

Direct Continuation 2018–2022

Cressy District High School

	Numbers					Time Series	Percentage of Year 10 Cohort					Time Series	Trend Indicator	
	Year 10	2016	2017	2018	2019		2020	2016	2017	2018	2019			2020
	Year 12	2018	2019	2020	2021		2022	2018	2019	2020	2021			2022
Year 10 Cohort		46	33	28	41	28								
Year 11 Students		38	27	20	31	22			83%	82%	71%	76%	79%	▲
Year 12 Students		30	20	14	23	17			65%	61%	50%	56%	61%	▲
Achieved the TCE		19	13	10	11	7			41%	39%	36%	27%	25%	▼
Achieved an ATAR		5	4	3	1	1			11%	12%	11%	2%	4%	▼
Attained a VET Certificate		17	8	5	8	5			37%	24%	18%	20%	18%	▼

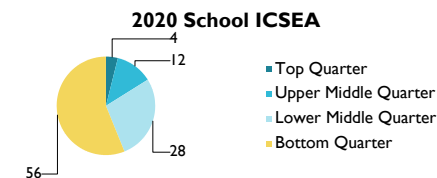
Student Background

Index of Community Socio-Educational Advantage (ICSEA)

	2016	2017	2018	2019	2020
School ICSEA Value	939	947	933	939	944

Distribution of Students (2020)

Bottom	Middle	Top
56%	28%	12%
		4%



Explanatory Notes

Direct Continuation Reports show data for students in the Year 10 cohort at a school and their subsequent participation and attainment through Year 11 and Year 12. The direct continuation is shown irrespective of where they undertook these studies.

Direct Continuation: a student must successfully complete a course recognised by TASC in the next year to be considered a direct continuation. The study can be at any Tasmanian school, Registered Training Organisation or organisation delivering TASC recognised formal learning.

Year 10 Cohort: Students at a school 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 2019–2020, 2018–2020, and 2016–2020.

◀ average slope within $\pm 1.0\%$ per year ▲ trending up ▼ trending down

Trend symbols are not formal statements of significant changes, but simple indicators to guide reading the time-series data.

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.