

	Numbers					Percentage of Year 12 school students aged 15-19 who...				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Key Indicators										
Year 12 students aged 15-19	359	335	344	304	295					
Achieved TCE	250	254	255	238	253	70%	76%	74%	78%	86%
Achieved TCEA*					12					4%
Achieved ATAR	126	115	100	96	98	35%	34%	29%	32%	33%
Patterns of Participation and Attainment										
Completed at least 120 credit points	262	261	261	250	256	73%	78%	76%	82%	87%
Did at least four TASC Level 3 or above courses	173	155	145	132	118	48%	46%	42%	43%	40%
Did at least one TASC Level 3 or above course	261	227	215	196	199	73%	68%	63%	64%	67%
Did some Maths at TASC Level 3 or above	126	132	114	109	122	39%	39%	33%	36%	41%
Did some Science at TASC Level 3 or above	76	88	79	76	86	21%	26%	23%	25%	29%
Did some VET this year or previous	253	226	216	207	190	70%	67%	63%	68%	64%
Did some VET and have an ATAR	65	56	37	45	39	18%	17%	11%	15%	13%
Proportion of VET units forming part of a certificate	0.42	0.43	0.50	0.79	0.74					
Average Participation and Attainment Measures										
Average credit points this year	59.6	61.0	62.2	72.7	68.4					
Average credit points from TASC Level 1-4 courses	102.5	108.2	98.2	97.1	102.5					
Average credit points from VET	21.6	21.4	27.8	26.9	32.4					
Mean ATAR	74.5	74.4	75.4	75.6	77.1					
Median ATAR	77.9	77.5	77.2	77.6	79.5					
Student Cohort										
Year 12 students (All)	364	336	348	304	302					
Year 12 students (Australian Residents only)	363	336	347	304	302					
Year 12 students over 19 years old	4	1	3	0	0					
Year 12 students aged 15-19 - Female	198	170	189	164	159					
Year 12 students aged 15-19 - Male	161	165	155	140	135					
Socioeconomic Context										
School ICSEA value			934	947	949					

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.

Where students have attended multiple institutions, their attainment is measured against their "Home school". This is the school they primarily attended and provided pastoral care.

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 in the school year.

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 TCEA: Year 12/13 Students awarded the TCEA (Tasmanian Certificate of Educational Achievement) in the school year. The TCEA is achieved when a student meets predetermined eligibility criteria and the application is endorsed by their school. *This figure is newly reported in 2020, and should be compared against "Year 12 students (All)".

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: Students who completed the equivalent of two years of 'full-time' study.

Did TASC Level 3 or above courses: Students who finished a TASC Level 3 or above course. 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 this year or previous: 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.

Proportion of VET units forming part of a certificate: VET units completed as part of a nationally-accredited VET qualification (Certificate I or above).

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.