

Direct Continuation 2015–2019

Rose Bay High 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		159	206	193	199	179								
Year 11 Students		138	184	158	170	146			87%	89%	82%	85%	82%	-1.8
Year 12 Students		120	159	135	148	119			75%	77%	70%	74%	66%	-3.9
Achieved the TCE		83	112	107	106	97			52%	54%	55%	53%	54%	0.2
Achieved an ATAR		41	60	56	44	37			26%	29%	29%	22%	21%	-2.5
Achieved the IB Diploma		0	1	0	0	0								
Attained a VET Certificate		34	50	29	39	45			21%	24%	15%	20%	25%	3.6

Student Background

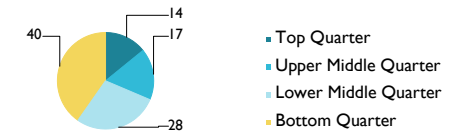
Index of Community Socio-Educational Advantage (ICSEA)

	2013	2014	2015	2016	2017
School ICSEA Value	986	972	978	973	977

Distribution of Students (2017)

Bottom	Middle	Top
40%	28%	17%
	14%	

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.

Achieved the IB Diploma: Of the Year 12 students, the number of students who attained the International Baccalaureate (IB) Diploma.

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.