



HSC RESULTS 2012

Congratulations to the Class of 2012! We are delighted with their HSC results. They have done extremely well and we are so proud of each and every one of them.

The following summary provides an overview of some of the different statistics for the different HSC courses and highlights many successes. I also think it is really important to remember that some of the greatest success stories for our girls are not the ones that appear in any of these lists that follow – those who have worked hard to achieve their best when they have not found academic work easy; those who have overcome issues such as learning difficulties or illness; those who have completed a body of work for Visual Arts as part of their HSC study; those who have achieved an early university offer into the course they have always wanted with a portfolio of their design work completed as part of the HSC, just to name a few. There are 111 different journeys of 111 different students behind these results – and we are proud of them all!

Each year, I am asked what is the best advice to give to a student who asks how to achieve the best results they possibly can? In many ways, the HSC is a journey that mirrors the one you might have heard discussed repeatedly over the summer on the sporting field, perhaps most recently in tennis or in cricket.

Bernard Tomic described his tennis strategy for 2013 as follows: "You learn from your mistakes." Tomic said. "I'm going to continue to work hard and improve because I have so much to improve on." This theme of hard work and learning from disappointment is replicated in all sports. At the end of the SCG test against Sri Lanka, Michael Clarke spoke about the Australian cricket team: "I think we're improving, but there are areas we need to continually get better at" and Mahela Jayawardene's comments to the next generation of Sri Lankan cricketers: "As long as they are willing to learn and work hard, they will get big scores and be the future of Sri Lankan cricket." The HSC is no different: choose subjects that you are interested in, are passionate about, that you enjoy and that are your strength - and then work hard to improve, learning from your mistakes and using each piece of feedback to highlight the next area to continue working on.

Top All-Rounders:

Seventeen of our girls were placed in the state's "Top All-Rounders" list this year, having gained a mark of at least 90% in ten or more of their HSC units, which is a great achievement for these girls. They were:

- Olivia Boyages
- Yael Celermajer
- Suu-Mei Chew
- India Cordony
- Madeline Cox
- Evangeline Crowther Gibson
- Lillian Crowther Gibson
- Grace Duncan
- Marnie Harris
- Jenny Im
- Lauren Jenkins
- Aisling Kelly
- Eloise Kneebone
- Emma Payne
- Stephanie Rowland
- Annie Tasker
- Claudia Zwar

In individual subjects, we had 314 mentions in the Distinguished Achievers lists from 98 different girls. This means that 98 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:

- India Cordony came 1st and Isabelle Wolfensberger came 2nd in the state in German Beginners.
- Claudia Zwar came 2nd and Stephanie Rowland came 19th in Modern History.
- Claudia Zwar came 8th in Extension 1 English.
- Madeline Cox came 11th in Business Studies.
- Nami Nagao topped the state in Heritage Japanese, studying through the Saturday School of Community Languages.
- Ellinor McNamara (as an accelerant) came 4th in Swedish through the Swedish School.

Depth of Performance:

In addition, the following statistics give an indication of the depth of the performance of our students in different courses. Across NSW, the percentage of students who achieve in the top band for a subject (a mark of at least 90% in that course) varies considerably. This list highlights some of the courses where the percentage of SCEGGS students who achieved in this top band far exceeds the percentage of students across NSW:

- 100% of Design and Technology students scored over 90 (compared with 9.89% in the state)
- 59% of General Mathematics students scored over 90 (compared with 5.56% in the state)
- 67% of Ancient History students scored above 90 (compared with 7.24% in the state)
- 75% of Visual Arts students scored in the top band (compared with 11.14% in the state)
- 50% of Geography students gained over 90 (compared with 8.39% in the state)
- 65% of Modern History students scored above 90 (compared with 11.57% in the state)
- 67% of Music 1 students gained over 90 (compared with 13.77% in the state)
- 58% of English (Advanced) students gained over 90 (compared with 12.58% in the state)
- 38% of Business Studies students scored above 90 (compared with 8.41% in the state)
- 80% of English Extension 2 students scored above 90 (compared with 21.88% in the state)
- 23% of Biology students scored above 90 (compared with 6.26% in the state)
- 63% of History Extension student gained over 90 (compared with 18.18% in the state)
- 72% of English Extension 1 students gained over 90 (compared with 24.95% in the state)
- 56% of German Beginners students gained over 90 (compared with 21.53% in the state)
- 100% of Music Extension students gained over 90 (compared with 63.19% in the state)
- 64% of French Continuers students gained over 90 (compared with 28.18% in the state)
- 88% of French Extension students gained over 90 (compared with 43.62% in the state)

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

Visual Arts: Selected for ARTEXPRESS:

- Lily Ginsberg-Keig *Flight to Freedom* (Hazelhurst Regional Gallery & Arts Centre)
- Eliza Gosse *A moment settled* (Orange Regional Gallery, Grafton Regional Gallery)
- Madison Greville *Surprisingly Rubbish* (Hazelhurst Regional Gallery & Arts Centre , Tamworth Regional Gallery)
- Lilli Stromland *Birds of a feather* (Art Gallery of New South Wales, Wagga Wagga Regional Art Gallery)
- Emma White *The Greatest Show On Earth* (The Armory, Sydney Olympic Park)

Drama: Selected for On Stage:

- Phoebe Adler-Ryan: Critical Analysis – Director's Folio

Design and Technology: Selected for DesignTECH:

- Lilli Stromland: *Multipurpose Safety Harness/Dog Jacket*

Congratulations, also must go to the girls who studied a variety of external courses through providers such as the Saturday School of Community Languages, Open High School, Vocational Education and Training (VET courses) through TAFE. These provide a wonderful opportunity for students to add greater breadth to their overall subject choice for the HSC, with students this year electing to study subjects such as Macedonian, Swedish and Tourism and Events. And they have performed well too - for example, Nami Nagao studied Heritage Japanese through the Saturday School and as noted earlier, Nami topped the state!

Percentages in the top two bands in 2012:

The following table represents 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% in that course.

Subject	SCEGGS Candidature	State Percentage in top two bands	SCEGGS Percentage in top two bands
Ancient History	18	26.78	88.88
Biology	35	26.76	68.56
Business Studies	16	38.13	81.25
Chemistry	32	42.6	81.25
Design and Technology	7	39.66	100
Drama	20	43.85	95
Economics	17	47.2	70.58
English Standard	16	15.75	81.25
English Advanced	95	54.09	94.73
English Extension 1	32	87.11	96.87
English Extension 2	10	78.43	100
Geography	12	40.27	100
IPT	6	31.16	66.66
General Mathematics	37	22.05	81.07
Mathematics	60	52.5	81.66
Mathematics Extension 1	34	84.98	94.11
Mathematics Extension 2	13	88.37	92.3
Modern History	43	45.94	95.34
History Extension	8	65.98	100
Music 1	9	58.38	100
Music 2	3	85.02	100
Music Extension	2	99.06	100
PDHPE	22	32.88	59.08
Physics	12	34.05	58.32
Visual Arts	40	53.96	100
French	22	64.59	100
French Extension	8	90.67	100
German Beginners	16	45.37	81.25
Japanese	3	46.67	66.67
Japanese Extension	1	84.81	100
Latin	5	82.65	40
Latin Extension	4	96.96	75

It is clear that our percentages in the above table are overall much better than the equivalent NSW statistics and our averages are significantly above the state average also.

ATARs:

As you might be aware, schools are not provided with any information from UAC about the ATARs (Australian Tertiary Admissions Rank) achieved by our girls. These are released to the girls directly and 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 of trends, changing candidatures, processes and procedures.

It is very important to remember that the ATAR results are a very different measure from the HSC results.

- *HSC results are marks, so for example, an HSC mark of 90% in a subject means that the student achieved a combined mark of 90% in a range of assessments and the HSC examination for that course.*
- *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 whole HSC to be ranked in the top 10% of their age group.*

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

- 13 girls over 99; i.e. 12% of our girls in the top 1% of the state overall
- 28 girls over 98; i.e. 25% of our girls in the top 2% of the state overall
- 52 girls over 95; i.e. 47% of our girls in the top 5% of the state overall
- 82 girls over 90; i.e. 74% of our girls in the top 10% of the state overall
- 96 girls over 80; i.e. 87% of our girls in the top 20% of the state overall

Congratulations to Claudia Zwar who gained the maximum possible ATAR of 99.95 – one of only 48 students across the state this year – what a remarkable achievement! Our full analysis of all the results has yet to be completed, but the girls appear to have done exceptionally 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 variation between years, but overall the Class of 2012 has done particularly well!

At SCEGGS, we encourage a broad, liberal education - we advise our girls to select their subjects based on their different interests and their different strengths. If we look at the 13 girls this year who achieved ATARs over 99, then there is a huge diversity in the disciplines that each of them have studied – English, Mathematics, Sciences, History, Economics, Drama, Visual Arts, Languages – the list goes on. So while their individual subject choices are very different, there is one thing that unites them all – they chose subjects that they are passionate about, and then worked hard at them – consistently.

Leagues Tables:

Each year in this analysis, I write about the league tables which are published in the newspapers. They are misleading on any basis – whether the information is favourable or not! There are many reasons for this.

The most important thing to discredit the information is that it takes no account of the ability level of the students. Of the 111 girls in Year 12 this year, 43 sat Modern History and 28 of them gained over 90 in that course. Is that a fair reflection of their ability? Maybe 30 or more of them should have achieved over 90 and we did not do well for our girls. Or maybe only 18 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 Ancient 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 English with a mark of 90 in Standard English, and obviously Standard English is an easier course to undertake. It is important that we all are aware of this.

At SCEGGS, we undertake a much more careful analysis 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 did not. 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 following year. 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.

We are all really proud of the girls, pleased with their results and congratulate the Class of 2012, every single girl, on excellent work in achieving their Higher School Certificates.

*Jenny Allum
Head of School*