of the Year 12 students, the number of students who attained a Vocational Education and Training Certificate.

Values of NR: Not reported for results based on cohorts of fewer than 5 students in Year 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 2016-2017, 2015-2017, and 2013-2017. Values where this average slope exceeds $\pm 1.0\%$ 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 average educational advantage of a school's student population. Key factors in students' family background (parents' occupation and education) have an influence on students' educational outcomes at school along with school level factors such as a school's geographical location and the proportion of Aboriginal students attending the school need to be considered when summarising educational advantage or disadvantage at the school level. ICSEA provides a numeric scale that represents the magnitude of this influence. ICSEA 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>. **Values of ND:** ICSEA Data was not available for the school.