



HSC RESULTS 2011

Congratulations to the Class of 2011! We are so pleased with their results. They did very well indeed and we are proud of them all.

Eighteen of our girls made the state's "Top All-Rounders" list, having gained a mark of 90% in ten or more units of their HSC studies. Well done to them! They were:

Aimee Bock	Mira Odgers
Li Chloe Chung	Natalie Saar
Lauren Collee	Emily Saunders Walmsley
Michaela Dolk	Jessica Topfer
Laura Farrell	Monica Tracy
Molly Fowler	Alexandra Trollip
Isabelle Gebicki	Jessica van Lieven
Grace Logan	Veronica Volfneuk
Maria Mellos	Isabella Wong

In individual subjects, we had 269 mentions in the Distinguished Achievers lists from 87 different girls. This means that 87 of our girls gained in the top band with a mark over 90% in one or more of their subjects – this is an excellent achievement for each of them, showing a particularly strong performance in one or more of their subjects.

Of particular note:

- Michaela Dolk came 1st, Monica Tracy came 3rd and Elizabeth Handelsman came 5th in the state in German Beginners.
- Jessica van Lieven came 2nd in French Extension.
- Li Chloe Chung came 2nd in Music Extension.
- Dominique Cahill came 5th and Lauren Collee came 8th in Visual Arts.
- Olivia Boyages topped the state in Modern Greek Continuers and came 4th in Modern Greek Extension, studying as an accelerant through the Saturday School of Community Languages.
- Jenny Im (as an accelerant) came 8th in Mathematics.
- In addition, the following statistics give an indication of the depth of the performance of our students, taking into account the different percentages of students across the state who achieved in the top band (over 90%) in the different subjects:
- 100% of English Extension 1 students scored in the top band (compared with 26.68% in the state)
- 100% of French Extension students scored in the top band (compared with 43.6% of the state)
- 100% of Latin Extension students scored in the top band (compared with 80% of the state).
- 67% of Visual Arts students gained over 90 (compared with 10.04% in the state)
- 50% of Ancient History students scored above 90 (compared with 10.15% in the state)

- 35% of Biology students gained over 90 (compared to 4.44% of the state)
- 42% of Modern History students gained over 90 (compared to 9.99% of the state)
- 48% of Drama students gained over 90 (compared with 11.41% in the state)
- 45% of Chemistry students scored above 90 (compared with 11.04% in the state)
- 36% of Physics students gained over 90 (compared to 8.92 % of the state)
- 72% of German Beginners students gained over 90 (compared with 19.49% in the state)
- 77% of History Extension student scored in the top band (compared with 25.59% of the state)
- 67% of English Extension 2 students scored in the top band (compared with 23.42% in the state)

A number of our Year 12 girls have had their creative major works nominated for, or actually selected to appear in the various statewide exhibitions and showcases organised by the Board of Studies.

- 12 students were preselected for Art Express, (nearly a third of our candidature). They were Caroline Ashley, Dominique Cahill, Lauren Collee, Tegan Dennehy, Michaela Dolk, Honey Long, Emma Hudson, Samantha Jones, Arabella Joseph, Claudia and Eloise White, Isabella Wong.
- Tegan Dennehy, Honey Long, Isabella Wong were selected for Art Express, their work to be shown in regional galleries.
- Tegan Dennehy and Claudia Shepherd were nominated for the Drama exhibition Onstage.
- Luisa Backhouse's Design and Technology project was nominated for DesignTech.
- Li Chloe Chung was nominated and then selected for the Music Encore Concert. She will perform early this year.

Congratulations, too, to all of the girls who studied a variety of courses externally to SCEGGS – including the Saturday School of Community Languages, Open High School, Vocational Education and Training (VET courses) through TAFE.

You may be aware that we do not receive information about the ATARs (Australian Tertiary Admissions Rank) achieved by our girls. We do ask girls to ring in and let us know how they went – we love to hear from them all – whatever mark they achieved. Their teachers really do want to know! We also use an external consultant to estimate the ATARs and help us analyse the results– we do this so that we can advise students in future years, and to build up our knowledge base of processes and procedures.

Importantly, the ATAR is a rank, not a mark, so for example an ATAR of 90 indicates that the student has performed well enough in the HSC to be placed in the top 10% of their age group.

Overall, it appears that we gained the following ATAR rankings:

10 girls over 99; i.e. 9% of our girls in the top 1% of the state overall
 16 girls over 98; i.e. 15% of our girls in the top 2% of the state overall
 45 girls over 95; i.e. 42% of our girls in the top 5% of the state overall
 64 girls over 90; i.e. 59% of our girls in the top 10% of the state overall
 92 girls over 80; i.e. 85% of our girls in the top 20% of the state overall

Congratulations to Lauren Collee who gained an ATAR of 99.85 – what a remarkable achievement!



Our full analysis of all the results has yet to be completed, but the girls appear to have done extremely well and have fulfilled their potential – and we are very proud of them all. Of course each year’s cohorts are different – they select different subjects based on their differing interests, strengths, talents and abilities, and hence there will always be variations between years, but overall the Class of 2011 has done particularly well!

We encourage a broad, liberal education - we encourage our girls to select subjects on their different interests. If we look at the 10 girls who achieved ATARs over 99, then there is a huge diversity of disciplines they studied – English, Mathematics, Sciences, the Humanities, Music, Art, Languages – the list goes on. The one thing which is important to note is that they picked subjects which interested them and then worked hard at them – and their efforts were rewarded with outstanding results. As I said in my Speech Night address at the end of last year, “it all comes down to hard work and determination”.

Each year in this analysis, I write about the league tables which are published in the newspapers. They are rather misleading on any basis. They certainly do not give any relative measure of schools and their students’ performance.

I think the most important thing to discredit the information is that it takes no account of the ability level of the students. Of the 108 girls in Year 12 last year, 30 sat Ancient History and 15 of them gained over 90 in that course. Is that a fair reflection of their ability? Maybe 20 or more of them should have achieved over 90 and we didn’t do well for our girls. Or maybe only 8 would have done so at another school and we have helped them exceed their expected level of achievement significantly. Perhaps some of the girls would have achieved even better results if they had studied Modern History instead, or added a unit of Extension History. The leagues tables do nothing to address this sort of analysis.

Another issue concerning league tables is the lack of comparison of the difficulty of the subject. For example, they equate a mark of 90 in Extension 2 Mathematics with a mark of 90 in General Mathematics, and obviously General Mathematics is an easier course to undertake. It is important that we all are aware of this.

At SCEGGS we do undertake careful analyses in the next couple of months of all the data we can acquire. We look at how individual girls performed against their ability level; we construct graphs of School Certificate results against HSC results, comparative information of how different subjects did against each other and so forth. We look at the ATAR each student gained, which subjects counted in the calculation of her ATAR and which didn’t. We look at which options and electives we chose within courses, and how our students performed in each of these. We use all of this to help us assess how this group of girls performed against their potential. And each year, we identify the areas that we can do even better in the future. And of course we continue to work on all aspects of our programs to ensure we are delivering the best education possible in every area.

You may be interested in the following table presenting the number of students, as a percentage of the SCEGGS candidature, who have achieved a mark in one of the top two bands for the course. For comparison, the state percentage achieving in the top two bands is also provided. In a 2 unit subject, such as Ancient History, a mark in one of the top two bands means a mark over 80%.



2011

Subject	SCEGGS Candidature	State Percentage in top two bands	SCEGGS Percentage in top two bands
Ancient History	30	37.42	83.33
Biology	40	30.96	80
Business Studies	26	31.97	65.38
Chemistry	33	39.98	81.81
Design and Technology	21	38.28	90.47
Drama	21	43.37	85.7
Economics	11	43.46	63.63
English Standard	24	8.86	66.66
English Advanced	84	58.15	100
English Extension 1	30	83.95	100
English Extension 2	6	84.01	100
Geography	14	37.72	92.85
Information Processes	5	31.63	40
General Mathematics	36	24.26	63.88
Mathematics	57	51.22	73.67
Mathematics Extension 1	36	84.47	100
Mathematics Extension 2	10	91.65	100
Modern History	31	45.32	87.09
History Extension 1	9	74.16	100
Music 1	3	58.91	100
Music 2	6	83.87	100
Music Extension	3	98.72	100
PDHPE	24	34.2	70.82
Physics	11	36.22	100
Visual Arts	33	47.92	93.93
French Continuers	15	63.78	93.33
French Extension	5	84.57	100
German Beginners	11	41.52	90.9
Japanese Continuers	3	53.37	0
Japanese Extension	1	85.13	100
Latin Continuers	4	79.41	100
Latin Extension	2	98	100

It is clear that our percentages in the above table are much better than the equivalent NSW statistics and our averages are significantly above the state average also. I think this result is outstanding for SCEGGS. We are proud of the girls, pleased with their results and congratulate the Class of 2011, every single girl, on excellent work in achieving their Higher School Certificates!

