

| | Numbers | | | | | Percentage of Year 12 school students aged 15-19 who... | | | | |
|---|---------|-------|-------|-------|-------|---|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Key Indicators | | | | | | | | | | |
| Year 12 students aged 15-19 | 29 | 41 | 20 | 35 | 38 | | | | | |
| Achieved TCE | 19 | 38 | 18 | 31 | 33 | 66% | 93% | 90% | 89% | 87% |
| Achieved an ATAR | 16 | 23 | 7 | 21 | 20 | 55% | 56% | 35% | 60% | 53% |
| Patterns of Participation and Attainment | | | | | | | | | | |
| Completed at least 120 credit points previously | 24 | 39 | 18 | 31 | 35 | 83% | 95% | 90% | 89% | 92% |
| Did at least four TASC Level 3 or above courses | 20 | 26 | 9 | 24 | 23 | 69% | 63% | 45% | 69% | 61% |
| Did at least one TASC Level 3 or above course | 24 | 37 | 13 | 30 | 32 | 83% | 90% | 65% | 86% | 84% |
| Did some Maths at TASC Level 3 or above | 18 | 27 | 9 | 21 | 23 | 62% | 66% | 45% | 60% | 61% |
| Did some Science at TASC Level 3 or above | 15 | 13 | 6 | 19 | 17 | 52% | 32% | 30% | 54% | 45% |
| Did some VET this year or previous | 28 | 27 | 16 | 24 | 27 | 97% | 66% | 80% | 69% | 71% |
| Did some VET and have an ATAR | 16 | 16 | 5 | 13 | 13 | 55% | 39% | 25% | 37% | 34% |
| Proportion of VET units forming part of a certificate | 0.31 | 0.34 | 0.28 | 0.56 | 0.80 | | | | | |
| Average Participation and Attainment Measures | | | | | | | | | | |
| Average credit points this year | 63.7 | 76.2 | 66.4 | 68.5 | 62.6 | | | | | |
| Average credit points from TASC Level 1-4 courses | 114.1 | 126.3 | 124.8 | 140.1 | 124.2 | | | | | |
| Average credit points from VET | 25.2 | 26.9 | 23.5 | 24.4 | 6.5 | | | | | |
| Mean ATAR | 76.7 | 79.8 | 76.2 | 79.1 | 86.1 | | | | | |
| Median ATAR | 77.6 | 81.8 | 87.1 | 82.6 | 90.5 | | | | | |
| Student Cohort | | | | | | | | | | |
| Year 12 students (All) | 30 | 41 | 20 | 35 | 38 | | | | | |
| Year 12 students (Australian Residents) | 29 | 41 | 20 | 35 | 38 | | | | | |
| Year 12 students over 19 years old | 0 | 0 | 0 | 0 | 0 | | | | | |
| Female Year 12 students aged 15-19 | 17 | 18 | 11 | 15 | 30 | | | | | |
| Male Year 12 students aged 15-19 | 12 | 23 | 9 | 20 | 8 | | | | | |
| Socioeconomic Context | | | | | | | | | | |
| School ICSEA value | 981 | 980 | 993 | 986 | 1002 | | | | | |

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.

School ICSEA value: The ACARA Index of Community Socio-Economic Advantage (ICSEA) is a scale that identifies the socio-educational advantage of a school. Values are standardised for Australia, with average of 1000 and standard deviation of 100. Blank values reflect unavailable data. School values are available at: <https://myschool.edu.au/>, and a technical explanation is available at: <https://myschool.edu.au/media/1820/guide-to-understanding-icsea-values.pdf>

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.