

Direct Continuation 2018–2022 Tarremah Steiner School

		Numbers					Time	Percentage of Year 10 Cohort				hort	Time	Trend
	Year 10	2016	2017	2018	2019	2020	Series	2016	2017	2018	2019	2020	- Series	Indicator
	Year 12	2018	2019	2020	202 I	2022		2018	2019	2020	2021	2022		
Year 10 Cohort		14	18	20	18	П		-						
Year II Students		13	18	18	18	11		93%	100%	90%	100%	100%		
Year 12 Students		11	18	17	18	10		79%	100%	85%	100%	91%		•
Achieved the TCE		11	16	15	17	9		79%	89%	75%	94%	82%		•
Achieved an ATAR		11	13	13	П	5		79%	72%	65%	61%	45%		•
Attained a VET Certificate	:	0	2	I	1	0		0%	11%	5%	6%	0%		•

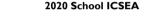
Student Background

Index of Community Socio-Educational Advantage (ICSEA)

	2016	2017	2018	2019	2020
School ICSEA Value	1108	1109	1111	1117	1118

Distribution of Students (2020)

			•	,	
Bottom	Mic	7	Тор		
1%	12%	32%	5	55%	





- Top Ouarter Upper Middle Quarte
- Lower Middle Quarter Bottom Ouarter

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

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 II Students: Students who directly continued into Year II in the year after Year IO.

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 ±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.