

Senior Secondary Attainment Profile Report - Explanatory Notes

Year 12 students

Students enrolled in Year 12 (or 13) at a senior secondary school in the reporting year. Where students have attended multiple schools, their attainment is measured against their "home school". This is intended to reflect the school they primarily attended, which provided pastoral care.

Home schools are automatically allocated by preferencing* (amongst active, senior-secondary enrolments):

1. non-government schools with a home group
2. other non-government schools
3. government schools with the most classes.

* TASC performs manual checks and overrides in consultation with schools throughout the year to ensure this data is as accurate as possible.

The following three measures reflect the number of Year 12 students excluded from attainment measure comparisons. Note that these measures are descending cumulative from the total, to ensure each student excluded from attainment measures is counted only once.

→ Not Australian citizen or permanent resident

The number of students who are registered as international students, or are on a temporary visa

→ Aged over 19 years

Students that were aged over 19 years at December 31 of the reporting year (count excludes non-Australian citizens or permanent residents)

→ No TCE credit points achieved in Year 12

Students enrolled at a school, who did not attain any TCE credit points during the reporting year (count excludes non-Australian citizens or permanent residents, and students aged over 19)

Year 12 students aged 15-19 who are Australian citizens or permanent residents, and achieved at least 1 TCE credit point in year 12

The main reporting cohort after removing students in the above three categories. All attainment measures are compared against this figure*

For schools with five or less students, some measures are reported as "NR".

Achieved TCE

Students that have met the requirements to achieve the Tasmanian Certificate of Education (TCE) within the reporting year. The next five measures reflect the required standards to achieve the TCE.

→ Achieved 120 TCE credit points

At least 120 TCE credit points at any course level have been achieved by the student through attainment in TASC accredited senior secondary courses, Vocational Education and Training (VET) or other recognised learning

→ Achieved 80 TCE credit points at or above TASC Level 2

At least 80 TCE credit points at TASC Level 2 or above have been achieved by the student through attainment in TASC accredited senior secondary courses, Vocational Education and Training (VET) or other recognised learning

→ Everyday Adult Standard – Reading, Writing and Communication (in English)

Count of students that achieved the Everyday Adult Standard in Reading, Writing, and Communication (in English), with an award of Satisfactory Achievement (or higher) in an applicable TASC accredited course, or by passing the relevant Safety Net Test.

→ Everyday Adult Standard – Mathematics

Count of students that achieved the Everyday Adult Standard in Mathematics, with an award of Satisfactory Achievement (or higher) in an applicable TASC accredited course, or by passing the relevant Safety Net Test.

→ Everyday Adult Standard – Use of Computers and the Internet

Count of students that achieved the Everyday Adult Standard in Use of Computers and the Internet, with an award of Satisfactory Achievement (or higher) in an applicable TASC accredited course, or by passing the relevant Safety Net Test, or receiving recognition of use of computers and the internet as part of the achievement of all the other TCE standards.

Average TCE credit points

The average number of TCE credit points achieved by the cohort. The next four measures reflect the different types of learning that contribute to the overall average. The intention is to broadly demonstrate student choices and potential pathways.

→ TASC Level 1-4 courses

Average TCE credit points achieved from completion of TASC accredited senior-secondary courses (note that preliminary courses do not have credit points). All current TASC courses are found on the TASC website:

<https://www.tasc.tas.gov.au/students/courses/a-z/>

→ **HAP/UCP courses**

Average TCE credit points achieved from completion of the University of Tasmania's (UTAS) High Achiever Program (HAP) or University Connections Program (UCP) courses. All current HAP/UCP courses can be found on the TASC website:

<https://www.tasc.tas.gov.au/students/courses/utas/hap/a-z/>

<https://www.tasc.tas.gov.au/students/courses/utas/ucp/a-z/>

Further information is also available on the UTAS website:

<https://www.utas.edu.au/underwood-centre/projects-and-initiatives>

→ **Vocational Education and Training (VET)**

Average TCE credit points achieved from completion of Vocational Education and Training (VET).

→ **Recognised Formal Learning**

Average TCE credit points achieved from completion of other formal qualifications recognised by TASC, includes extracurricular learning and General Capabilities Short Courses.

Achieved ATAR

The number of students that received an Australian Tertiary Admissions Rank (ATAR) in the reporting year.

Where applicable, this measure also includes the number of *Achieved IB Diploma*.

→ **Average ATAR**

The mean (or average) ATAR received by the reporting cohort.

→ **Median ATAR**

The median (or most common) ATAR received by the reporting cohort.

Achieved IB Diploma

The number of students that achieved the International Baccalaureate (IB) Diploma. Further information is available on the IB website: <https://www.ibo.org/>

Achieved TCEA

The number of students that achieved the Tasmanian Certificate of Educational Achievement (TCEA). The TCEA is for students for whom other certificates do not provide an adequately just and fair account of their participation and achievements in their senior secondary years.

**This measure is derived from Year 12/13 Australian residents aged 15-19.*

Further information is available on the TASC website:

<https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-educational-achievement/>

Socioeconomic context

The ACARA Index of Community Socio-Economic Advantage (ICSEA) is a scale that identifies the socio-economic 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>

Vocational Education and Training

Patterns of Participation and Achievement

→ Completed a VET unit

The number of students that successfully completed at least one VET unit of competency and received a Statement of Attainment.

→ Completed a VET qualification

The number of students that successfully completed a VET qualification recognised at Certificate I or higher.

→ Completed a VET qualification and achieved the TCE

The number of students that successfully completed at least one VET qualification recognised at Certificate I or higher and also achieved the TCE.

→ Completed a VET qualification and achieved an ATAR

The number of students that successfully completed at least one VET qualification recognised at Certificate I or higher and also received an ATAR.

VET Certificates

The number of students that successfully completed VET certificates accredited at different Australian Qualifications Framework (AQF) levels.

Further information on the AQF is available at <https://www.aqf.edu.au/>