



TISC Consultation on Year 12 Course Incentives

Discussion Paper

July 2024

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Introduction

The Tertiary Institutions Service Centre (TISC) was established on 10 December 1975 by an agreement of the participating tertiary institutions. A constitution was drawn up in June 1984 to establish the Tertiary Institutions Service Centre (Incorporated) (TISC Inc). In 2017, as a result of a strategic review conducted the previous year, a new constitution was adopted, and TISC registered as a not-for-profit company, limited by guarantee, on 1 February 2018. TISC Ltd is also registered as a charity with the Australian Charities and Not-for-profits Commission.

TISC's Vision: Seamless, inclusive access to tertiary education in Western Australia.

TISC's Mission: TISC provides innovative, transparent, flexible, high quality admissions and related services for Western Australian tertiary education institutions and their students.

TISC's Values: Inclusive. Service-oriented. Future-focussed. Accountable.

TISC's Major Activities

1. Processing of applications for admission to member universities for undergraduate programs of study and other courses as agreed from time to time.
2. Calculate the Australian Tertiary Admission Rank (ATAR) for eligible WA students.
3. Enhance and facilitate interest and participation in higher education in WA.
4. Publication of information in relation to admission to Western Australian universities.
5. Conduct of specially designed tests such as the Special Tertiary Admissions Test (STAT).
6. Administration of the Western Australian Universities Foundation Program (WAUFP).

Over the course of 2023 the TISC Board of Directors (the Board) discussed the granting of incentives for particular ATAR courses in Western Australia's calculation of the Australian Tertiary Admissions Rank (ATAR). In particular, the Board recognised that WA is the only State that includes a bonus for particular Year 12 subjects scaled scores in the calculation of its students' ATARs.

In other States, incentives for studying particular Year 12 subjects are applied post ATAR calculation and are applied at a State, university, or university faculty/course level. The term 'Selection Rank' is frequently used to signal the application of such an incentive to a student's ATAR. There are various approaches across the Eastern States used to identify which Year 12 subjects are incentivised and how.

The Board made the decision during 2023 to remove incentives from calculation of WA students' ATAR from Year 12 students from 2026. This decision recognised WA's approach to incentives is currently an outlier and has a negative impact on those students studying Year 12 courses which do not receive an incentive as part of their ATAR calculation.

Following feedback on this decision in early 2024, the Board agreed to postpone implementation of any change to ATAR calculations in WA to 2027. This postponement recognises the impact on 2024's Year 10 students studying 'accelerated' ATAR courses over 2024-25 in particular.

TISC acknowledges that incentives for students to study particular Year 12 subjects need to be reviewed to support WA having sustainable numbers of Year 12 students taking subjects of importance to WA into the future. This discussion paper has been prepared to:

- inform stakeholders of the current approaches used by WA and other States as incentives to study Year 12 subjects;
- provide background information and commentary on the results of the current incentive approach in WA over the 2020-21 to 2023-24 admissions cycles; and
- invite any stakeholder or member of the public to make a submission to TISC on how WA can best provide incentives to study particular Year 12 subjects from 2027 onwards.

The objectives for this consultation are:

- (i) to provide information on the current incentives to study Languages other than English (LoTE), Maths Methods, and Maths Specialist in Western Australia;**
- (ii) to highlight opportunities for any future provision of incentives to study particular Year 12 courses;**
- (iii) to seek input from interested stakeholders on current and future incentive approaches for Year 12 studies in Western Australia;**
- (iv) to develop associated recommendations for the consideration of the TISC Board.**

What is the ATAR?

Assessing students for university entrance is, in many cases, a comparative process. The Australian Tertiary Admission Rank (ATAR) is a way to compare the results of thousands of students, studying in hundreds of schools, over a range of subjects in different fields of education in a way that is fair and timely. The ATAR is a rank, not an academic result. It indicates how each student has performed in comparison to their peers. An ATAR is different to school assessment and exam scores.

A Western Australian ATAR is a rank position in the *total WA Year 12 school leaving age population*. This population set is not just people enrolled in Year 12 nor just those taking ATAR subjects. The population set includes all people of the same age profile of Year 12 students who are not in school but may be working, completing an apprenticeship, etc. Therefore, an ATAR of 75.00 means you performed better than 75 per cent of *all people of Year 12 school leaving age* in Western Australia in that particular year.

The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with ATAR results in other states.

How is the ATAR calculated in Western Australia?

The calculation of an ATAR is based on scaled scores in ATAR courses. Note: WA is the only State that calls its highest level Year 12 courses 'ATAR courses'. It can get a bit confusing referring to the ATAR as well as 'ATAR courses' because they are different things. But we'll do our best to make it clear which we are referring to in this paper.

For an in depth explanation of how TISC uses school assessments and WACE exam results to calculate the scaled scores used for the ATAR we suggest you refer to the TISC website where you will find the following resources:

<https://www.tisc.edu.au/static/guide/atar-about.tisc>

<https://www.tisc.edu.au/static/guide/video.tisc>

<https://www.tisc.edu.au/static-fixed/download/tisc-presentation-for-year12.pptx>

The ATAR is calculated from your Tertiary Entrance Aggregate (TEA).

The TEA is the sum of each student's best four scaled scores plus, if they take one or more of the following courses, 10% of their best Language other Than English (LoTE) scaled score, 10% of their Mathematics Methods (Methods) scaled score and 10% of their Mathematics Specialist (Specialist) scaled score. A student will receive these bonuses even if these course/s are not in their best four scaled scores used to calculate their TEA.

The **maximum WA TEA is 430**. To get that maximum a student would need to get a scaled score of 100 in four ATAR courses. Three of those subjects need to be a LoTE, Methods, and Specialist, for each of which you will receive a 10 point (i.e. 10%) bonus.

In this way, incentives are provided to WA students to study one or more of a LoTE, Methods, and Specialist ATAR courses. These incentives are currently embedded in a student's TEA and ATAR calculations.

However, if you select ATAR courses that do not attract a bonus, then your **maximum TEA is limited to 400**.

Each student's TEA will be calculated and then converted to an ATAR, which tells each student where they are ranked relative to other people of school leaving age in WA in that year. The highest possible ATAR is 99.95 (i.e., the top ranked 0.05% of people of school leaving age in that year). ATARs are issued in steps of 0.05 so the next ATAR issued is 99.90, then 99.85 and so on. That means 20 ATARs from 99.00 to 99.95. So, in total there are $100 \times 20 = 2,000$ possible ATARs. Depending on the size of the school leaving population each year, there are around 15 people represented in each ATAR in WA.

See the link below for more technical information on how ATARs are produced.

<https://www.tisc.edu.au/static-fixed/statistics/ter-frequency/atar-technical-specification.pdf>

What information do we have on current incentives?

Appendix 4 provides charts on WA students receiving bonus point incentives for Year 12 LoTE, Methods and Specialist courses over 2020-2023. Key points from these charts include:

1. Over the 2020-2023 period 6,946 Year 12 students received a scaled score bonus for one or more of Methods, and/or, Specialist, or their highest LoTE course (bonus courses). Of those, 3,448 studied one bonus course, 2,978 studied two bonus courses, and 520 students studied 3 bonus courses.
2. In 2023 (2,145) there was a 31% increase in students receiving a bonus compared to 2022 (1,635).
3. Across LoTE, Methods, and Specialist courses over 2020-2023 10,964 bonuses were received from students taking 1, 2, or 3 bonus courses.
4. In 2023 (3,357) there was a 30% increase in the number of bonuses received compared to 2022 (2,589).
5. Annual increases over 2020-21 and 2021-22 were comparatively low, at between 1-3%, for number of students and number of bonuses received. The larger increase between 2022 and 2023 may be due to demographic or other factors, as well as student demand.
6. LoTE bonus recipients increased from 472 in 2020 to 668 in 2023, which is a 32% increase from 2022 (506).
7. Methods bonus recipients increased from 1,363 in 2020 to 1,888 in 2023, which is a 31% increase from 2022 (1,439)
8. Specialist bonus recipients increased from 636 in 2020 to 801 in 2023, which is a 24% increase from 2022 (644).
9. The average number of bonus points per course over the 2020-2023 period:

LoTE (Combined)	6.80
Methods	6.88
Specialist	7.00
10. The number of students receiving 1 bonus subject score increased from 780 in 2020 to 1,091 in 2023, which is a 34% increase from 2022 (814).
11. The number of students receiving 2 bonus subject scores increased from 688 in 2020 to 896 in 2023, which is a 30% increase from 2022 (688).
12. The number of students receiving 3 bonus subject scores increased from 105 in 2020 to 158 in 2023, which is a 19% increase from 2022 (133).
13. A majority of bonuses received are for scaled scores of 60+ in LoTE, Methods, and Specialist courses.
14. The vast majority of students receiving a bonus attend schools in the Perth metropolitan area.
15. There are comparable numbers of students receiving a bonus from government and non-government schools.

16. The three schools with the largest cohorts of students receiving a bonus from government schools have a proportionally higher share of bonus students in schools of that type than the three non-government schools with the largest cohorts of students receiving a bonus.

How does the current bonus point incentive impact the ATAR of students in WA?

Currently, students in WA are incentivised to study ATAR courses through a 10% bonus included in their TEA for each scaled score in Methods, Specialist, and their highest scoring LoTE course. What range of bonus points do students taking those incentivised courses achieve, and what is the impact on their ATAR?

Appendix 4 contains selected charts detailing WA bonus point incentives to LoTE, Methods and Specialist courses over 2020-2023. These charts include data on student numbers by school type, location, bonus point ranges, and by year.

Chart C7 provides the average bonus points achieved per student taking one, two, or three bonus courses over the four year 2020-2023 period. The averages over that period are:

- one bonus course – 6.3 bonus points per student
- two bonus courses - 14.1 bonus points per student
- three bonus courses – 22.6 bonus points per student.

The way ATARs are allocated means that at the higher end of the TEA range, larger differences in TEA are required to deliver a higher ATAR. For example, a student with a TEA of 295.20 will receive an ATAR of 95.00. This student would need an extra **8.4** TEA points to get an ATAR of 96.00. However, a student with a TEA of 225.90 will only need an extra **2.2** TEA points to boost their ATAR from 75.00 to 76.00. See Table 1 below.

Table 1 is a conversion table showing the ATAR for a range of TEA scores for Year 12s in 2023. An expanded 2023 conversion table is available here: <https://www.tisc.edu.au/static/guide/atar-about.tisc>

Table 1 - TEA to ATAR Conversion Table Extract-2023

Minimum TEA	ATAR	Minimum TEA	ATAR	Minimum TEA	ATAR
402.5	99.95	272.9	91.00	240.3	81.00
393.4	99.90	268.7	90.00	237.8	80.00
373.3	99.70	264.7	89.00	235.4	79.00
346.0	99.00	260.7	88.00	232.7	78.00
327.4	98.00	257.3	87.00	231.0	77.25
313.4	97.00	254.2	86.00	230.3	77.00
303.6	96.00	251.4	85.00	228.1	76.00
295.2	95.00	248.3	84.00	225.9	75.00
288.5	94.00	245.5	83.00	223.7	74.00
282.8	93.00	242.9	82.00	219.5	72.00
277.8	92.00	241.8	81.60	215.7	70.00

Appendix 1 details the impact of a range of bonus points on a student's ATAR at different ATAR starting points and for students who study one, two, or three incentivised Year 12 courses. For example,

For the students taking one bonus course an average increase in their TEA of 6.3 points would deliver an increase in their ATAR reflecting their initial TEA. For example:

$$95.00 \text{ (295.2 TEA)} \text{ to } 95.70 \text{ (295.2+6.3=301.5)} = 14 \text{ ATARs}$$

85.00 (251.4 TEA) to 86.90 (251.4+6.3=257.7) = 38 ATARs

75.00 (225.9 TEA) to 77.75 (225.9+6.3=232.2) = 55 ATARs

As each ATAR represents around 15 people, that means a student with 6.3 bonus points in the examples above would move ahead of the following number of people in the rankings as a result of getting their bonus:

95.00-95.70=14 ATARs which equals 14x15 people = 210 people higher

85.00-86.90=38 ATARs which equals 38x15 people = 570 people higher

75.00-77.75=55 ATARs which equals 55x15 people = 825 people higher

How Year 12 course incentives are offered in other Australian States

As we've explored, WA incentivises students to take particular Year 12 courses through incorporating adjustment factors (i.e. 10% bonuses) in its ATAR calculations. Other States, apart from 'increments' in Victoria, add any adjustment factor after calculation of the ATAR. This is part of creating a 'Selection Rank'. A Selection Rank is an ATAR plus one or more adjustment factor(s) and may be used for admission decisions at universities.

WA universities also use Selection Ranks. After calculating the WA ATAR, adjustment factors that reflect a student's school location, home address, and/or parents' level of education may be applied and a Selection Rank created for that student by one or more universities. In most cases, students are advised of these selection ranks, if applicable to them, via their Universities Admission Advice Letter received with their final scaled scores and ATAR results at the end of the year.

Appendix 2 provides details of how other Australian States provide adjustment factors or other incentives for students to take particular Year 12 courses in their State.

In summary:

State	Aggregate, ATAR, or Selection Rank Adjustments
New South Wales	<p>Selection rank adjustments are applied differently from institution to institution and from course to course within the same institution.</p> <p>'You need to know that:</p> <ul style="list-style-type: none">• adjustments do not change your ATAR; they change your selection rank for a particular preference• your selection rank = your ATAR + adjustments• institutions automatically adjust your selection rank if you are eligible• you may need to have a minimum ATAR before you are eligible for adjustments to your selection rank.'
Queensland	<p>You can get an adjustment for successfully completing specific Year 12 subjects. The adjustments are added to the ATAR to create a selection rank, and can make you more competitive. Institutions decide which subjects they give adjustments for, and how many.</p>

State	Aggregate, ATAR, or Selection Rank Adjustments
<p>South Australia/ Northern Territory</p>	<p>Universities Language, Literacy and Mathematics Scheme The Universities Language, Literacy and Mathematics Scheme encourages students to strengthen their preparation for higher studies by studying a language other than English, or specified English and Mathematics subjects.</p> <p>SATAC will adjust your aggregate by either 2 points (for one eligible subject) or 4 points (for 2 or more eligible subjects). (note: 90 is the highest possible SATAC aggregate score. SATAC advises adjustments are post ATAR to create the equivalent of a selection rank)</p> <p>The Scheme applies to most undergraduate courses. The exceptions are courses that lead to medicine or veterinary science qualifications in SA/NT.</p>
<p>Tasmania</p>	<p>ATAR-related adjustments</p> <p>The University of Tasmania uses internal adjustment but only as part of its Rural Application Process for places in medicine: https://www.utas.edu.au/health/study/medicine/rural-application-process</p>
<p>Victoria</p>	<p>Increments If available, a maximum of two increments are added to your primary four during the calculation of your aggregate. Increments could be:</p> <ul style="list-style-type: none"> • ten per cent of a fifth or sixth permissible scaled score • a permissible unscored VCE VET or VE3 increment • a permissible higher education study increment • Year 12 credit for studies completed interstate • an increment for legitimate one year students <p>Subject adjustment points Year 12 subject adjustment points may be awarded to eligible Year 12 applicants as part of the selection process. Subject adjustment points are applied to the aggregate, not the ATAR, to create a course selection rank.</p> <p>Subject Adjustment Points are determined by each university by course.</p>
<p>Western Australia</p>	<p>TEA bonus points – included in the TEA calculation and are incorporated into each eligible student's ATAR:</p> <p>10% highest LoTE scaled score 10% Maths Methods scaled score 10% Maths Specialist scaled score</p>

An example of the NSW approach to combining Year 12 course adjustment factors with an ATAR to create a selection rank is given below via an extract from the University of Technology, Sydney's website:

<https://www.uts.edu.au/study/year-12-adjustment-factors> (downloaded 7.35am 31 May 2024)

List of HSC subjects which have adjustment factors for the course **Bachelor of Medical Science Bachelor of Business**

Subject code	Subject name	Performance band	Adjustment points
15030	Biology	6	4
		5	3
		4	2
15050	Chemistry	6	4
		5	3
		4	2
15140	English Advanced	6	4
		5	3
		4	2
15160	English Extension 1	E4	4
		E3	4
		E2	2
15170	English Extension 2	E4	4
		E3	4
		E2	2
15236	Mathematics Standard 2	6	4
		5	3
		4	2
15250	Mathematics Extension 1	E4	4
		4	2
15260	Mathematics Extension 2	E4	4
		E3	4
		E2	2
15330	Physics	6	4
		5	3
		4	2
15345	Science Extension	E4	4
		E3	4
		E2	2

The maximum number of adjustment factors you can receive is 5 for the courses listed above

Why is it important to review WA's approach to incentives?

At the moment LoTE, and higher level Maths (Methods and Specialist) receive an incentive through a bonus of 10% of their ATAR course scaled score(s) being added to the student's TEA. In this way, students in WA who take one of more of the above WACE courses are at a systemic advantage compared to their peers who have not chosen, or do not have the opportunity to take these courses.

This approach incentivises one group of students at the expense of their peers who do not study WACE courses that attract a bonus

A student's ATAR should be based solely on their relative academic performance, rather than being skewed by the discipline preferences of others. Yes, languages and maths are important and we should encourage students to study those subjects at the highest levels they can. But in today's world we need physicists, chemists, musicians, authors, geneticists, computer scientists, philosophers, engineers, and many other discipline specialists.

There are a number of ways incentives can be provided for studying LoTE, higher level maths, and other Year 12 studies deemed desirable by stakeholders. Such incentives can be designed so they have a neutral impact on the potential ATAR of those students studying other Year 12 courses.

Stakeholder feedback has been received by TISC on the revised TEA criteria from the WA Minister for Education, school sector leaders, students, parents, school teachers, and university lecturers. Feedback has been focussed on two key issues:

- I. The potential impact on enrolments in Languages other than English, Methods, and Specialist ATAR courses.

TISC recognises school sector and community concerns about a potential drop in enrolments in the above ATAR courses. Feedback received by TISC details the history of supporting LoTE and higher Maths enrolments in WA schools through the TEA bonus incentives. TISC acknowledges above and in Appendix 2 that in other jurisdictions various 'adjustment factors' of one form or another can be applied either at the University or statewide level for a range of subjects studied in senior high school years at the State, institution, or university course level. A key question for WA stakeholders is what we can learn from other State approaches to recognise/incentivise enrolments in particular Year 12 courses.

- II. The impact on 2024 Year 10 students of a 2026 implementation year. TISC acknowledges the cohort of 'accelerating' 2024 Year 10 students would be unreasonably impacted by the 2026 implementation year; and that 2024 Year 10 students had been planning their Year 11 and 12 studies on the basis of the current TEA calculation approach, i.e. including bonus point incentives.

TISC has recognised these impacts on 2024 Year 10 students and has agreed to implementation of the revised TEA criteria from 2027.

Appendix 3 explores the impacts on other groups of any revision to Year 12 study incentives

Subsequent to advising the deferral of the revised TEA criteria to 2027, TISC has received written feedback from parents congratulating TISC on the decision to remove bonus points from the TEA calculations and expressing dissatisfaction with having the revision to TEA criteria postponed to 2027. These parents are providing a voice for the 78% of 2023's ATAR students who did not complete a LoTE, Methods, or Specialist course and are disadvantaged with respect to their ATARs through the current approach to WA Year 12 course incentives.

TISC welcomes the opportunity to seek stakeholder input on how WA can support and/or incentivise students to take those year 12 studies the State, Schools, Universities, and others in the WA community think are important for the State's future.

TISC believes any incentive applied to an individual student should have a neutral impact on other students.

There are a number of approaches in Appendix 2 that provide these incentives whilst having a neutral impact on peer students in each Year 12 cohort. These include:

- Universities nominating their own incentive/recognition scheme(s) based on Year 12 studies' alignment with university courses/fields of education. This is reflected in the approaches taken by NSW, Victoria, and Queensland and for subject adjustment points in Victoria.
- State wide incentives for particular Year 12 courses with a limit to the adjustment factors applied post ATAR calculation. This approach is taken by South Australia/Northern Territory.
- State wide TEA 'increments' awarded for particular Year 12 study. For example, in Victoria increments are available for selected VET studies and 10% of a 5th or 6th ATAR course equivalent.

TISC looks forward to working with stakeholders to design and implement incentives for studying WA Year 12 courses which have a neutral impact on those students completing other Year 12 studies. TISC recognises the terms and conditions of these incentives need to be promulgated so that any such incentives can be advised to 2025's Year 10 students and their advisors in time to support their selection of Year 11 subjects.

Summary

The details from this paper provide context for TISC consultations on future incentives for students to support their Year 12 studies. We have covered the current TEA bonus incentive on WA LoTE, Methods, and Specialist scaled scores and associated metrics; the impact that incentive has on WA students receiving TEA bonus points, and on those WA students who do not receive bonus points; how the TEA bonus point incentive impacts on various stakeholder groups; and what incentive approaches are in place in other States in Australia.

TISC is consulting with the education sector and with the wider WA community on the incentives WA can provide to motivate students to study the highest level courses they can in Year 12. We would appreciate your responses to the following consultation questions.

Consultation Questions

1. What is your view on providing incentives to ensure sufficient numbers of students are studying Year 12 courses that align with the changing needs of Western Australia's economy and society?

Assuming incentives for particular Year 12 courses are continued:

2. How can Western Australia best incentivise Year 12 students to study particular Year 12 courses/fields of education?
3. What impact(s) would those approaches have on other Year 12 students, teachers, academics, schools, tertiary institutions, and other stakeholders?
4. How would you ensure any incentives for Year 12 students to study particular Year 12 courses/fields of education have a neutral impact on Year 12 students studying those courses/fields of education without an incentive?
5. What other approaches to incentivise final year secondary students to study particular courses or fields of education in use elsewhere in Australia or in other countries could be of interest to Western Australia?
6. What are preferred approaches for selecting Year 12 courses/fields of education to be incentivised?

Make a submission

The TISC Board invites all interested stakeholders to make a submission on this discussion paper via email to info@tisc.edu.au including your name, organisation (as required), role, and address.

Submissions are due by 30 August 2024. Any submissions received after this date will be considered at TISC's discretion.

Submissions can be made either individually or on behalf of your organisation. Where you make a submission on behalf of your organisation, you are confirming that you have the associated authority to make that submission.

Unless requested otherwise, all submissions will be treated as public documents. This means we can choose to publish the submission if required.

If you do not consent to the publication of all or part of your submission, you must state this when you submit your response. This includes if you consent to the publication of your name or organisation.

Where consent is provided, TISC reserves the right to edit, publish, or not publish at its discretion.

Appendix 1 – Impacts of a range of bonus points on a student’s ATAR

This Appendix details the impact of a range of bonus points on a student’s ATAR at different ATAR starting points and for students who study one, two, or three incentivised Year 12 courses. For example,

For the students taking one bonus course an average increase in their TEA of 6.3 points would deliver an increase in their ATAR reflecting their initial TEA. For example:

95.00 (295.2 TEA) to 95.70 (295.2+6.3=301.5) = 14 individual ATARs

85.00 (251.4 TEA) to 86.90 (251.4+6.3=257.7) = 38 individual ATARs

75.00 (225.9 TEA) to 77.75 (225.9+6.3=232.2) = 55 individual ATARs

As each ATAR represents around 15 people, that means a student with 6.3 bonus points in the examples above would move ahead of the following number of people in the rankings:

95.00-95.70=14 ATARs which equals 14x15 people = 210 people higher

85.00-86.90=38 ATARs which equals 38x15 people = 570 people higher

75.00-77.75=55 ATARs which equals 55x15 people = 825 people higher

Extrapolating the above results for students taking two bonus courses receiving the average 14.1 bonus TEA points gives the following sample range of outcomes:

95.00 (295.2) to 96.60 (309.3) = 32 ATARs = 448 people higher

85.00 (251.4) to 89.20 (265.5) = 84 ATARs = 1260 people higher

Extrapolating the above results for students taking three bonus courses receiving the average 22.6 bonus TEA points gives the following sample range of outcomes:

95.00 (295.2) to 97.35 (317.8) = 47 ATARs = 705 people higher

85.00 (251.4) to 91.20 (274.0)=124 ATARs = 1860 people higher

The examples above show the impact of bonus points on TEAs and ATARs as well as highlighting the ATAR advantage those bonuses deliver over students without those bonuses, all other things being equal.

Let’s illustrate this impact with two example students below

Student Sam

2023 ATAR Course (Mean scaled score)	Sam’s Scaled Score (P90)
Literature ATAR (65.8)	83.3
Chemistry ATAR (63.4)	79.9
Physics ATAR (63.0)	79.6
Politics and Law ATAR (61.5)	79.0
Tertiary Entrance Aggregate	321.8

Student Ashley

2023 ATAR Course (Mean scaled score)	Ashley's Scaled Score (P90)
French Second Language ATAR (68.5)	86.5
Mathematics Specialist ATAR (67.8)	85.1
Literature ATAR (65.8)	83.3
Mathematics Methods ATAR (64.9)	81.4
Sub-Total	336.3
LoTE Bonus	8.65
Mathematics Specialist Bonus	8.51
Mathematics Methods Bonus	8.14
Tertiary Entrance Aggregate	361.6

In the above example student Sam is studying four ATAR courses and achieves at the 90th percentile in each of those courses. Sam's four scaled scores equate to a TEA of 321.8. Sam receives no bonus and so Sam's 2023 ATAR is 97.60.

Student Ashley is studying Literature, as did Sam, but also studies Methods, Specialist and a LoTE ATAR courses and achieves at the 90th percentile in each of those courses, just like Sam. Ashley's top four scaled scores total 336.3 which without a bonus translates to an ATAR of 98.55.

However, Ashley receives a 10% bonus on the LoTE, Methods and Specialist courses which lead to a final TEA of 361.6 and a 2023 ATAR of 99.50. Ashley's TEA bonus points have delivered an increase of 19 ATARs, and so moves Ashley up the rankings by ~285 people, all other things being equal.

In the above example it is worth noting that both Sam and Ashley's ATAR courses have been scaled up, as is appropriate for students' performance in these courses. The increased TEA that comes from those scaled up scores in Ashley's case is then compounded by applying a 10% incentive to bonus course scaled scores.



Appendix 2 – Subject Adjustments to Tertiary Aggregates by State 2023-24

State/Aggregate Reqs*	ATAR Requirement	Aggregate Adjustments
New South Wales	10 HSC units (Best 2 English, best remaining 8. No more than 2 Cat B units (examined VET))	<p>University selection rank adjustments https://www.uac.edu.au/future-applicants/admission-criteria/university-selection-rank-adjustments</p> <p>Many applicants receive an offer to a course even though they have an ATAR below the published lowest selection rank. Often this is because other factors have been considered in combination with their ATAR and their selection rank for that course has been adjusted (and is higher than their ATAR).</p> <p>These adjustments, which we used to refer to as ‘bonus points’, are due to factors such as performance in Year 12 subjects (only applies to current Year 12 students), living or attending school in a certain area, and applying for consideration through the Educational Access Scheme.</p> <p>Selection rank adjustments are applied differently from institution to institution and from course to course within the same institution. Visit each institution’s website for details.</p> <p>You need to know that:</p> <ul style="list-style-type: none"> • adjustments do not change your ATAR; they change your selection rank for a particular preference • your selection rank = your ATAR + adjustments • institutions automatically adjust your selection rank if you are eligible • you may need to have a minimum ATAR before you are eligible for adjustments to your selection rank. <p>As selection rank adjustments are course-specific, your selection rank can be different for each of your course preferences. For example:</p> <p>University of Sydney: https://www.sydney.edu.au/study/applying/admission-pathways/academic-excellence-scheme.html</p> <p>Several courses are excluded from the Uni of Sydney Scheme. See the website for exclusions.</p> <p>University of Technology, Sydney: https://www.uts.edu.au/study/year-12-adjustment-factors https://www.uts.edu.au/study/undergraduate/admission-requirements/admissions-schemes/year-12-subject-scheme</p> <p>UTS has a range of adjustment points across many of its courses provided for multiple Year 12 HSC subjects.</p>

State/Aggregate Reqs*	ATAR Requirement	Aggregate Adjustments
<p>Queensland</p>	<p>Five General subjects (units 3 and 4); or Four General and one Applied course/Cert III or higher</p>	<p>Year 12 subject scheme - https://www.qtac.edu.au/assistance-schemes/</p> <p>You may get a rank/ATAR adjustment for successfully completing specific Year 12 subjects. The adjustments are added to your ATAR or selection rank, and can make you more competitive.</p> <ul style="list-style-type: none"> • To get a Year 12 adjustment, you must be a current Year 12 student. • Institutions decide which subjects they give adjustment for, and how many. • Year 12 subject adjustment aren't added to selection ranks for other qualifications such as certificates III or IV or music qualifications, etc. <p>Refer to the institutions website for details on their Year 12 subject adjustment schemes.</p> <p>For example:</p> <p>QUT: https://www.qut.edu.au/study/applying/adjustment-schemes (click the Year 12 Subject Scheme option and note the exclusions at the bottom of the page).</p> <p>University of Queensland: https://study.uq.edu.au/admissions/undergraduate/review-admission-schemes/subject-incentive-scheme</p>
<p>Tasmania</p>	<p>Best 45 credit pts from final year. 30 credit pts from next best over final two high school years.</p>	<p>ATAR-related adjustments</p> <p>The University only makes adjustments to the ATAR as part of the Rural Application Process for the Bachelor of Medicine and Bachelor of Surgery.</p> <p>https://www.utas.edu.au/study/apply/admission-requirements/detailed-information</p>

State/Aggregate Reqs*	ATAR Requirement	Aggregate Adjustments
<p>South Australia/ Northern Territory</p>	<p>Complete 90 credits in Tertiary Admissions (TAS)/ Recognised studies at Stage 2.</p> <p>Aggregate: Best three 20 credit TAS (60 credits)</p> <p>plus best flexible option score (30 credits).</p>	<p>Universities Language, Literacy and Mathematics Scheme The Universities Language, Literacy and Mathematics Scheme encourages students to strengthen their preparation for higher studies by studying a language other than English, or specified English and Mathematics subjects.</p> <p>SATAC will adjust your aggregate by either 2 points (for one eligible subject) or 4 points (for 2 or more eligible subjects). <i>(note: 90 is the highest possible SATAC aggregate score)</i></p> <p>To be eligible you must <i>successfully complete</i> a subject in any one of these four categories:</p> <ul style="list-style-type: none"> • 20 credits of a LoTE in the Languages Learning Area (not including the subject Language and Culture)* • 2ESH20 English or 2ELS20 English Literary Studies • 2MHS20 Mathematical Methods • 2MSC20 Specialist Mathematics <p>* You can substitute a 20 credit LoTE subject for two 10 credit Australian Indigenous language subjects</p> <p><i>Successful completion means gaining a minimum grade of C- or better</i> in the subject. Extra adjustments are not awarded for higher achievement.</p> <p>The Scheme applies to most undergraduate courses. The exceptions are:</p> <p>Charles Darwin University</p> <ul style="list-style-type: none"> • 104661 Bachelor of Clinical Sciences <p>Flinders University</p> <ul style="list-style-type: none"> • 214941 Bachelor of Clinical Sciences/Doctor of Medicine <p>The University of Adelaide</p> <ul style="list-style-type: none"> • 354552 Bachelor of Medical Studies/Doctor of Medicine • 354553 Bachelor of Medical Studies/Doctor of Medicine (Bonded Medical Program) • 324491 Bachelor of Science (Veterinary Bioscience) <p>Applicants studying the International Baccalaureate Diploma in Australia, or other Australian senior secondary certificates, are also eligible for subject-based adjustments.</p>

State/Aggregate Reqs*	ATAR Requirement	Aggregate Adjustments
Victoria	Four primary subjects and up to two permissible increments.	<p>Increments (included in the TEA calculations in Victoria) If available, a maximum of two increments are added to your primary four during the calculation of your aggregate. Increments could be:</p> <ul style="list-style-type: none"> • ten per cent of a fifth or sixth permissible scaled score • a permissible unscored VCE VET or VE3 increment • a permissible higher education study increment • Year 12 credit for studies completed interstate • an increment for legitimate one year students <p>Subject adjustment points Subject adjustment points may be awarded to eligible Year 12 applicants as part of the selection process. <i>Subject adjustment points are applied to the aggregate, not the ATAR.</i> Use the subject adjustment tool to estimate your course selection rank. Subject Adjustment Points are determined by each university by course. These adjustment points, where available, are listed on each university's websites. These result in a higher Selection Rank for eligible applicants. For example:</p> <p>Monash University: https://www.monash.edu/science/subject-adjustment</p> <p>The University of Melbourne does not adjust ATARs: https://study.unimelb.edu.au/how-to-apply/undergraduate-study/domestic-applications/entry-requirements</p> <p>Swinburne University: Science VCE Subject Adjustments A study score of 25 in any Mathematics, Physical Education or any Science equals 2 aggregate points per study. Overall maximum of 10 points. Subject adjustment points are applied to the aggregate, not the ATAR. https://delta.vtac.edu.au/coursesearch/#/course/27/3403437</p>
Western Australia	Best four ATAR course scaled scores	<p>TEA adjustment points – included in ATAR calculation:</p> <ul style="list-style-type: none"> 10% highest LoTE ATAR course scaled score 10% Maths Methods scaled score 10% Maths Specialist scaled score

- All scores are scaled unless noted otherwise

Appendix 3 – Cohorts which may be impacted by any revision to Year 12 study incentives

Cohorts which may be impacted by any revision to the current incentives for Year 12 studies include:

a. Students who study ATAR course(s) which currently receive a bonus.

In 2023 this cohort represents 2,145 ATAR recipients, or 21% of total ATAR recipients.

As demonstrated above, these students currently receive an advantage compared to their peers in the TEA and ATARs they receive. Representations from students in this group to date have focussed on the impact on their study plans and the impact the change to the TEA calculation will have on their chances of winning a place in a competitive course.

The potential impacts on these students of removing the bonus point incentives from TEA calculations include:

More choice of ATAR courses. A wider range of potential ATAR courses will be available to these students to maximise their ATAR, should that be important to them. In the current TEA approach, students seeking the maximum TEA/ATAR possible are almost compelled to take ATAR courses that attract a bonus to compete with other students who would also take those LoTE, Methods, and/or Specialist courses. Without bonuses on scaled scores being built into the TEA calculations, students will be free to take the subjects best suited to their preferred pathway to post-school success. They will do this with the knowledge that their choices are part of a more level academic playing field.

Increased accuracy from an ATAR that reflects their true academic rank relative to their peers. This is because their ATAR course scaled scores will have the same weight of their peers' scores irrespective of the ATAR courses studied. Under the current system, students in bonus courses who perform at a lower level in those courses than their peers, have that performance gap compounded by the bonus. This may lead to those students receiving a lower ATAR than their peers even if they outperform their peers in other courses which do not offer an incentive.

Access to a potentially wider set of incentives which can inform student choices for Year 12 studies.

b. Students who study ATAR course(s) which currently do not receive a bonus.

Currently, students who do not receive a TEA bonus from their Year 12 courses are at a disadvantage compared to those who do receive a TEA bonus. As explained above, the same scaled scores in their best four courses will never achieve the same ATAR as those students who get the same scaled scores and study a LoTE, Methods, and/or Specialist course(s). This is demonstrably inequitable. WA is the only State in Australia that provides bonuses to scaled scores in Year 12 courses in its ATAR.

In 2023 this cohort of students represents 7,578 or 78% of total WA ATAR recipients.

The potential impacts on these students of removing the bonus incentives in the TEA include:

Increased equity. An ATAR that reflects their true academic rank relative to their peers. This is because their ATAR course scaled scores will have the same weight as all their peers' scores irrespective of the ATAR course studied.

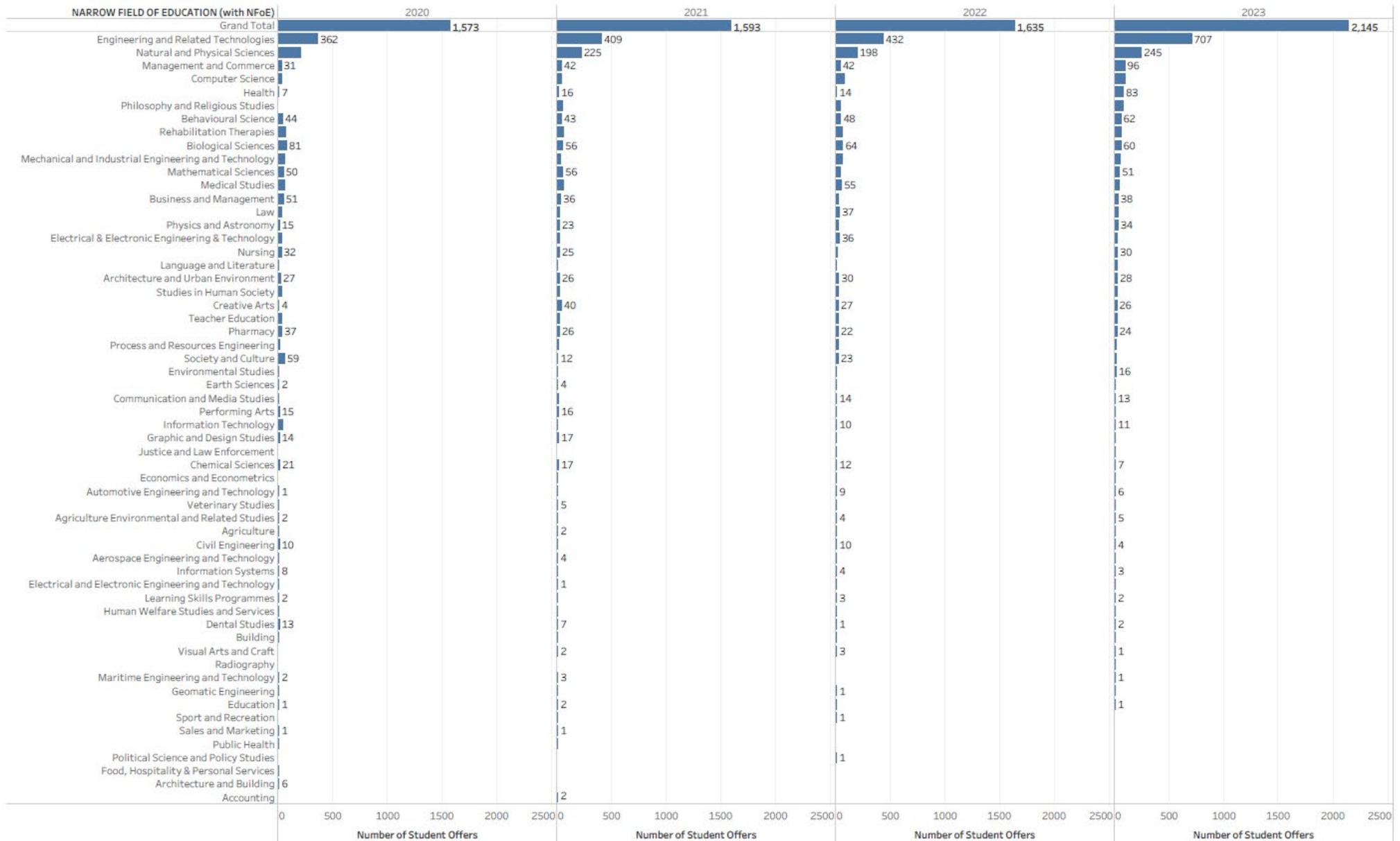
Increased opportunities. More competitive university programs will potentially be achievable for these students given the greater equity involved in the calculations behind the ATAR.

c. Schools/teachers who teach LoTE, Methods, and Specialist ATAR courses.

Teachers and school leaders have expressed concern that enrolments in LoTE, Methods and Specialist courses will fall as a result of removing the current incentives provided by TEA bonus points. This is an understandable concern.

Chart O1 and Chart O2 below show that a significant majority of offers to students who received a TEA bonus over 2020-2023 (Chart O1) received offers for engineering (inc sub-fields); natural and physical sciences; business, management and commerce; philosophy and religious studies, and medical/health sciences. In 2023-24, (Chart O2) language and literature attracted 30 offers, and mathematical sciences attracted 51 offers. It appears from this offer data that students taking LoTE, Methods, and Specialist ATAR courses are interested in a wider range of majors than languages and maths at university.

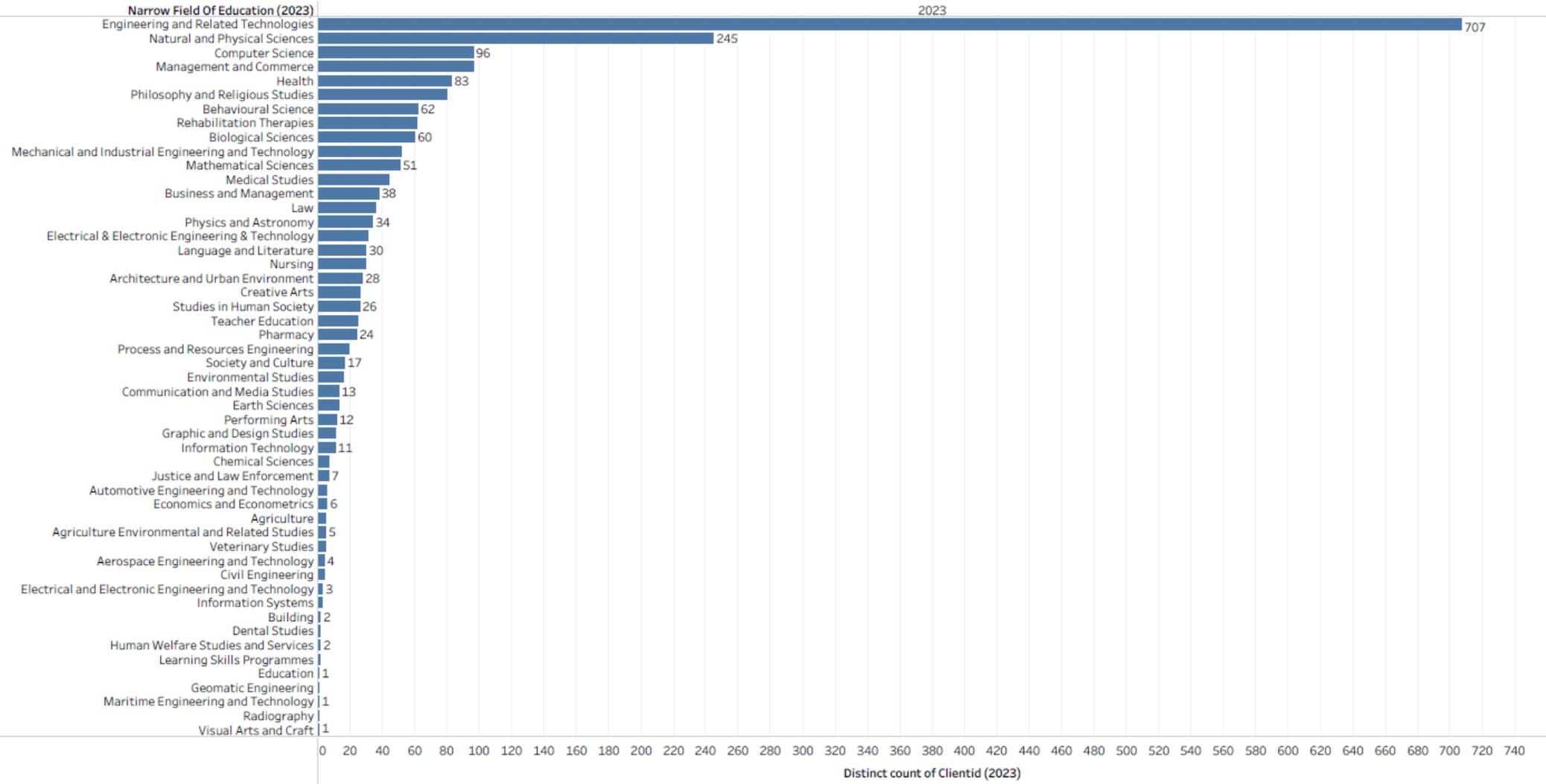
Chart O1 – Number of Offers by narrow field of education to students completing one or more ATAR Courses eligible for bonus points over 2020-2023



This chart shows the Number of University Offers for students who have completed an ATAR Subject with bonus points by Narrow Field of Education. Each student is included once only. The data is ordered by highest to lowest Number of Offers by combined years Admission Cycle. The 'Narrow Field of Education' classification is according to the Australian Standard Classification of Education (ASCED) defined categories - [Broad, Narrow and Detailed Fields | Australian Bureau of Statistics \(abs.gov.au\)](#).

Chart O2 – Number of Offers by narrow field of education to students completing one or more ATAR Courses eligible for bonus points over 2023-2024

Number of Offers for Students taking Bonus Subjects by Narrow Field of Education (2023/2024 Admissions Cycle)



This chart shows the distinct count of Student Offers for students completing 1 or more bonus subjects by Narrow Field of Education. Each student offer is only counted once for each Narrow Field of Education. The 'Narrow Field of Education' is sorted by highest Total Number of Offers for Students completing Bonus Subjects for the 2023/2024 Admissions Cycle.

The data field 'Narrow Field of Education' uses the classifications in the ASCED Classifications - [Broad, Narrow and Detailed Fields | Australian Bureau of Statistics \(abs.gov.au\)](https://www.abs.gov.au/broad-narrow-and-detailed-fields)

From Chart O3 below we can see the numbers of LoTE, Methods, and Specialist subjects that were included for those students studying those Year 12 courses who received an offer in each narrow field of education (NFoE). This data shows that students receiving a bonus are mostly taking Specialist and/or Methods and receiving offers to STEM, health and commerce related university courses. Specialist and/or Methods are prerequisite/recommended subjects for students wanting to study engineering and science at university and that is likely to continue in the future. As a result there is an on-going need for students to take higher maths ATAR courses to prepare for this cohort's demonstrably preferred pathways to their post school futures.

Chart O3 - Number of ATAR Courses studied by students eligible for bonus points by offer narrow field of education 2023-24

Number of Offers for Students taking Bonus Subjects by Narrow Field of Education and Bonus Subject for the 2023/2024 Admissions Cycle.

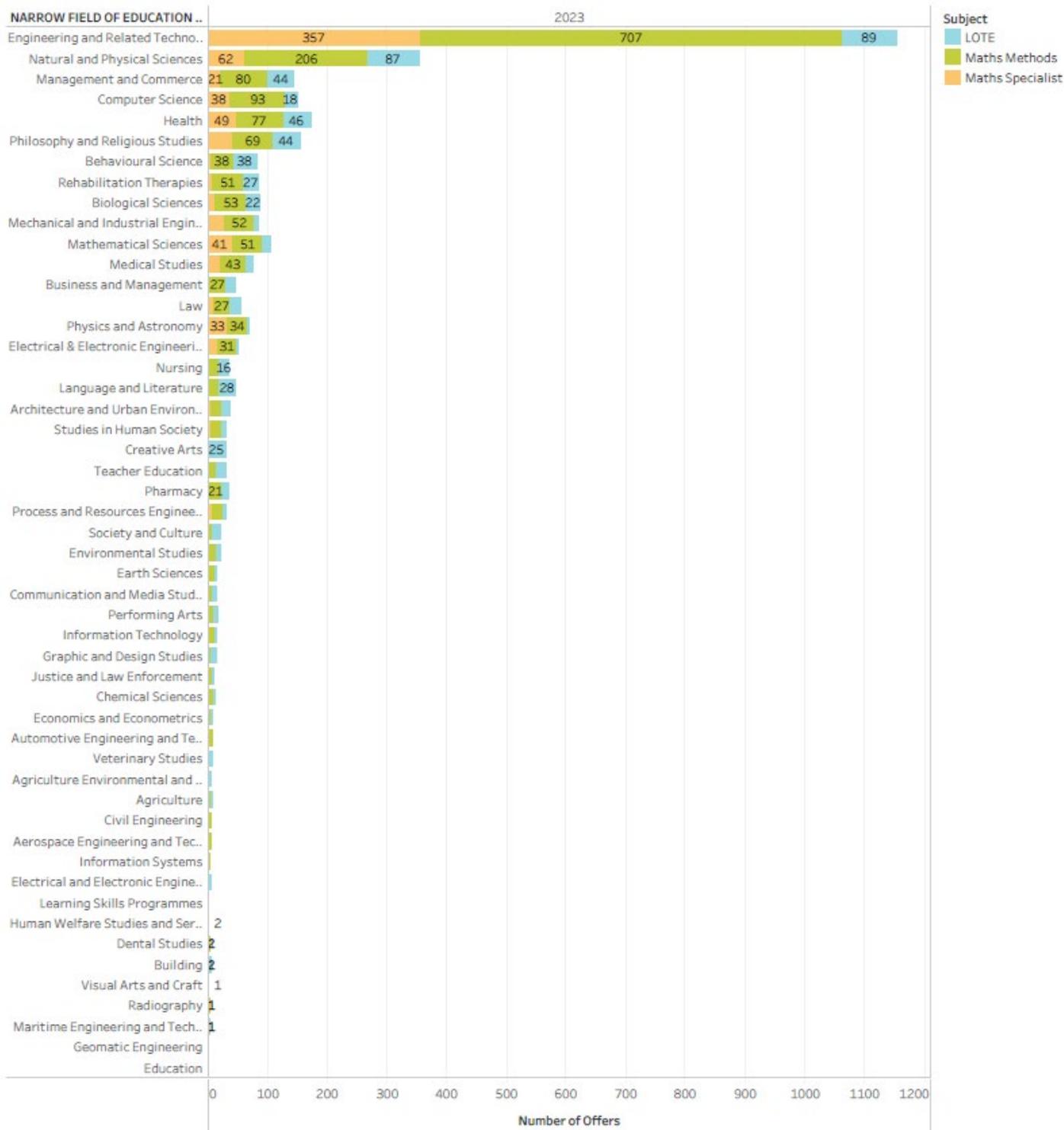
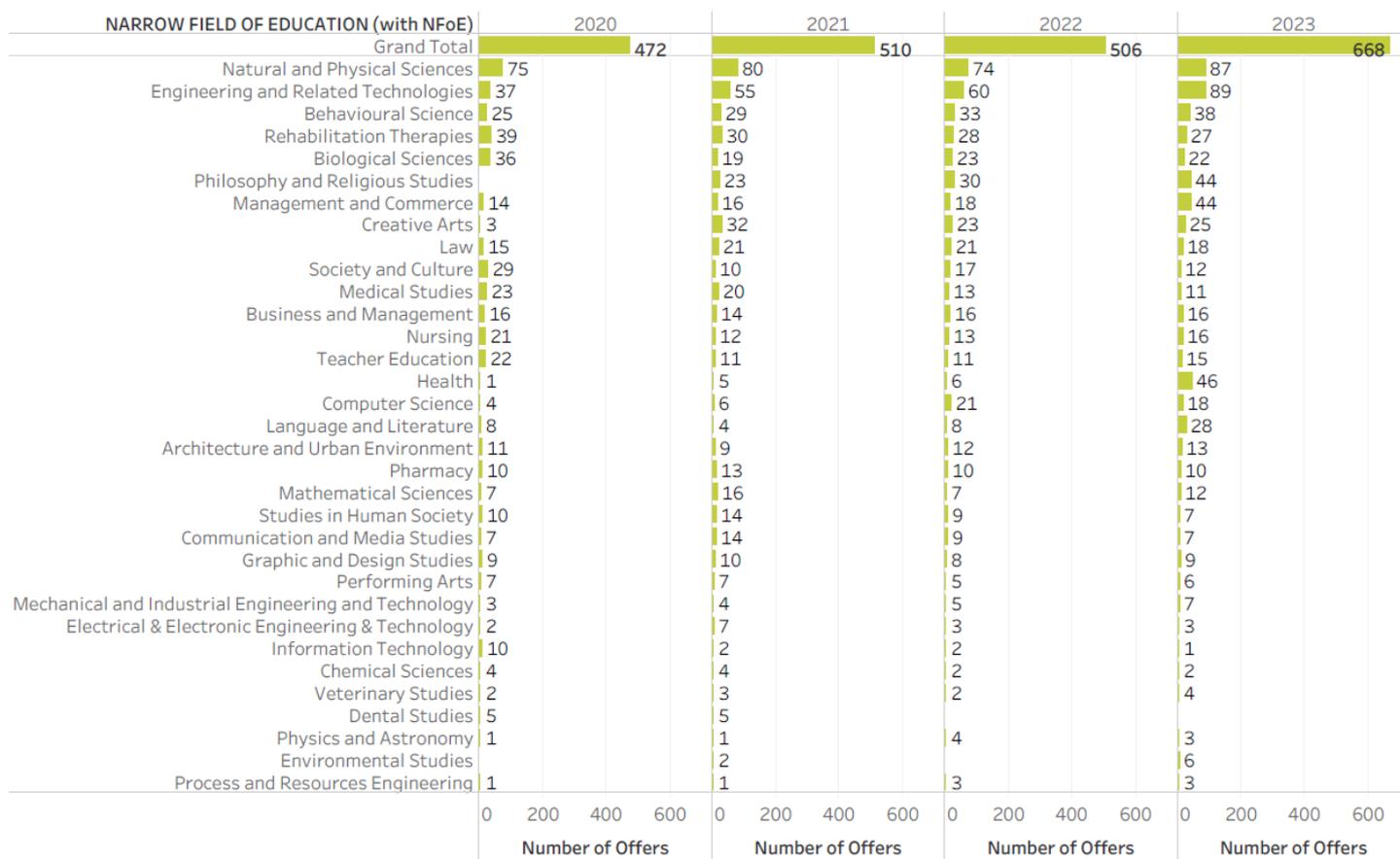


Chart L1 below shows that in 2023, 668 students receiving a TEA bonus studied a LoTE. A total of 2,145 total students received a TEA bonus in 2023. This means 31% of 2023 students receiving a TEA bonus studied a LoTE. Chart L1 also shows that LoTE students receiving a bonus has grown from 472 in 2020 to 668 in 2023. Notwithstanding this growth it is noted that 28 TISC offers were made to WA university language and literature NFoE courses in the 2023-24 cycle, which equates to 4.5% of the 668 students who took an ATAR LoTE course in 2023.

Chart L1 – Number of offers by narrow field of education to students studying LoTE bonus subjects by year 2020-2023



This chart shows the Number of University Offers for students who have completed a LOTE Bonus Subject by Narrow Field of Education. Each student is included once only. The row label indicates the number of offers to LOTE Bonus Students for the corresponding Narrow Field of Education in the given processing year. The data is ordered by highest to lowest Number of Offers for LOTE Students by Narrow Field of Education in the selected Processing year. The 'Narrow Field of Education' classification is according to the Australian Standard Classification of Education (ASCED) defined categories - [Broad, Narrow and Detailed Fields | Australian Bureau of Statistics \(abs.gov.au\)](#).

d. Schools/teachers who teach Year 12 ATAR courses that do not currently attract a bonus.

These school/teachers may potentially see an increase in enrolments in ATAR courses that do not currently attract a bonus. Influencing factors include student preference, and potentially the identification of a wider range of ATAR courses that attract an incentive as a result of TISC's consultation on such incentives.

e. University language academics.

University language academics are concerned that enrolments in their units will drop if bonuses for LoTE ATAR courses are removed. This concern may be mitigated through the provision of revised incentives for students to study particular ATAR courses from 2027 onwards.

f. University academics in maths heavy disciplines whose students may not have studied Methods and/or Specialist courses.

TISC has received feedback from university mathematics academics that without a direct incentive to study higher level maths in Year 12, the level of mathematics of students being admitted to university may be insufficient for the rigour of their university programs. This concern may also be mitigated through the provision of revised incentives for students to study particular ATAR courses from 2027 onwards, which could include providing incentives at university, field of education, and/or

university program levels. This approach is used by some institutions in the Eastern States and will be considered as part of TISC's consultation process.

An existing incentive approach that mitigates the above concern is the use of pre-requisite Year 12 studies needed for entry into university programs. These pre-requisites are set by universities on a program by program basis and serve to guide students on the prior knowledge and skills required to be successful in the associated university programs. Universities continuously review their pre-requisite and recommended Year 12 studies to incentivise students to take Year 12 studies aligned with the programs they are seeking to study.

Appendix 4 – Selected WA Incentive Related Charts 2020-2023

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Chart P1 – Total number of students taking incentivised subjects by school type 2020-2023

This chart shows the total number of students taking incentivised subjects from the different School types during the four years from 2020 to 2023 inclusive.

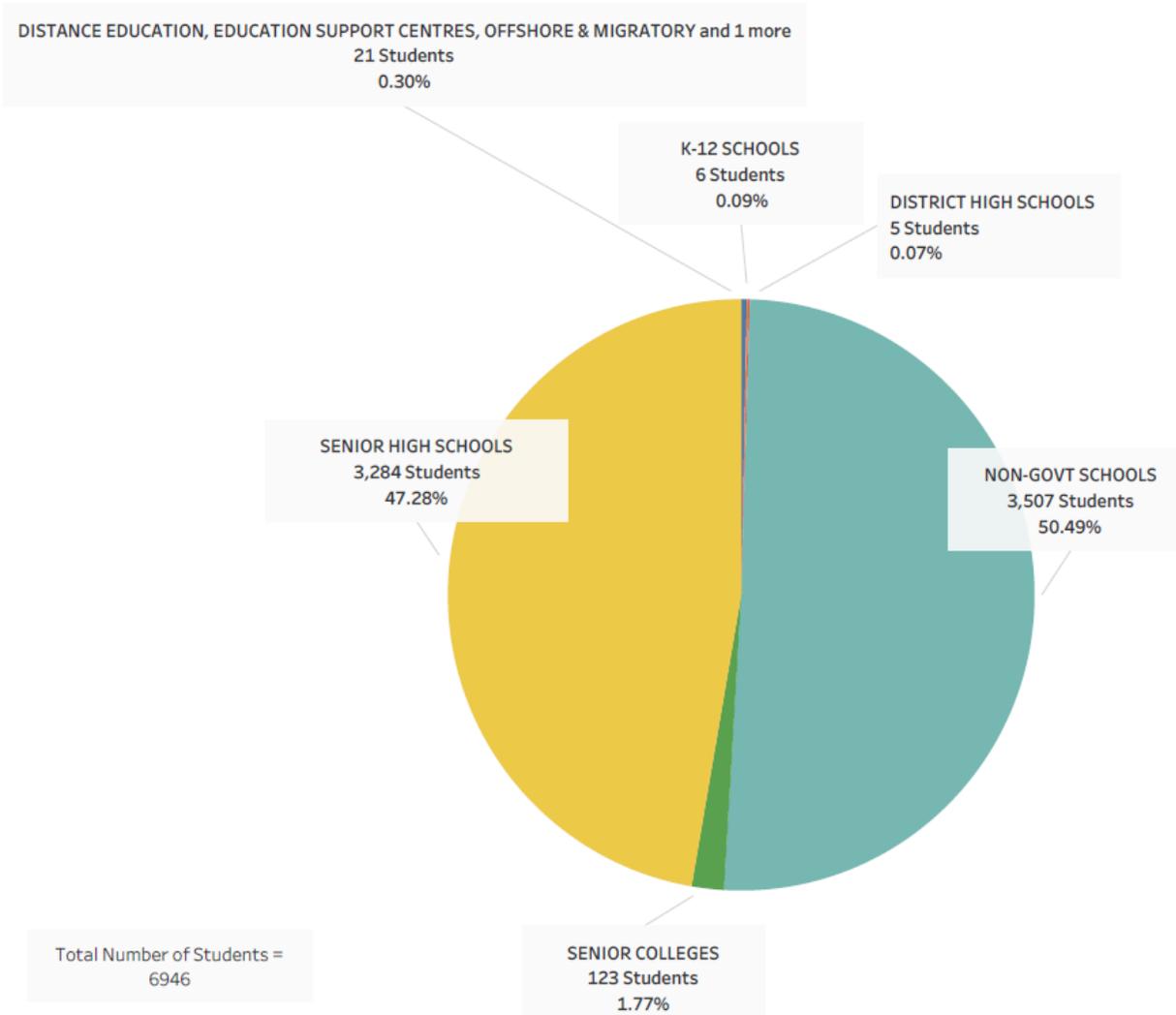


Chart P2 – Total number of students taking incentivised subjects by school type, 2023

This chart shows the total number of students taking incentivised subjects from the different School types during the 2023 school year.

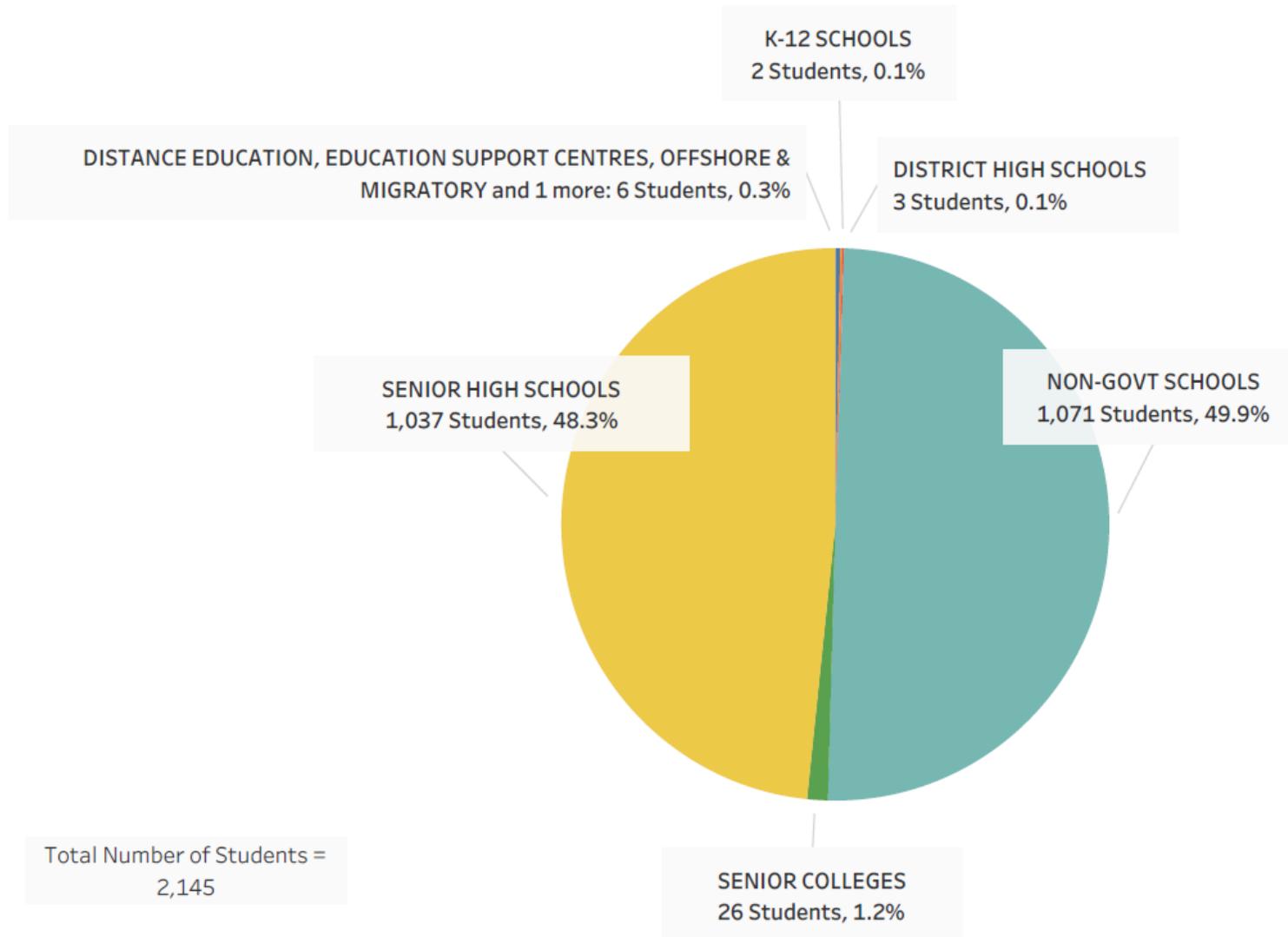


Chart P3 – Total number of students taking incentivised subjects by region 2020-2023

This chart shows the total number of students taking incentivised subjects from the different school regions from 2020 to 2023 combined.

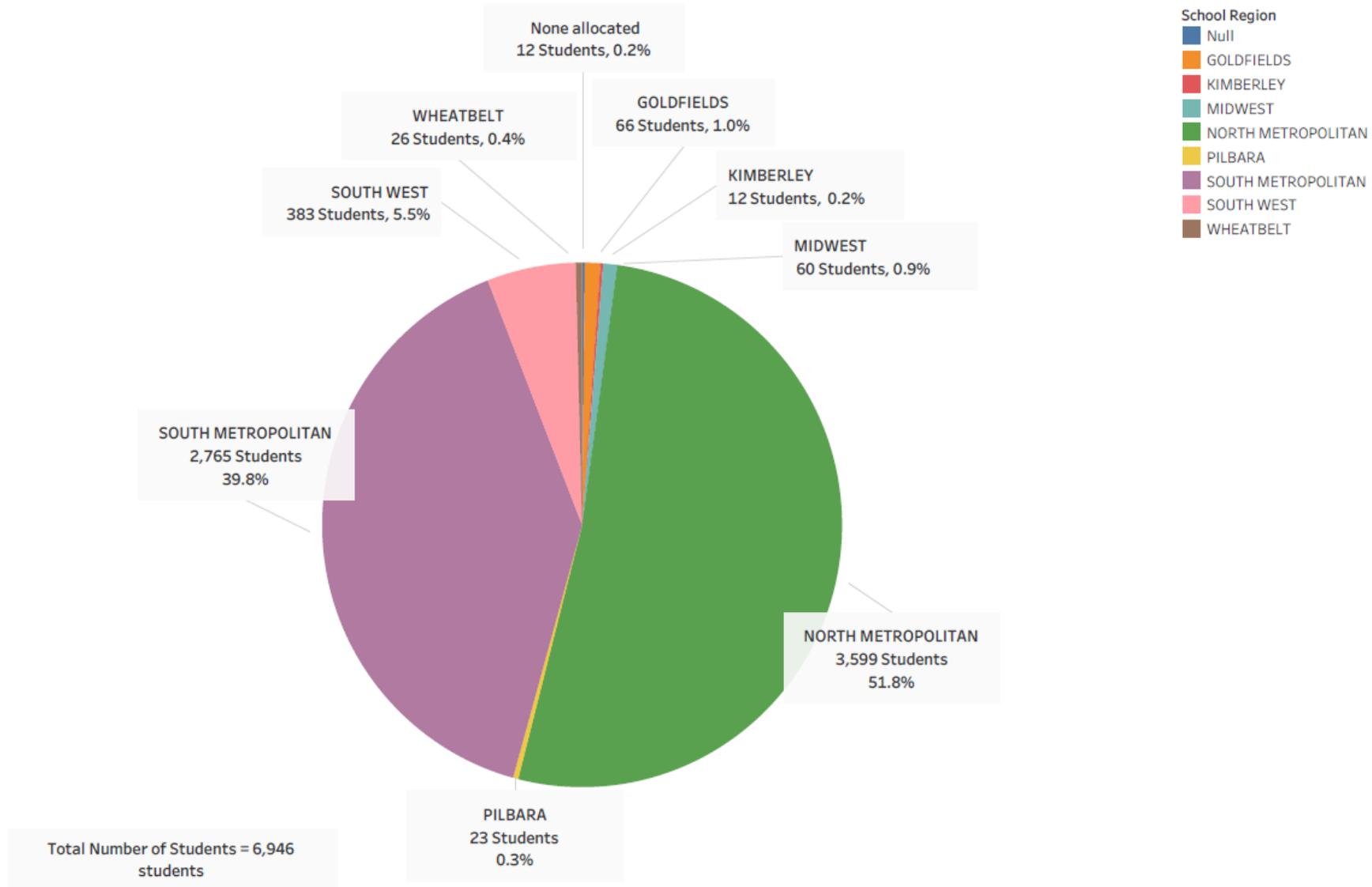
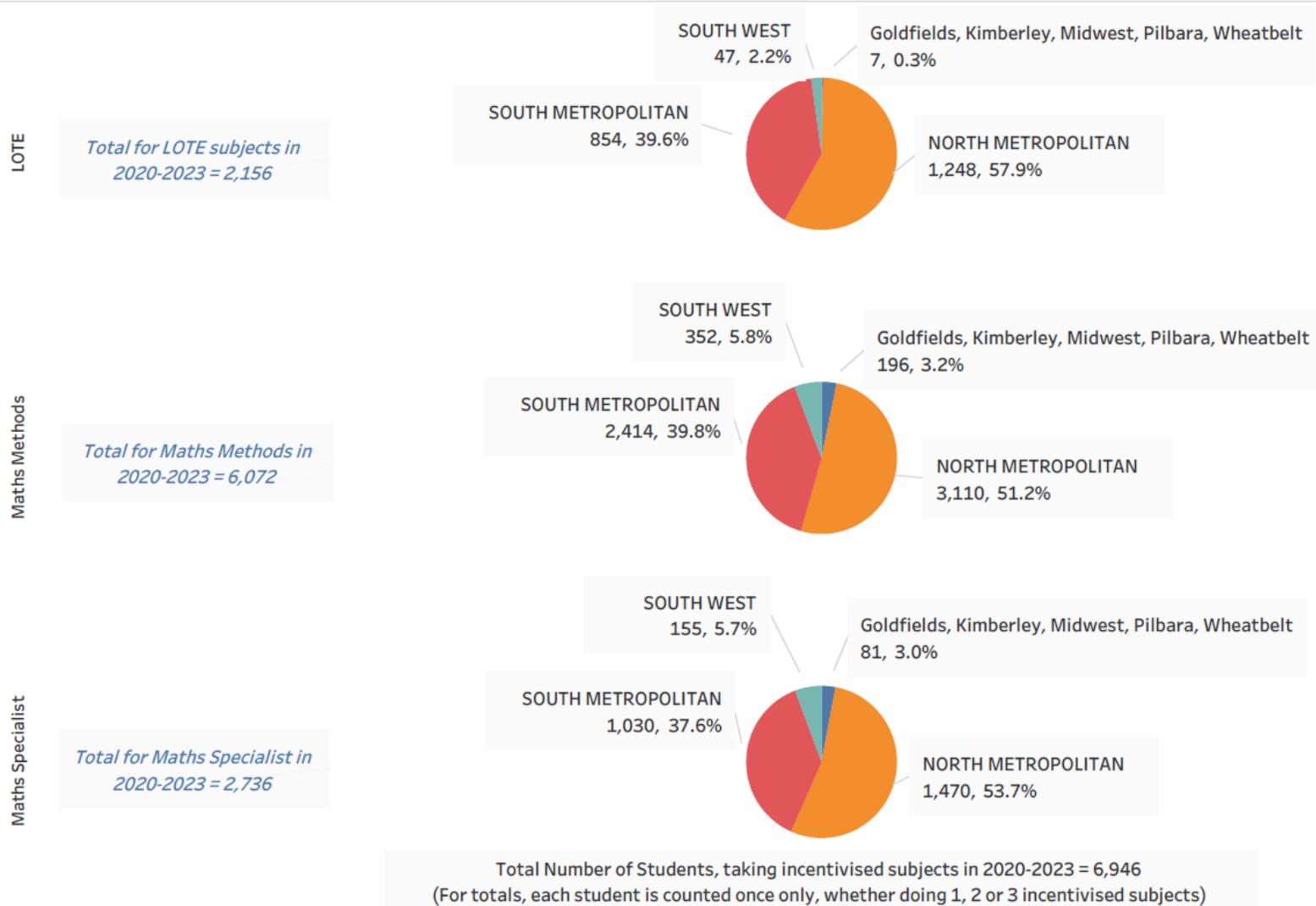
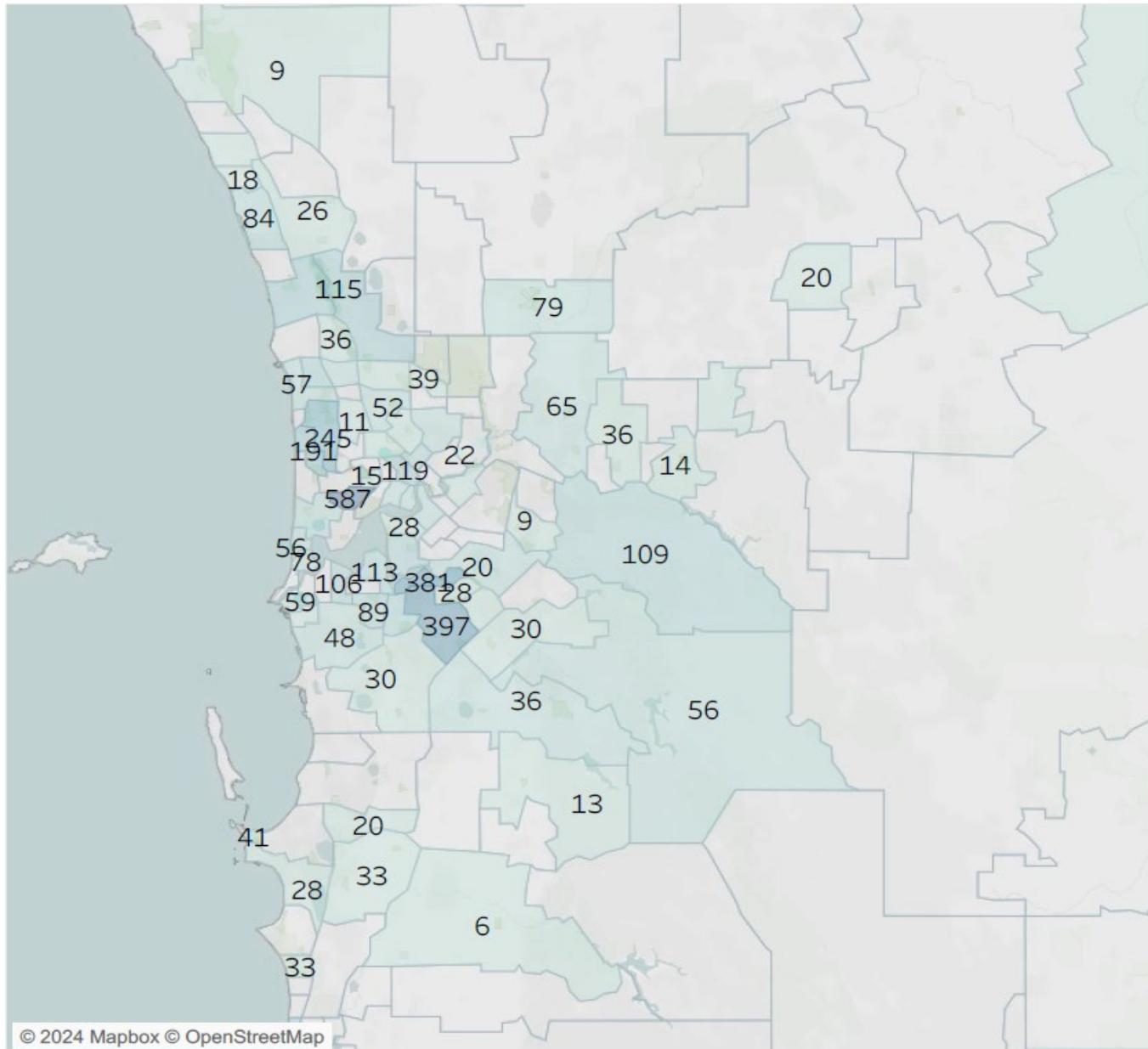


Chart P4 – Total number of students taking incentivised subjects by subject and region 2020-2023

This chart shows the total number of students by each incentivised subject and school region for the 2020 to 2023 school years



Map M2 – Students taking incentivised subjects by school postcode 2020-2023 - Perth Regions



Map M3 - Students taking incentivised subjects by school postcode 2020-2023 – South West

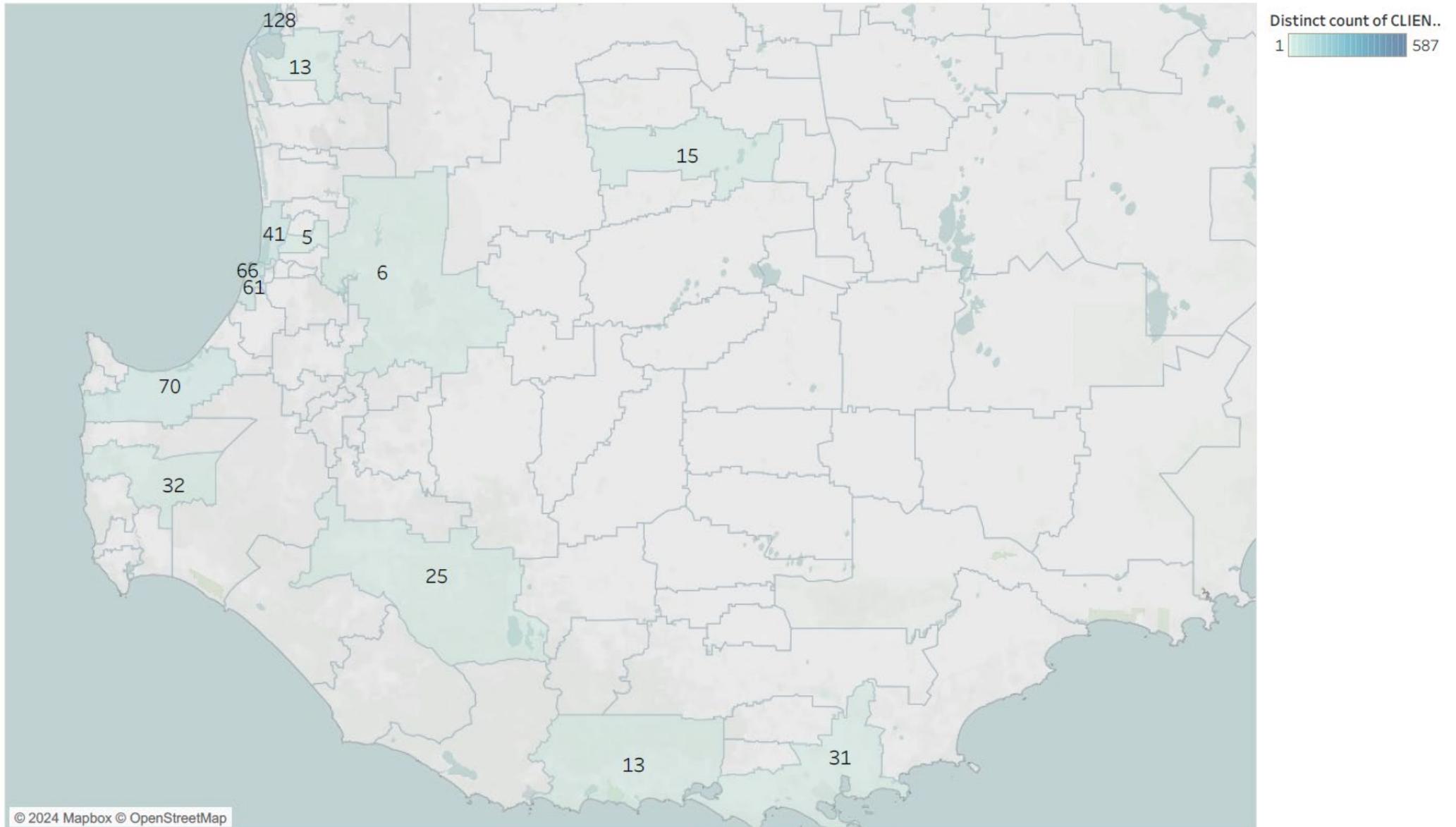


Chart C1 – Students receiving 1, 2 or 3 scaled score bonuses by year 2020-2023

Number of Students receiving 1, 2, and 3 scaled score bonuses by year 2020-2023

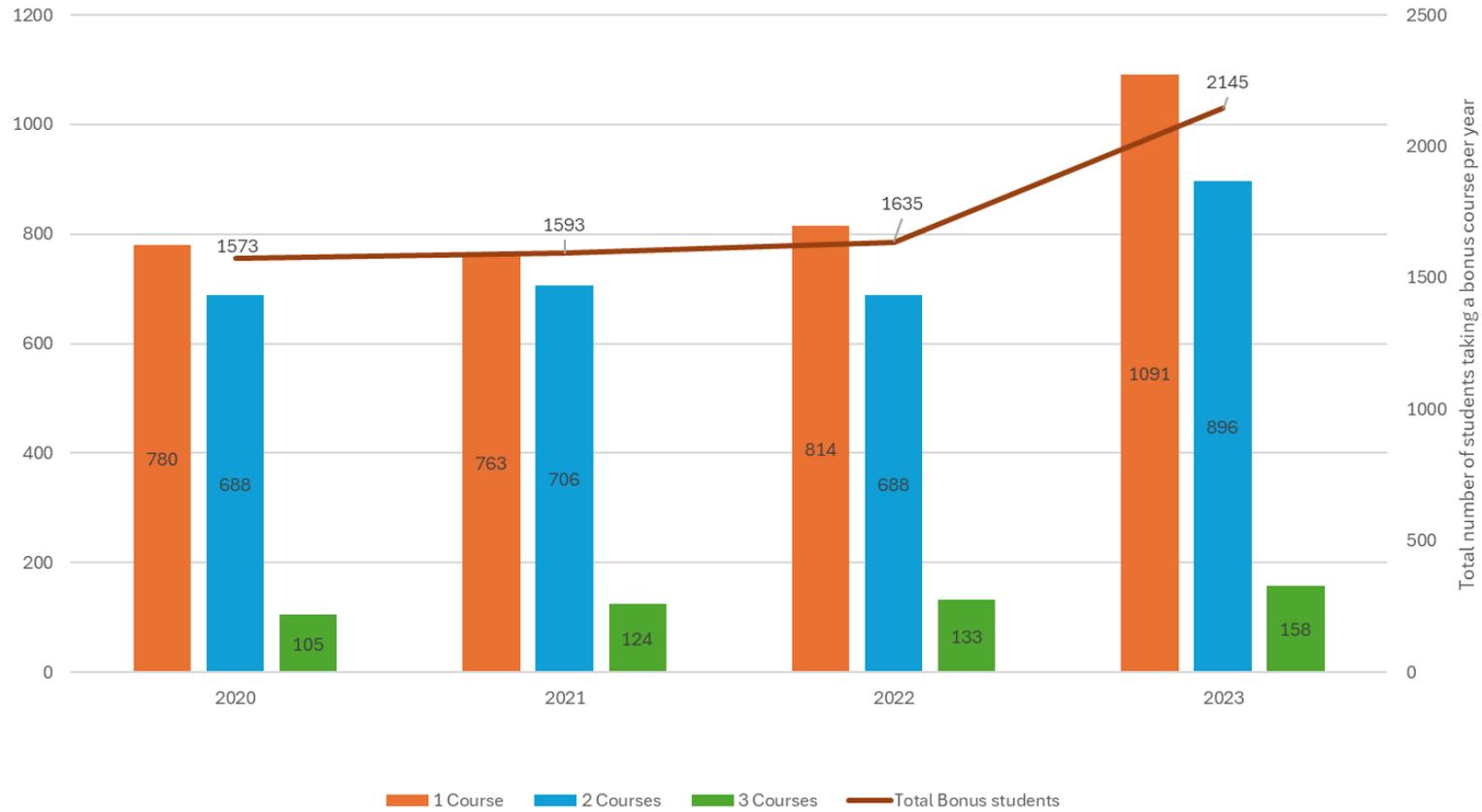


Chart C2 – Students in each bonus course by Year 2020-2023

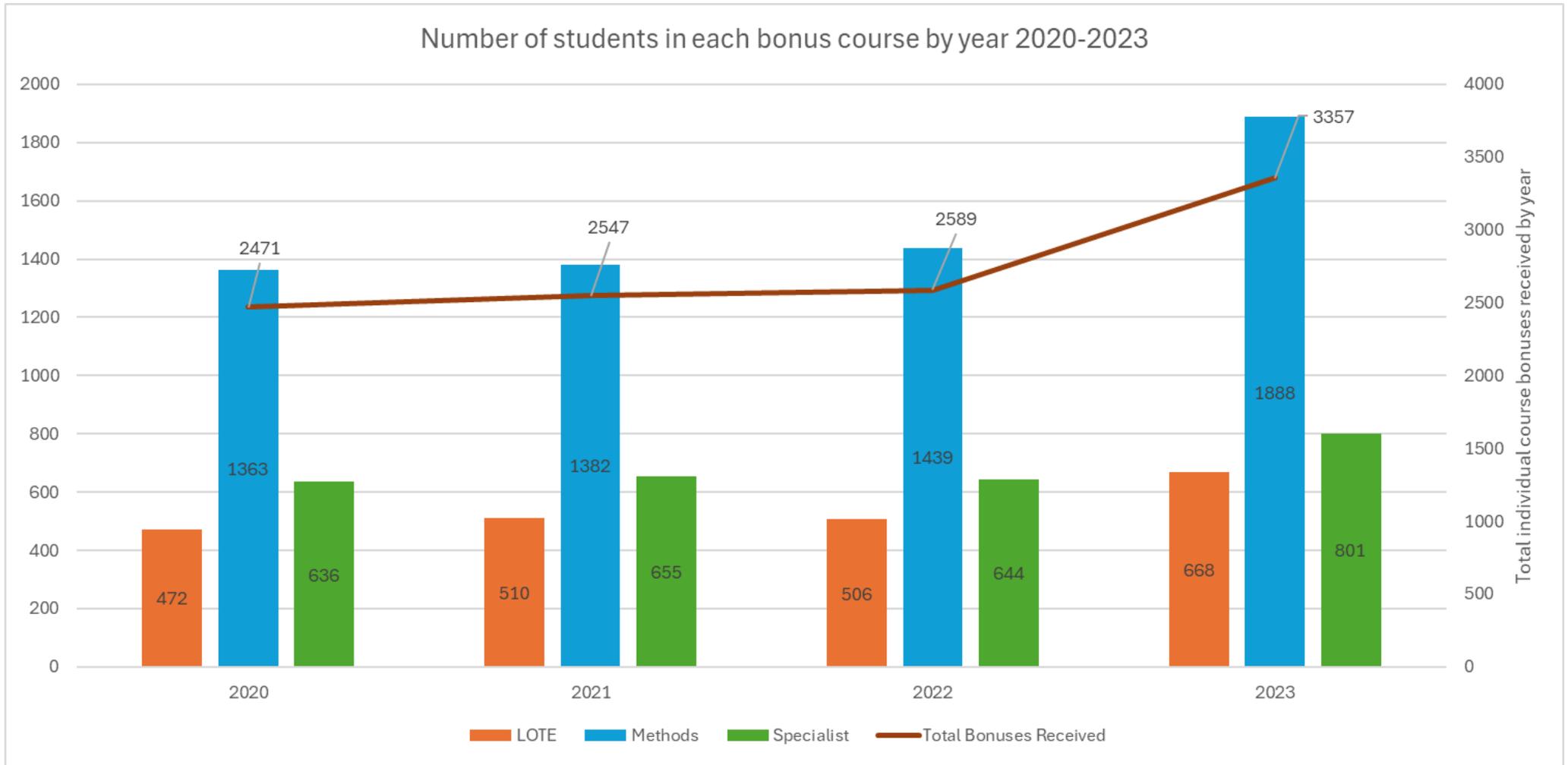


Chart C3 – Students taking 1, 2, or 3 bonus subjects by year 2020-2023

Number of Students taking 1,2 and 3 bonus subjects by separate Processing/ Admission cycles from 20/21 to 23/24

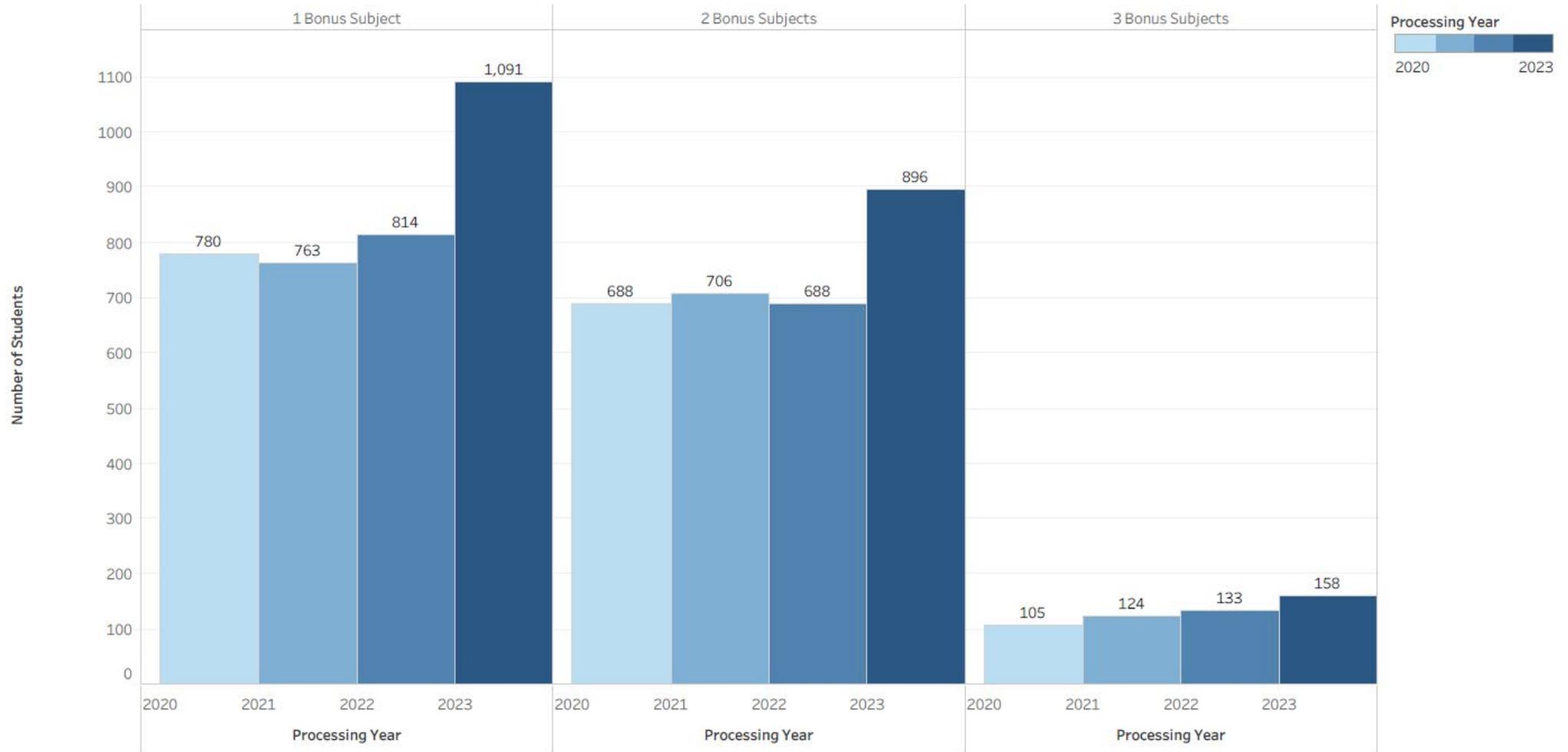
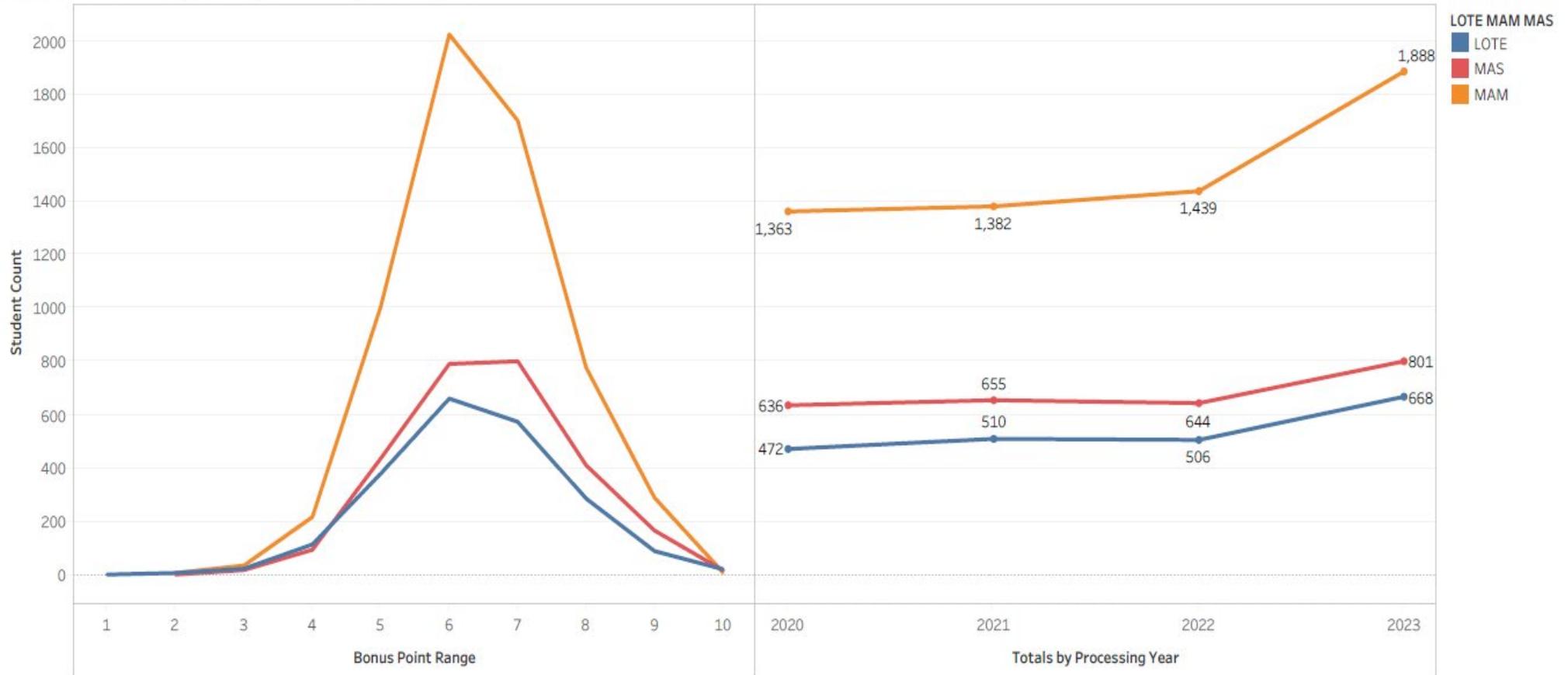


Chart showing the Number of Students taking 1, 2 and 3 bonus subjects for each of the 20/21 to 23/24 Processing/ Admissions cycles.

Chart C4 – Total students bonus points 2020-2023 and annual students per course per year 2020-2023

Graphs of students numbers per bonus point range (i.e. 0-0.99, 1.0-1.99, 2.0-2.99 ... 9.0-9.99) per course (LOTE, Maths methods, and Maths specialist) for 20/21 to 23/24 combined.



This chart shows the number of students by bonus point range by subject (Languages other than English (LOTE), Maths Methods (MAM) and Maths Specialist (MAS)), and for the combined four processing/ applications cycles from 2020/2021 to 2023/2024. Each mark represents a range of .99 bonus points. Marks on the horizontal axis are labelled by lowest point in the range e.g. a mark labelled '2' = number of students given between 2-2.99 TEA bonus points inclusive for the corresponding subject. Note that students completing more than one bonus subject will be counted more than once in the Bonus Point Range chart but once only in the Grand total. For this reason the Grand Total is not the equivalent of the sum of all individual subject columns. The Bonus Point Range chart tallies all students across the four years to receive bonus points in the corresponding bonus point range.

Chart C5 – Average bonus points per subject over 2020-2023

Average bonus points by bonus subject by year for the 20/21 to 23/24 processing/ admission cycles combined

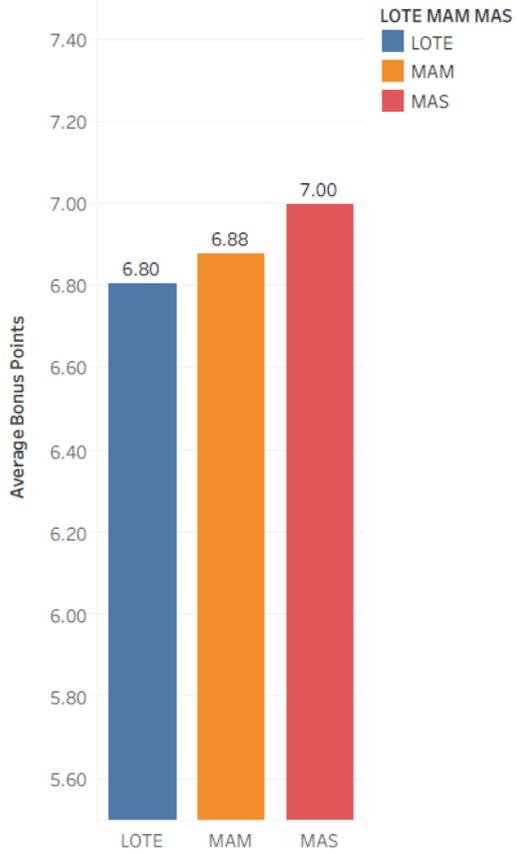
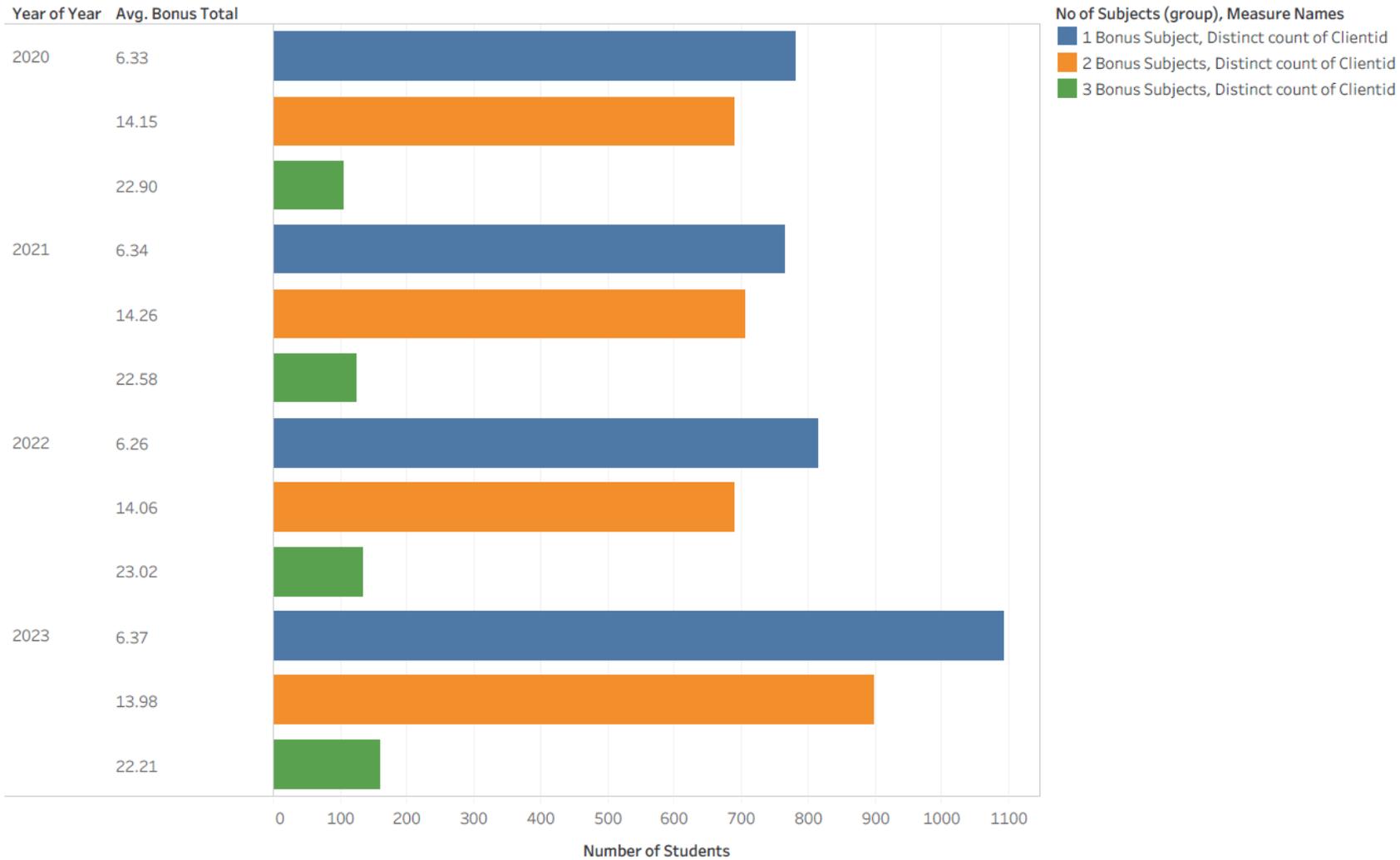


Chart showing the average bonus points per student by bonus subject for the 20/21 to 23/24 Processing/ Admissions cycles combined.

Chart C6 – Average bonus points for students taking 1, 2, or 3 bonus courses by year

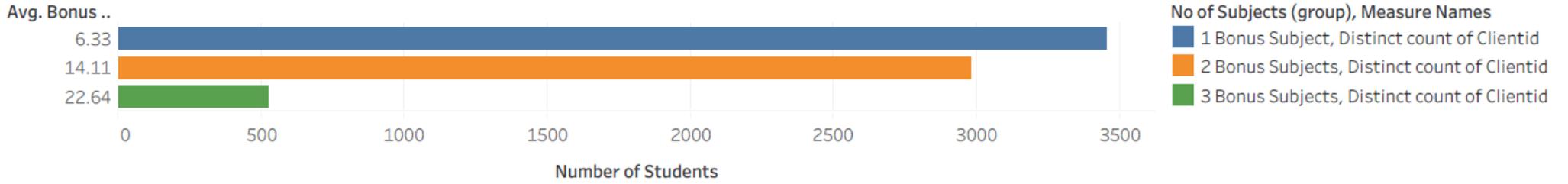
Number of Students taking 1, 2 or 3 bonus subjects with average bonus points awarded for each group for the 20/1 to 23/24 Processing/ Admission cycles



This chart shows the number of students taking 1, 2 or 3 bonus subjects with average bonus points awarded for each student in each group, for the combined 20/21 to 23/24 Processing/ Admissions cycles.

Chart C7 – Average bonus points for students taking 1, 2, or 3 bonus courses over 2020-2023

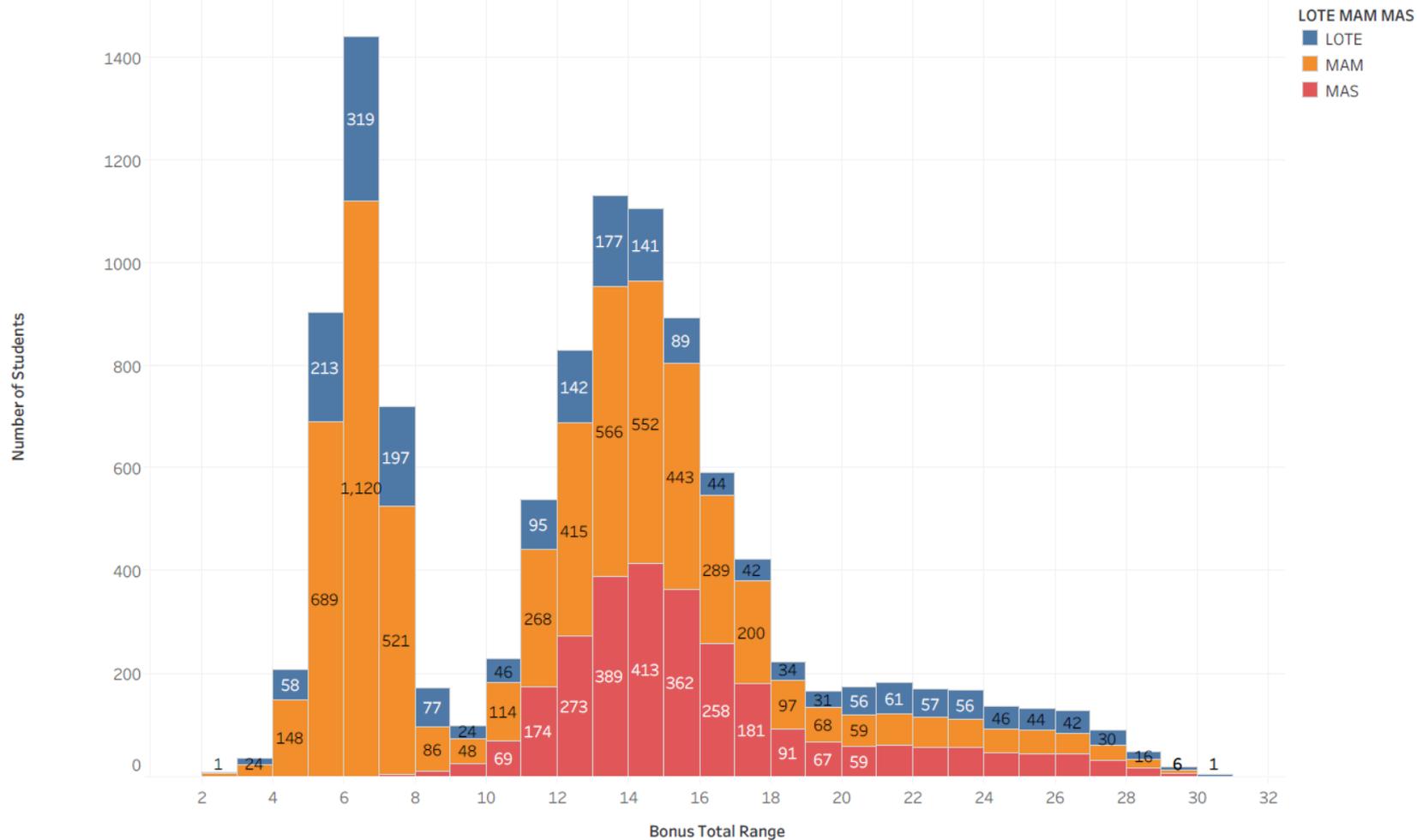
Number of Students taking 1, 2 or 3 bonus subjects with average bonus points awarded for each group for the 20/1 to 23/24 Processing/ Admission cycles



This chart shows the number of students taking 1, 2 or 3 bonus subjects with average bonus points awarded for each student in each group, for the combined 20/21 to 23/24 Processing/ Admissions cycles.

Chart C8 – Total student numbers by bonus point range by incentivised courses 2020-2023

Number of Students by individual student bonus point range for all incentivised subjects and all 20/21 to 23/24 Processing/ Admission cycles combined



This chart shows the Number of Students by Total bonus point range achieved across all 3 incentivised subjects - LOTE, Maths Methods (MAM) and Maths Specialist (MAS), for all 4 of the 20/21 to 23/24 Processing/ Admissions cycles combined. Each bar represents a range of .99 points and bars are labelled along the horizontal axis with the lowest point in the range e.g. 4 represents Bonus Points in the range from 4 - 4.9 inclusive.

Chart C9 – Total students taking 1, 2, or 3 incentivised subjects – Country and Metro 2020-2023

Number of Students taking 1,2 and 3 bonus subjects by Country or Metro for all the 20/21 to 23/24 Processing/ Admission cycles

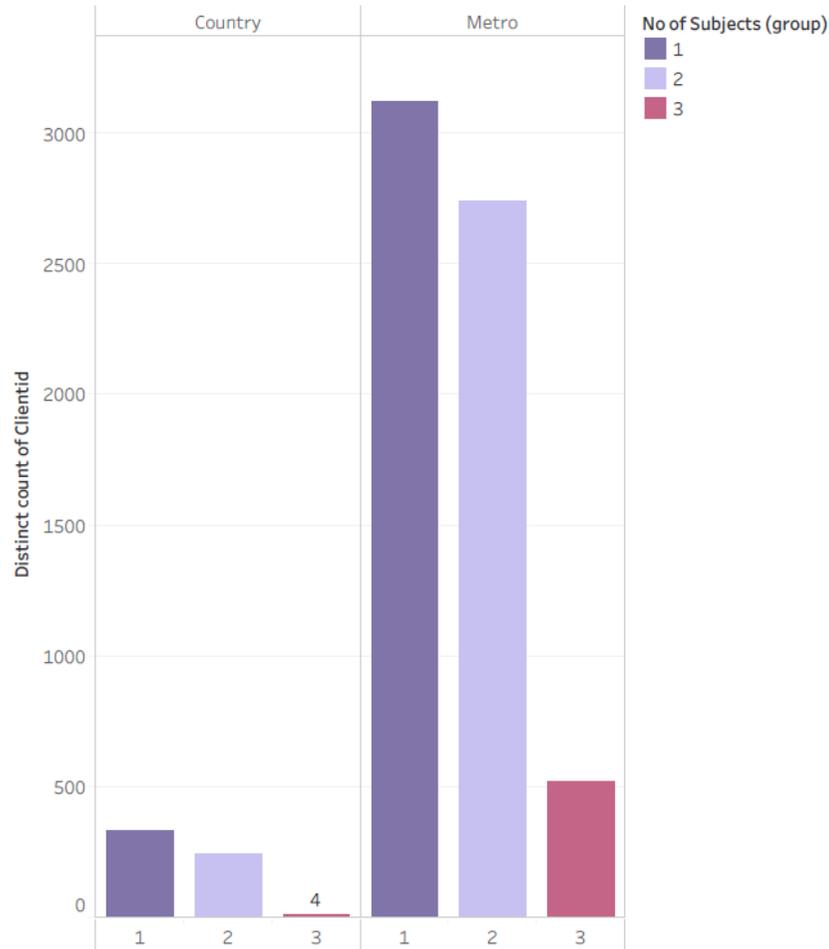
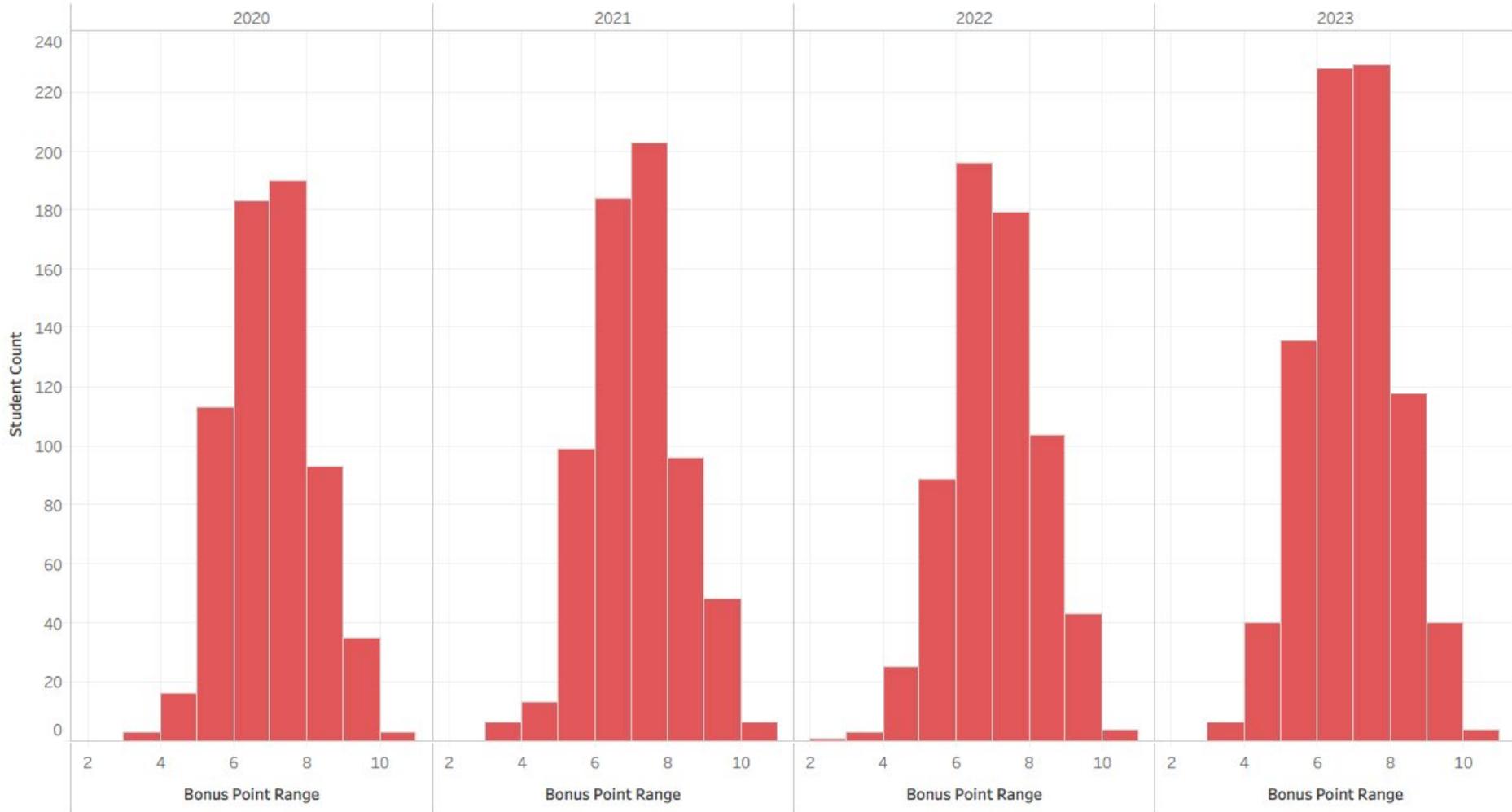


Chart showing the Number of Students taking 1, 2 and 3 bonus subjects by School Location for all the 20/21 to 23/24 Processing/ Admissions cycles. There were no Country students who took 3 bonus subjects in the 23/24 Processing/ Admissions cycle.

Chart C10 – Student numbers by bonus point range by year – Maths Specialist

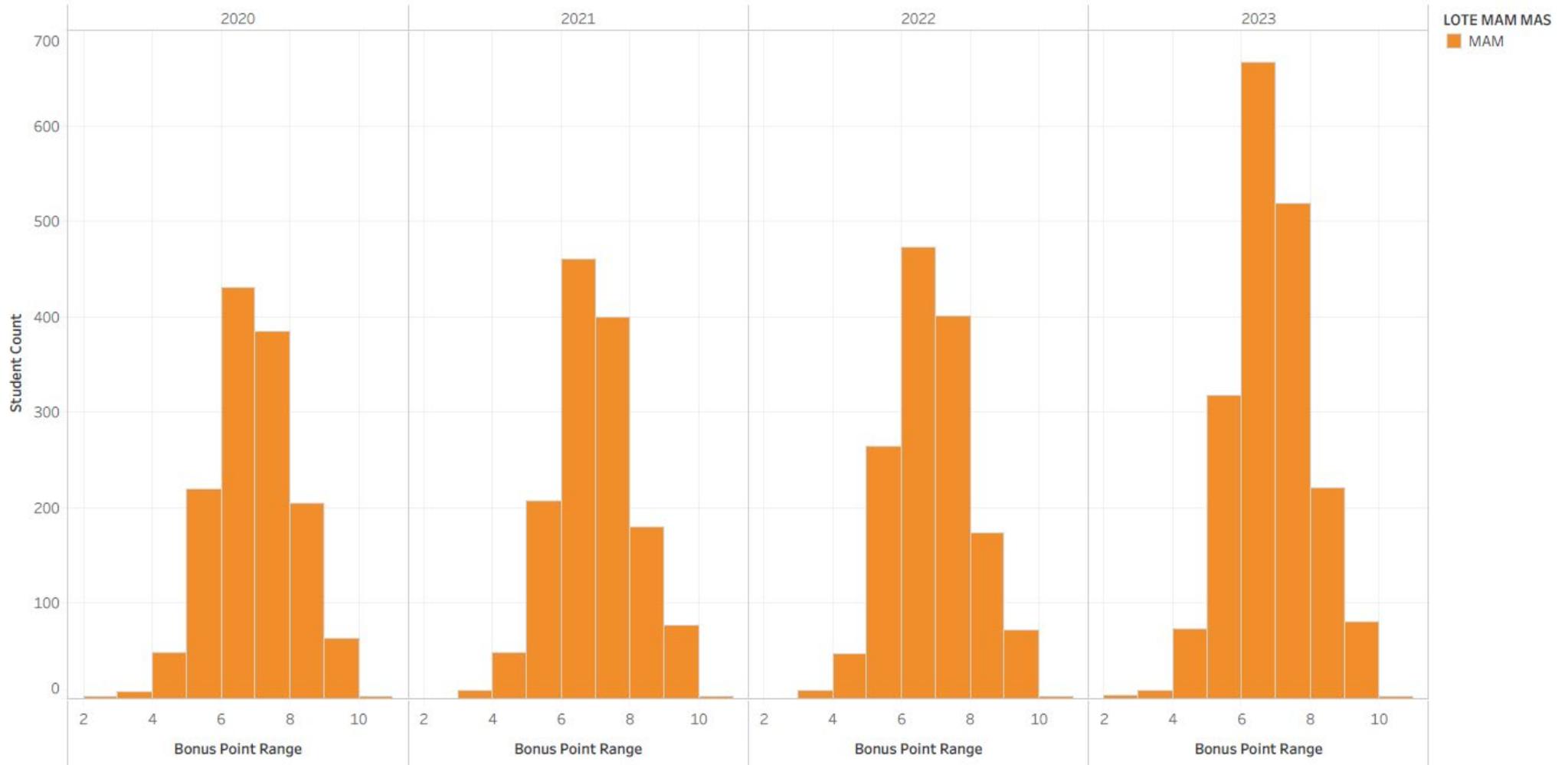
Graphs of students numbers per bonus point range (i.e. 0-0.99, 1.0-1.99, 2.0-2.99 ... 9.0-9.99) for Maths specialist for separate processing/ applications cycles 20/21 to 23/24.



This chart shows the number of students by bonus point range by subject Maths Specialist (MAS), for the separate four processing/ applications cycles from 2020/2021 to 2023/2024. Each mark represents a range of .99 bonus points. Marks on the horizontal axis are labelled by lowest point in the range e.g. a mark labelled '2' = number of students given between 2-2.99 TEA bonus points inclusive for the corresponding subject.

Chart C11 - Student numbers by bonus point range by year – Maths Methods

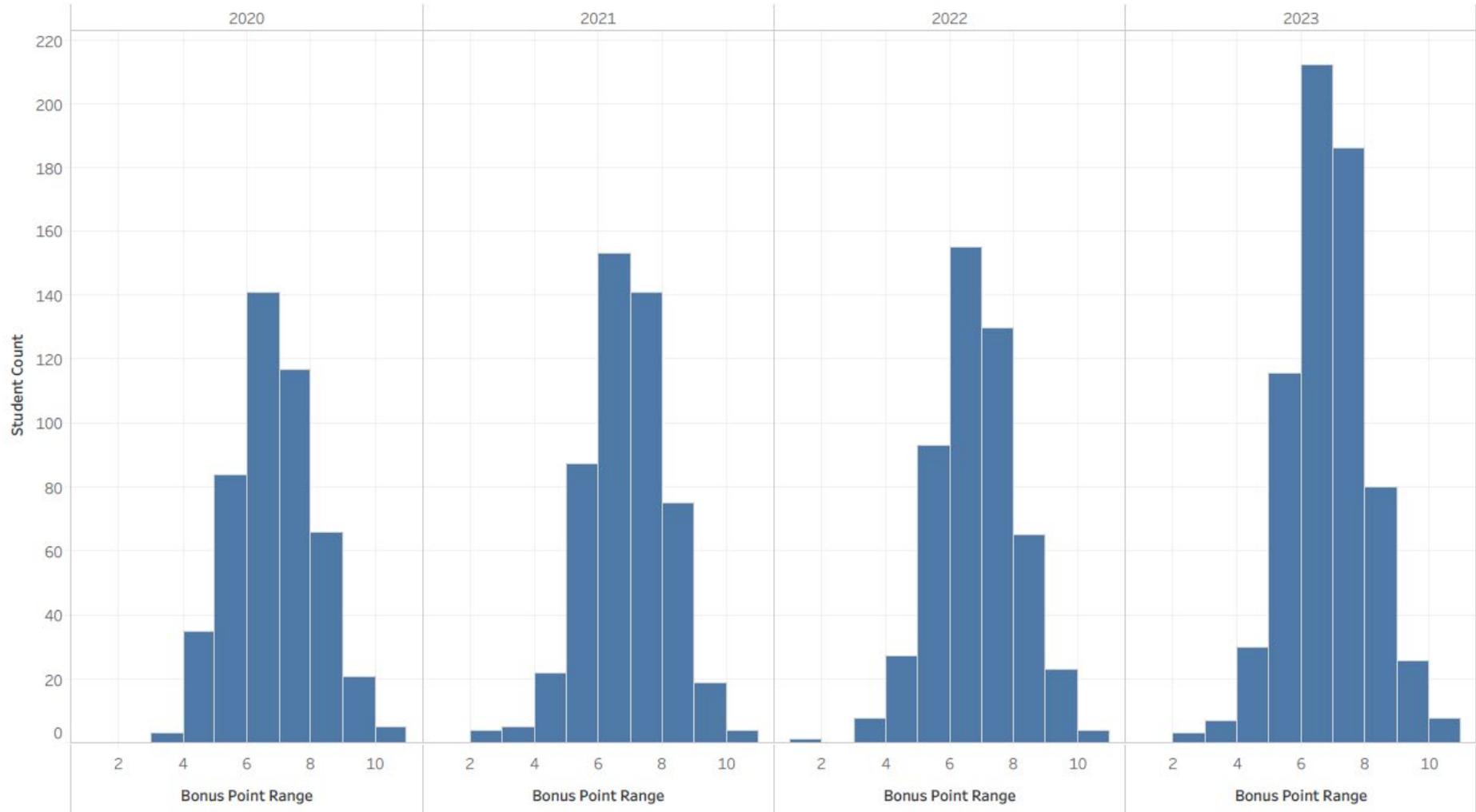
Graphs of students numbers per bonus point range (i.e. 0-0.99, 1.0-1.99, 2.0-2.99 ... 9.0-9.99) for Maths Methods (MAM) for separate processing/ applications cycles 20/21 to 23/24.



This chart shows the number of students by bonus point range by subject Maths Methods (MAM), for the separate four processing/ applications cycles from 2020/2021 to 2023/2024. Each mark represents a range of .99 bonus points. Marks on the horizontal axis are labelled by lowest point in the range e.g. a mark labelled '2' = number of students given between 2-2.99 TEA bonus points inclusive for the corresponding subject.

Chart C12 - Student numbers by bonus point range by year – LoTE

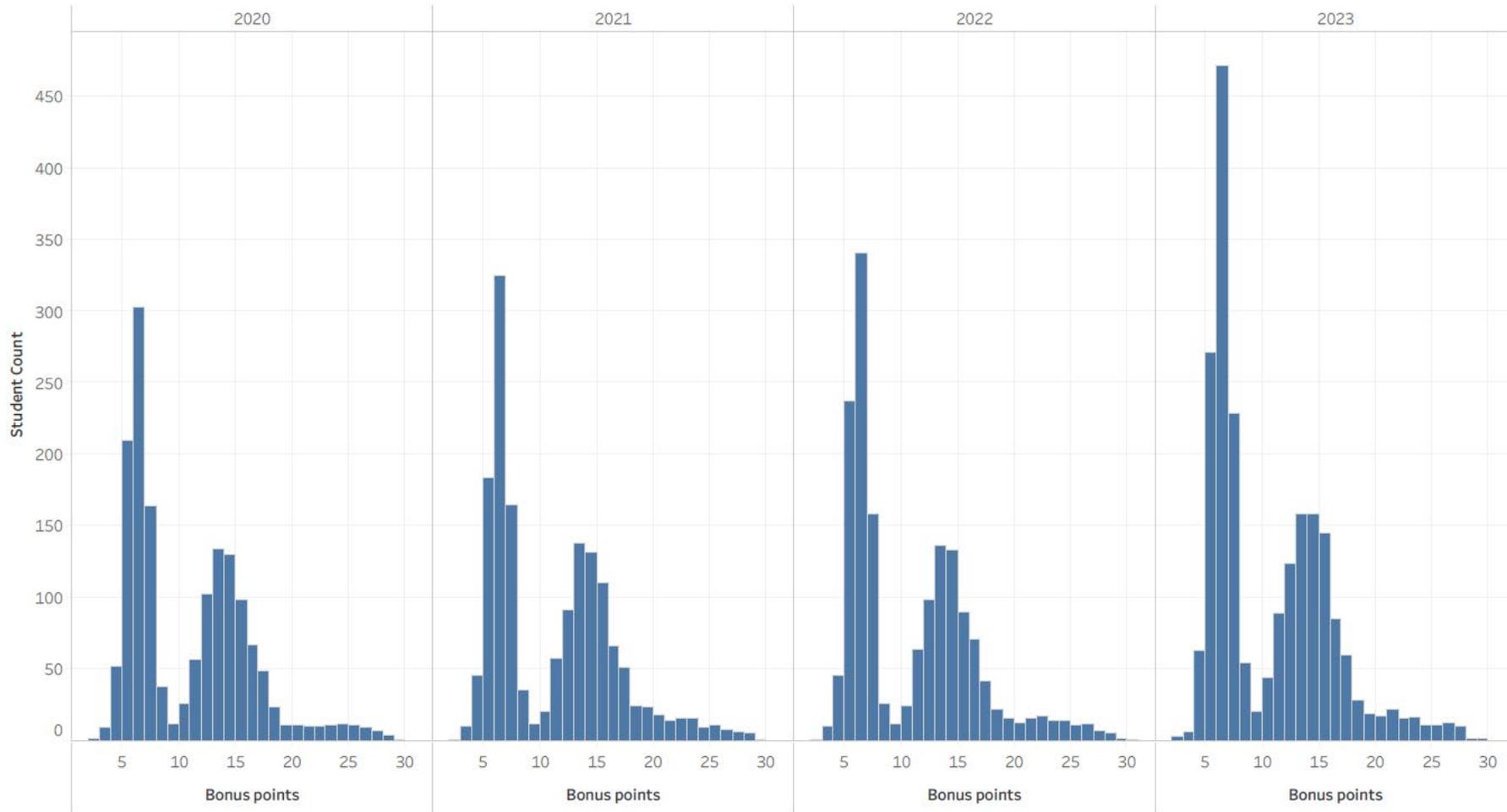
Graphs of LOTE students numbers per bonus point range (i.e. 0-0.99, 1.0-1.99, 2.0-2.99 ... 9.0-9.99) for separate processing/ applications cycles 20/21 to 23/24.



This chart shows the number of LOTE students by bonus point range for the separate four processing/ applications cycles from 2020/2021 to 2023/2024. Each mark represents a range of .99 bonus points. Marks on the horizontal axis are labelled by lowest point in the range e.g. a mark labelled '2' = number of students given between 2-2.99 TEA bonus points inclusive for the corresponding subject.

Chart C13 – Student numbers by bonus points by year 2020-2023

Students numbers by student total bonus points range for students taking 1, 2 or 3 Bonus subjects (all subjects combined) for each separate processing/ applications cycle



This chart shows distinct count of students by total combined bonus points achieved across all 3 subjects, Languages other than English (LOTE), Maths Methods (MAM) and Maths Specialist (MAS), for all separate processing years 20/21 to 23-24. Each bar represents a range of .99 bonus points. Bars are labelled by lowest point in the range e.g. a bar labelled '8' = number of students given between 8-8.99 TEA bonus points inclusive for the corresponding subject. Note each student is only counted once.

Chart C14 –Students taking one bonus subject by region and points range 2020-2023

Number of Students taking 1 bonus subjects by Total Bonus Point Range and School Education Region for all 20/21 to 23/24 Processing/ Admission cycles combined

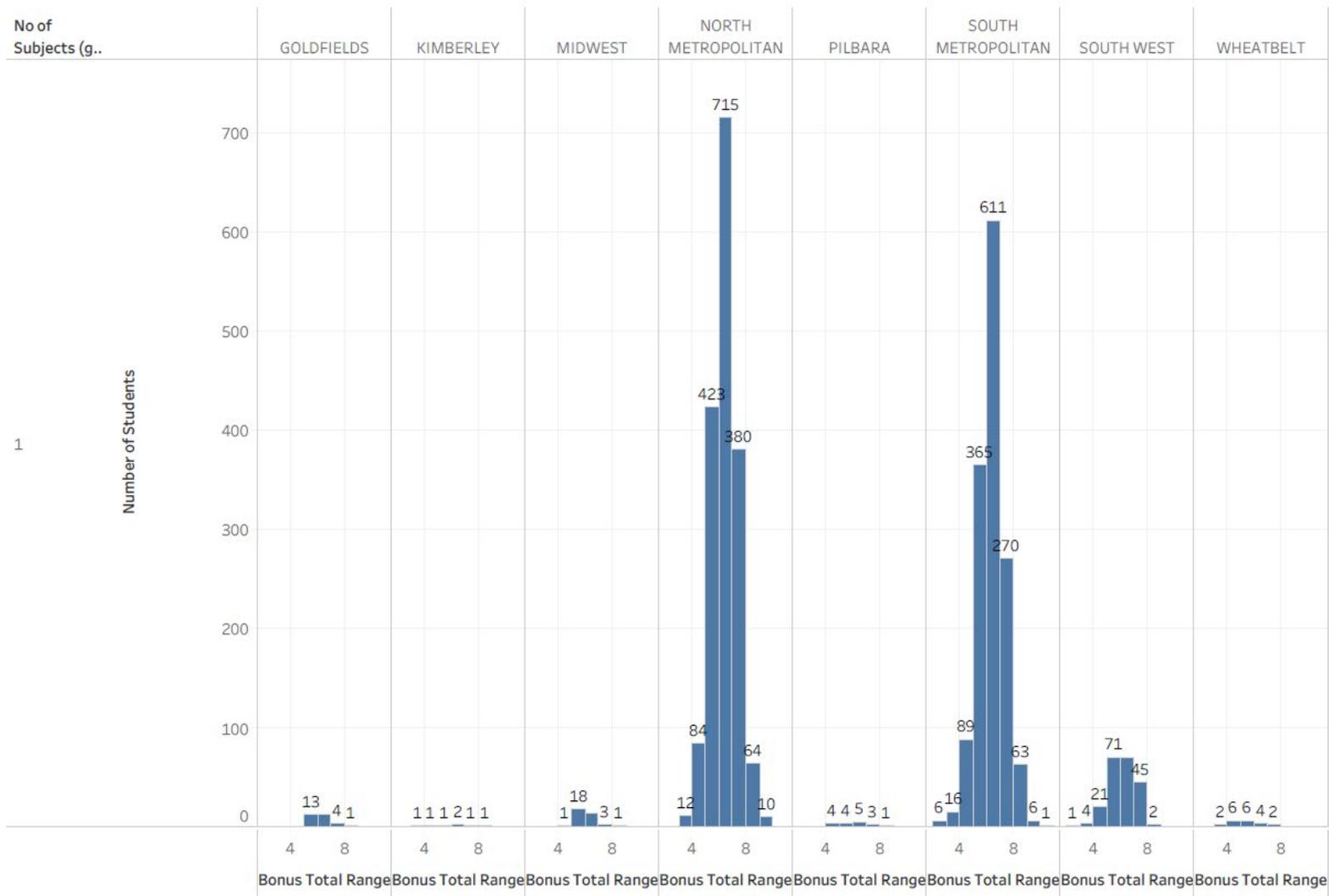


Chart showing the Number of Students taking 1 bonus subject by Bonus Total Range by School Education Region for all 4 of the 20/21 to 23/24 Processing/ Admissions cycles. All regions with a minimum of 1 student are included. No regions were excluded as all regions had students completing 1 bonus subject.

Chart C15 – Students taking two bonus subjects by region and points range 2020-2023

Number of Students taking 2 bonus subjects by Total Bonus Point Range and School Education Region for all 20/21 to 23/24 Processing/ Admission cycles combined

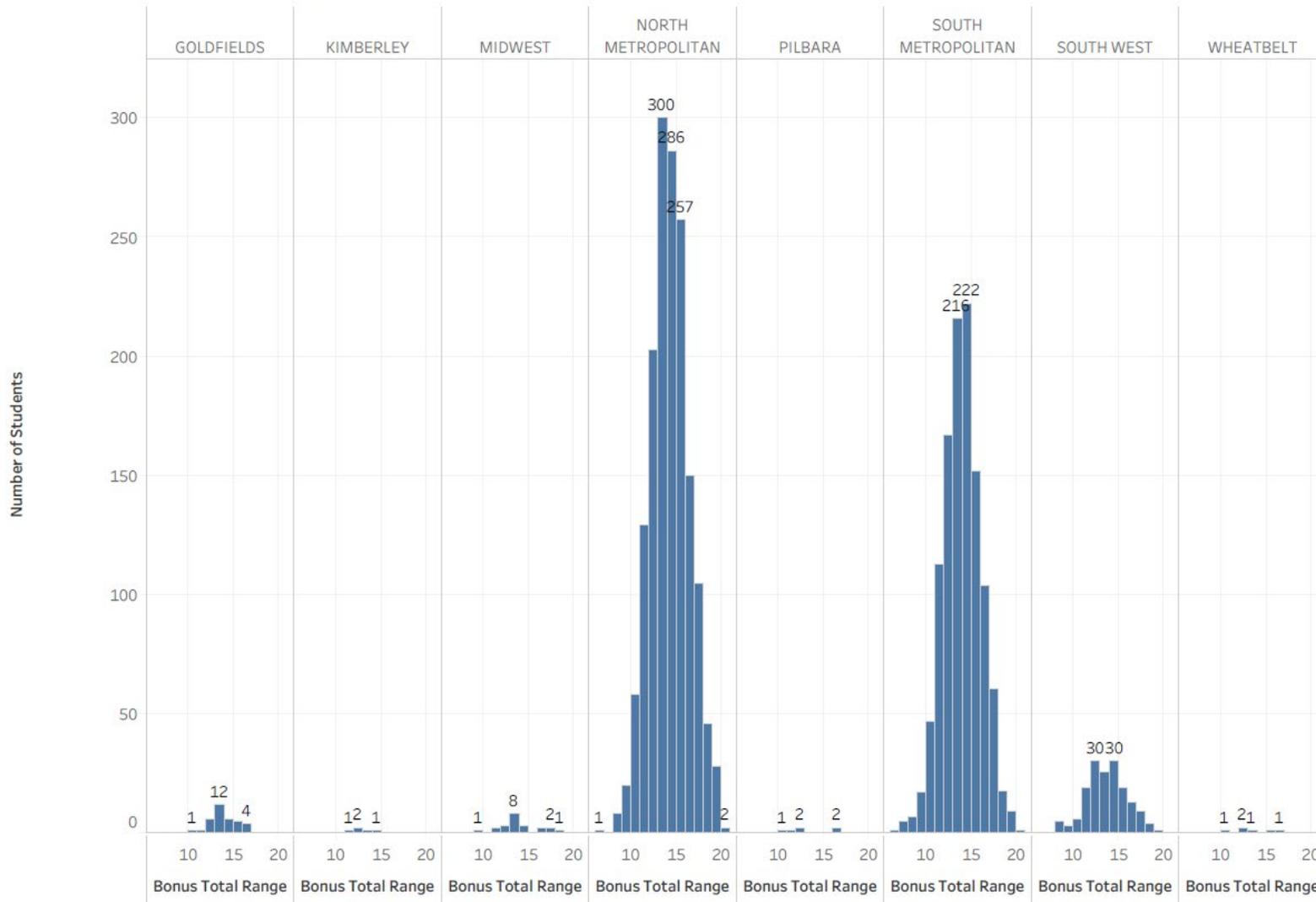


Chart showing the Number of Students taking 2 bonus subjects by Bonus Total Range by School Education Region for all 4 of the 20/21 to 23/24 Processing/ Admissions cycles. All regions with a minimum of 1 student are included. No regions were excluded as all regions had students completing 2 bonus subjects.

Chart C16 - Students taking three bonus subjects by region and points range 2020-2023

Number of Students taking 3 bonus subjects by Total Bonus Point Range and School Education Region for all 20/21 to 23/24 Processing/ Admission cycles combined

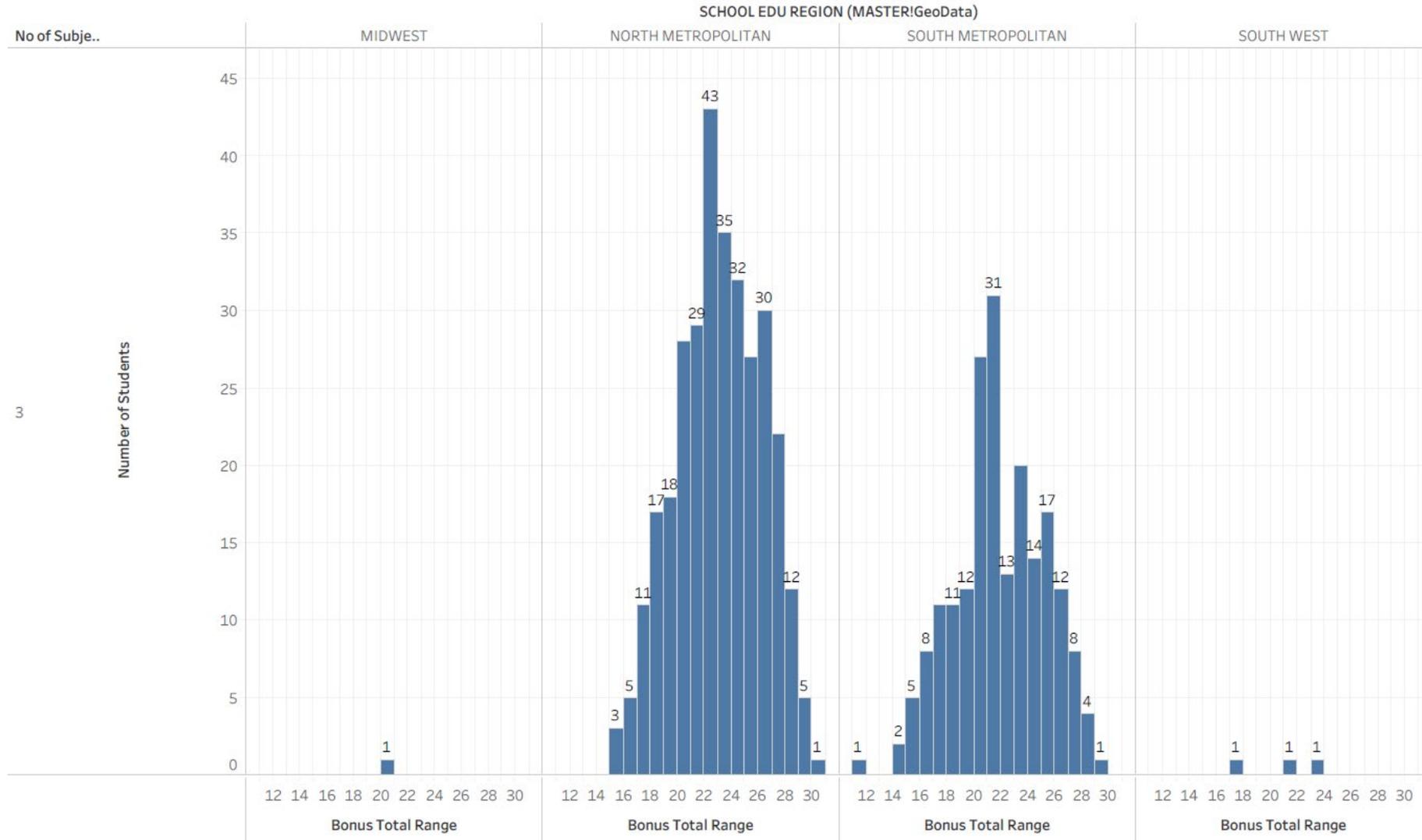


Chart showing the Number of Students taking 3 Bonus subjects by Bonus Total Range by School Education Region for all 4 of the 20/21 to 23/24 Processing/ Admissions cycles. All regions with a minimum of 1 student are included. Regions with no students taking 3 bonus subjects (Goldfields, Kimberley, Pilbara and Wheatbelt) are excluded.

Chart C17 – Students taking LoTE by bonus points and school type 2020-2023

Number of Students taking LOTE by LOTE Bonus Point Range and School Type for all 20/21 to 23/24 Processing/Admissions cycles combined

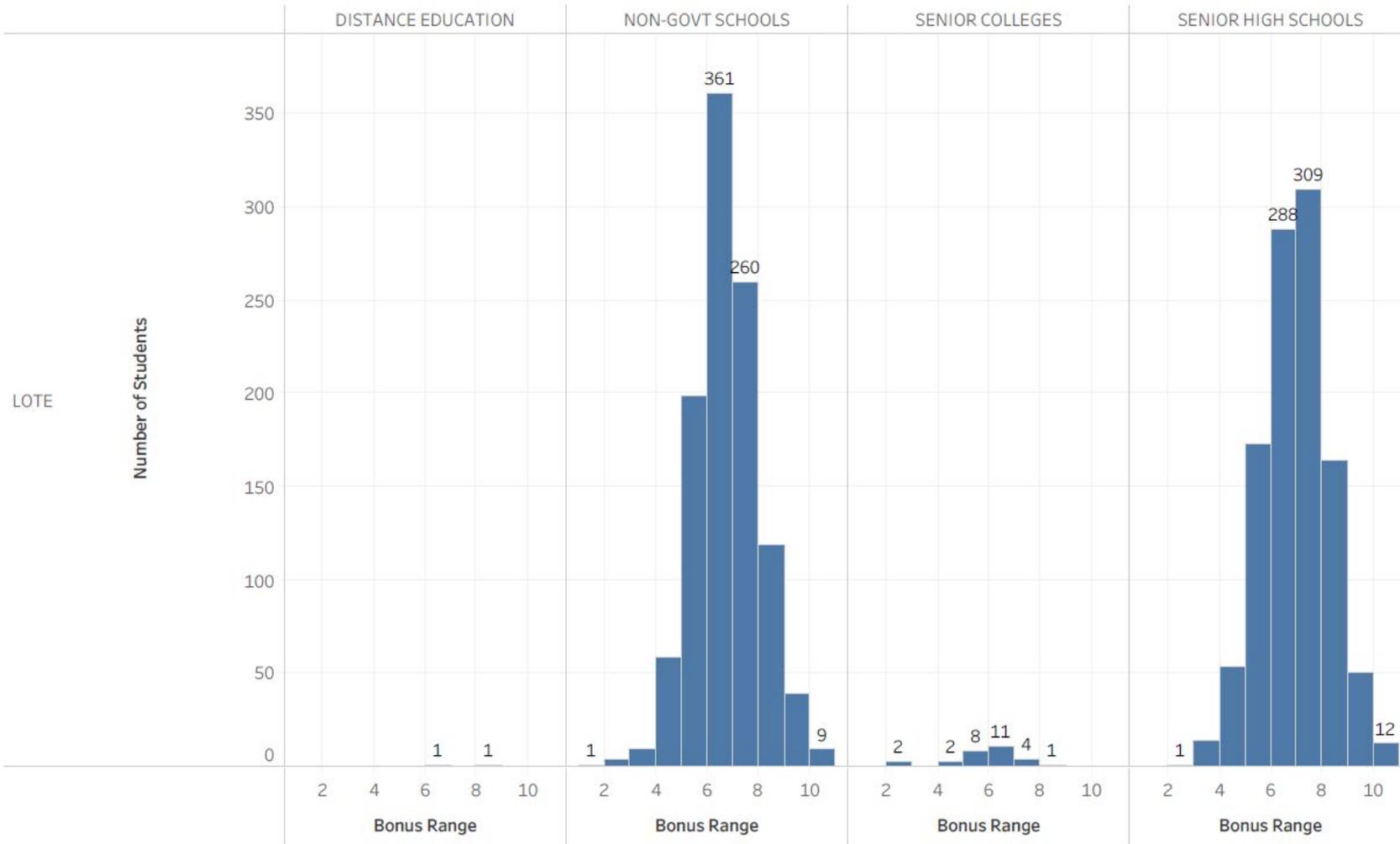
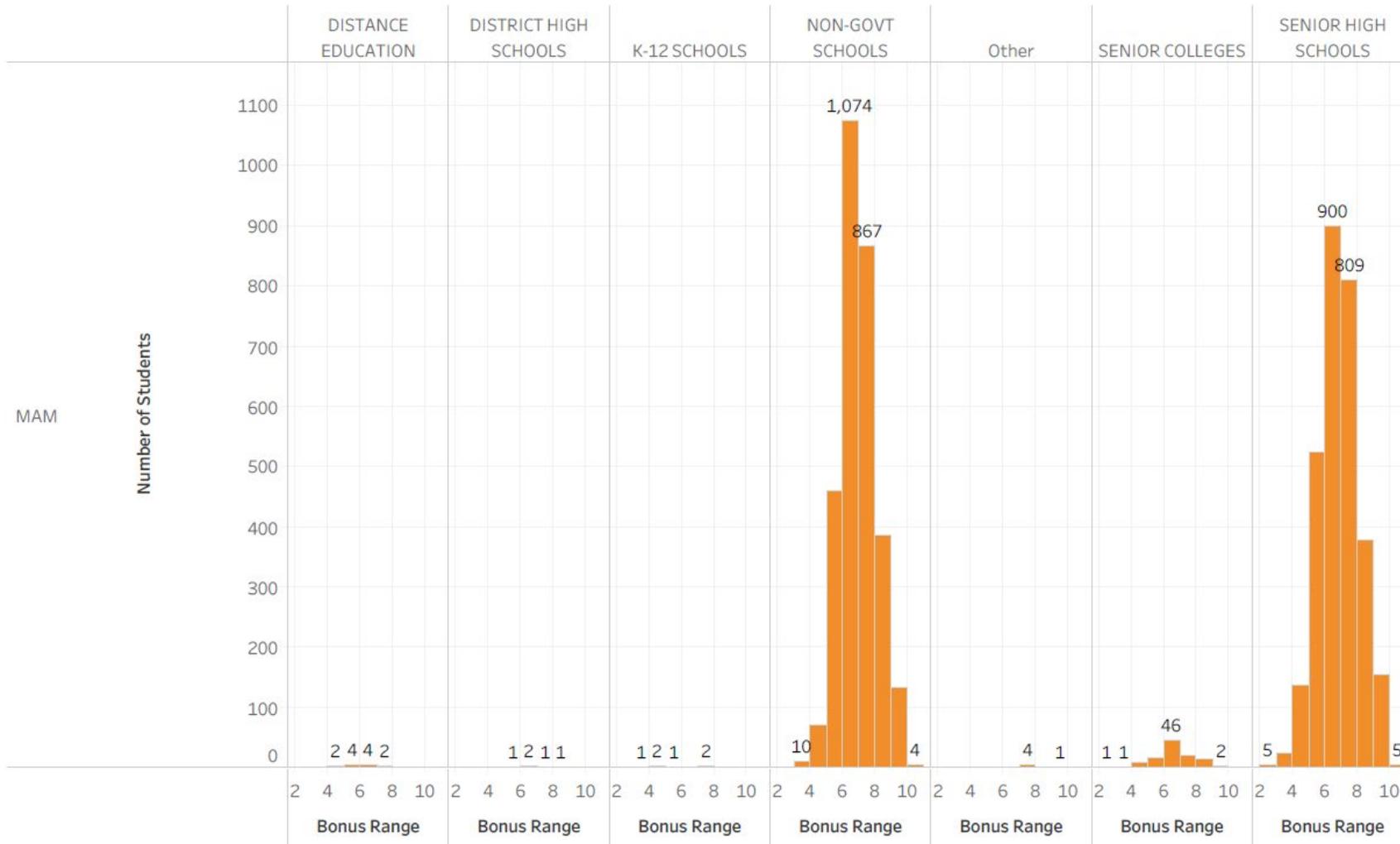


Chart showing the number of LOTE Students by LOTE bonus point range, by School Type for the 20/21 to 23/24 Processing/ Admissions cycles combined. All regions with a minimum of 2 students are included. Education Support Centers and 'Other' (including private study) were excluded and had 1 student each studying LOTE. Offshore and Migratory, District High-schools and K-12 schools were excluded due to no students in this cohort.

Chart C18 - Students taking Methods by bonus points and school type 2020-2023

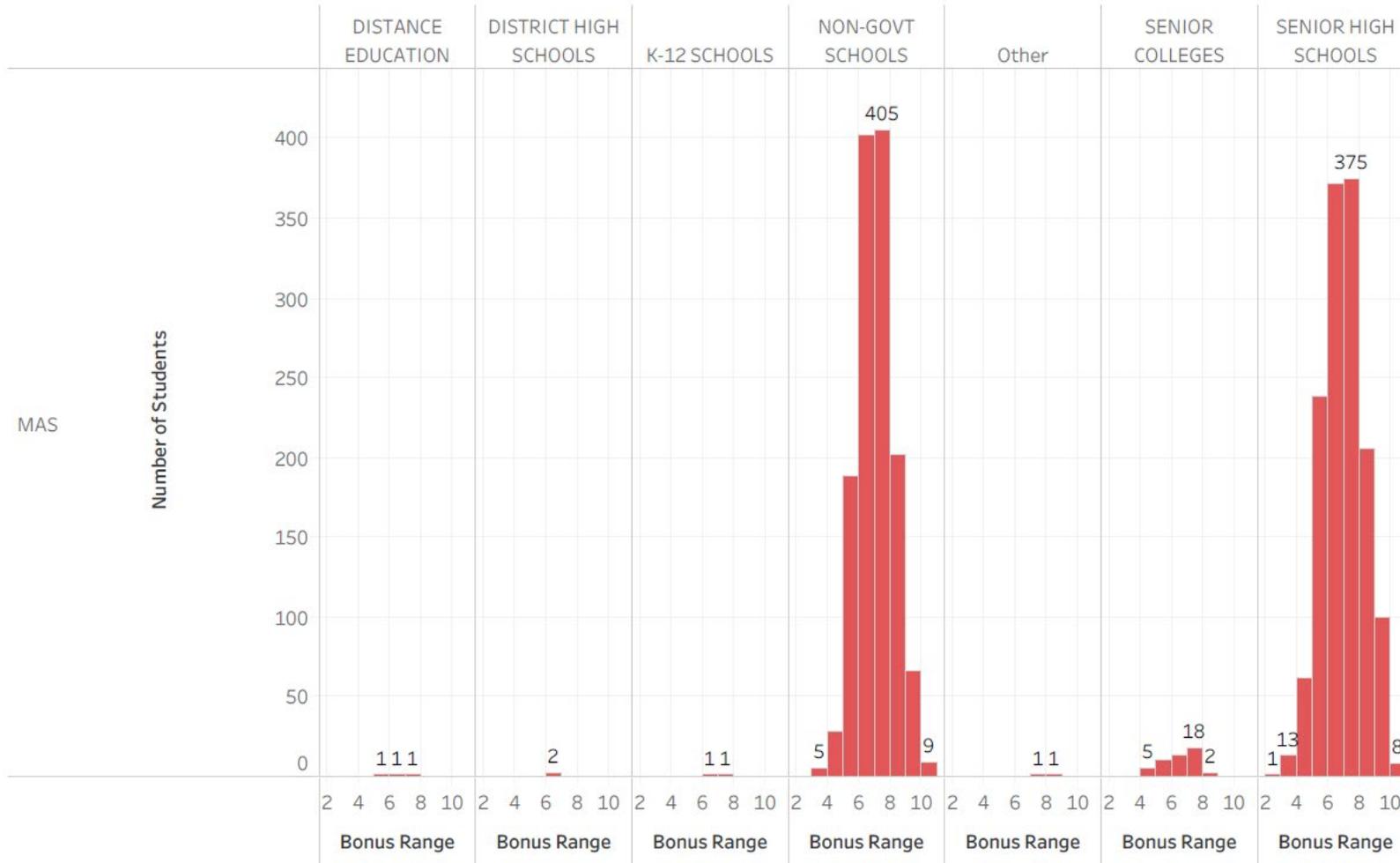
Number of Students taking Maths Methods by Bonus Point Range and School Type for all 20/21 to 23/24 Processing/Admissions cycles combined



This chart shows the number of Students taking Maths Methods (MAM) by subject bonus point range, by School Type for the 20/21 to 23/24 Processing/ Admissions cycles combined. All regions with a minimum of 2 students are included. Education Support Centers and 'Offshore and Migratory' were excluded and had 1 student each studying MAM. All school types had a minimum of 1 student studying MAM.

Chart C19 - Students taking Specialist by bonus points and school type 2020-2023

Number of Students taking Maths Specialist by Bonus Point Range and School Type for all 20/21 to 23/24 Processing/Admissions cycles combined



This chart shows the number of Students taking Maths Specialist (MAS) by subject bonus point range, by School Type for the 20/21 to 23/24 Processing/Admissions cycles combined. All regions with a minimum of 2 students are included. Education Support Centers and 'Offshore and Migratory' were excluded and had no students studying MAS.

Chart C20 – Students by number of bonus subjects by range by school type by year

Number of Students taking 1, 2 or 3 bonus subjects by Total Bonus Point Range for 20/21 to 23/24 Processing/ Admission cycles - comparison by school type.

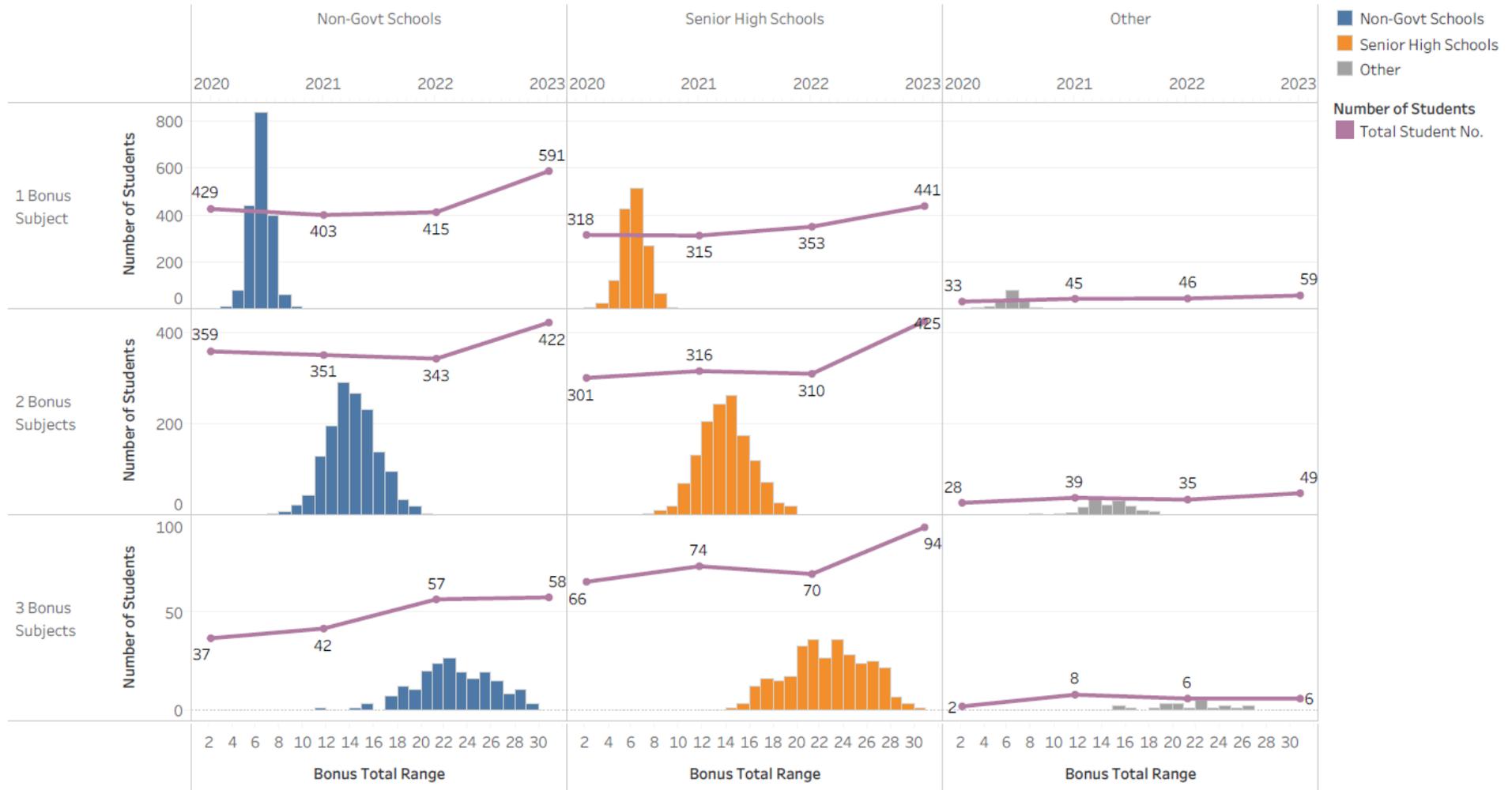


Chart C21 – Students by number of bonus subjects by range by school type by year - inc. largest school cohorts per type

Chart showing the number of students taking 1, 2 or 3 bonus subjects by Total Bonus Point Range for the 20/21 to 23/24 Processing/ Admission cycles. The chart includes a comparison of Senior High schools, Non-Government Schools and other school types, with the 3 schools with largest cohort of students in each group separated out.

