

Explanation of the Year 12 attainment data profiles

13 August 2010

Element of the data profile	Possible relevance of this element of the profile to understanding performance	Standardised measures of the difference between the school/college figure and comparison values are provided ¹
Year 12/13 and adult students	<p>The cohort of students completing the second or subsequent year since completing Year 10. Achievement data is for these students in any year up to and including this particular year. Students are included only if they have attained one or more units of credit in TQA accredited, TQA recognised or nationally recognised Vocational Education and Training (VET) in this year for which information has been provided to the TQA. That is, students who are not assessed or who do not successfully complete any competencies or other studies are not included.</p> <p>Notes: - includes TAFE/ Tasmanian Tomorrow VET data from 2008.</p>	No
are Australian residents	This figure allows comparisons with state-wide data to be more meaningful as it excludes exchange students, those on student visas and those taught overseas.	No
aged over 19 years old	There can be big differences between schools/colleges in their proportions of 'mature' age students. Participation and achievement patterns would be expected to be different for 'mature' age students.	No
aged between 15 and 19	The age group expected to complete senior secondary soon after finishing Year 10. This population forms the state-wide, post-compulsory, student cohort against which comparisons further are made.	No
Of these students...	That is, the group of year 12/13 students who are Australian Citizens/permanent residents aged 15 to 19 as at December 31 in the year for which the data are provided.	

Element of the data profile	Possible relevance of this element of the profile to understanding performance	Standardised measures of the difference between the school/college figure and comparison values are provided ¹
... completed at least 120 credit points	The group of students that completes the equivalent of two years of 'full-time' study. This provides a basis for comparison of the completion rates of 'full-time' study with the school/college's expectations.	Yes
... achieved TCE in this year	<p>The group of students who this year meet the requirements for the award of the TCE : standards for</p> <ul style="list-style-type: none"> • participation and achievement (120 credit points with at least 80 at level 2 or above) in VET, TQA accredited senior secondary courses or TQA recognised courses • everyday adult reading, writing, mathematics, use of computers and the internet <p>The standards may be met by a student over time and in a wide range of settings.</p> <p>Note: This element was not available before 2009.</p>	
... have an ATAR	<p>An (indirect) indicator of the aspirations and expectations of the cohort – an ATAR (Australian Tertiary Admission Rank) is used for direct entry to university. A school/college with a high proportion of ATAR eligible students may be seen as attracting a different mix of students in comparison with a school/college with a low proportion of ATAR eligible students.</p> <p>Note: Before 2009, the ATAR was known as the TER. This was a change of name only.</p>	Yes
... did some VET	These students completed at least one unit of competence. This is an (indirect) indicator of aspirations of the student cohort and the student response to those aspirations. A school/college with a relatively high proportion of students doing VET may be seen as responding to the mix of students in the cohort by encouraging the take-up of nationally recognised training.	Yes

Element of the data profile	Possible relevance of this element of the profile to understanding performance	Standardised measures of the difference between the school/college figure and comparison values are provided ¹
... did at least one TQA level 3	An (indirect) indicator of aspirations and the response to those aspirations. A high proportion of students taking at least one TQA level 3 (was TCE level 5) may indicate a cohort where most students expect to 'have a go' at a TQA level 3 subject.	Yes
... did some maths at TQA level 3	An (indirect) indicator of priorities in subject choice [which may, or may not, reflect values and ideals of the student cohort and the values, priorities and culture of the school/college].	Yes
... did some science at TQA level 3	An (indirect) indicator of priorities in subject choice [which may, or may not, reflect values and ideals of the student cohort and the values, priorities and culture of the school/college].	Yes
... did some VET and have a ATAR	An indicator of the separation in practice between the school's 'academic' and VET pathways. The lower the figure, the greater the separation between the two pathways and their student cohorts.	Yes
... did at least 4 TQA level 3 subjects	An (indirect) indication of the mix of students in the cohort.	Yes
... proportion of VET units forming part of a complete certificate	Extent to which VET students have sets of VET competencies that make up complete certificates. This statistic may have some meaning when set against a school/college's expectations.	Only the change on the previous year is provided)
... average TQA credit points	An indicator of the take-up of TQA accredited senior secondary courses by students.	No
... average VET credit points	An indicator of the take-up of VET courses by students. The divisor for this average is the total number of students in the cohort. VET take-up as a proportion of total educational achievement is generally quite low.	No

Element of the data profile	Possible relevance of this element of the profile to understanding performance	Standardised measures of the difference between the school/college figure and comparison values are provided ¹
... mean ATAR	An indicator of 'year 12 academic performance'. Provides the 'average' for those students who achieved a ATAR	Yes
... median ATAR	An indicator of 'year 12 academic performance'. This is the 'middle' ATAR result.	Yes
... mean year 12 points score	An indicator of 'year 12 academic performance' using performance in all subjects – TQA accredited, VET and TQA recognised.	Yes
... median year 12 points score ...	The 'middle' year 12 points score	Yes
... mean SES advantage / disadvantage ... standard deviation SES	An indicator of the level and variation in affluence of those areas in which students live. The data is based on ABS advantage / disadvantage data using student home addresses. This is an indirect indicator of the approximate mix of socio-economic backgrounds of the student cohort. The indicators use the ABS information from the 2006 census.	Yes
... mean Remoteness ... standard deviation Remoteness	An indicator of remoteness based on address. This uses 206 ARIA values (Accessibility/Remoteness Index of Australia).	Yes

¹ Standardised measures of the difference between the school/college figure and comparison values are provided for items where this measure may have some meaning. These measures can be used to judge the significance of the differences between the school/college figure and the comparison value. There are two comparisons: one with the state-wide data and one with the data for the relevant school sector. In addition a measure of the significance of any difference in the values between this year and the previous year are provided.