



## HSC RESULTS 2014

Well done to the Class of 2014! The HSC results they achieved are a great credit to them and to their teachers. We are very proud of each and every one of the girls - of their HSC results, of their academic and co-curricular achievements throughout their 13 years of schooling, and particularly their character and personality. They are great young women! I know that many of the girls are thrilled with their HSC marks in individual subjects and in their Tertiary Admissions Rank (ATAR) and are excited about their pathway ahead in the next few years - whether that is a university course, a GAP program, a cadetship or some other adventure. Some are a bit disappointed and others just a little nervous about whether the university course they really want might be a reality or not - as I write this final university offers are being made.

There are 113 different journeys of 113 different students behind these results – and knowing each and every one of the girls, it is hard to say what makes us most proud. There are many achievements to celebrate!

This summary provides an overview of some of the different statistics for the different courses and highlights many successes - but naturally there is still a lot more work for us to do to understand them all thoroughly.

### **Top All-Rounders:**

Sixteen of our girls made 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:

- Indira Barrow
- Julia Brieger
- Emma Duncan
- Brittany Evat
- Madeleine Langsworth
- Sophie Large
- Carmen Leung
- Isabella Martin
- Stella Maynard
- Katelyn Mazzochi
- Veronica Murdoch
- Zoe Saunders
- Emma St John
- Madeline Temple
- Anne Wang
- Emma Yates

In individual subjects, we had 260 mentions in the Distinguished Achievers lists from 97 different girls. This means that 97 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 in those subject areas, showing a particularly strong performance in one or more of their subjects.

Of particular note:

- Madeline Temple came 1st in the state in German Beginners! Also in German Beginners, Veronica Murdoch came 2nd and Isabel Vaughan came 4th in the state.
- Katelyn Mazzochi came 8th in the state in PDHPE.
- Sascha Swaraj came 13th in the state in Biology and Mona Wang came 14th in Biology.

**Depth of Performance:**

In addition, the following statistics give an indication of the depth of the performance of our students. All of our students studying the following four courses achieved results in the top band (a mark in the subject of at least 90%):

- German Beginners
- Music 2
- Latin Extension
- Music Extension

Taking into account the different percentages of students across the state who achieved in the top band in the different courses, the following courses have also far exceeded the state percentage of students achieving results over 90 in the 2014 HSC:

- 34% of Biology students scored above 90 (compared with 5.75% in the state)
- 50% of Ancient History students scored above 90 (compared with 8.6% in the state)
- 53% of Visual Arts students scored in the top band (10.63% in the state)
- 42% of Modern History students scored above 90 (compared with 8.65% in the state)
- 53% of Drama students gained a mark over 90 (compared with 13.8% in the state)
- 36% of PDHPE students scored above 90 (8.42% in the state)
- 71% of Music 1 students gained over 90 (compared with 18.23% in the state)
- 33% of Business Studies students scored above 90 (8.84% in the state)
- 39% of Chemistry students gained over 90 (compared with 11.67% in the state)
- 46% of English (Advanced) students gained over 90 (14.67% in the state)
- 45% of Mathematics students gained over 90 (compared with 21.71% in the state)

Congratulations also must go to the girls who studied a variety of external courses through providers such as the Open High School. 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 Modern Greek through the Open High School and a Mind and Morality Course through University of Sydney.

**Percentages in the top two bands in 2014:**

The table below 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%.

Subject	SCEGGS	State Percentage in	SCEGGS Percentage
Ancient History	22	32.72	81.8
Biology	41	28.23	73.2
Business Studies	21	36.95	76.2
Chemistry	33	46.09	97.0
Design and Technology	19	37.22	84.2
Drama	18	42.11	94.4
Economics	13	44.53	84.6
English (Standard)	14	8.16	71.4
English (Advanced)	99	59.3	93.9
English Extension 1	43	92.99	100
English Extension 2	10	77.44	90.0
Geography	15	43.63	86.7
Mathematics General 2 BDC	31	25	51.6
Mathematics	67	53.74	79.1
Mathematics Extension 1	44	84.4	97.7
Mathematics Extension 2	13	86.39	92.3
Modern History	43	42.28	83.7
History Extension	12	77.7	100
Music 1	7	59.58	100
Music 2	2*	87.31	*
Music Extension	1*	98.93	*
PDHPE	11	30.49	72.7
Physics	12	31.09	75.0
Visual Arts	47	48.6	97.9
French Continuers	17	65.7	100
French Extension	8	95	100
German Beginners	9	60.86	100
Japanese Continuers	1*	57.92	*
Latin Continuers	2*	74.52	*
Latin Extension	2*	97.13	*

\* Please note: the data for small candidature subjects will not be reported in accordance with the school's Privacy Policy

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 would all be aware, we do not receive any information about the ATARs (Australian Tertiary Admissions Rank) achieved by our girls. These were released to the girls directly online but 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.

We have again used an external consultant to estimate the ATARs and help us analyse the results so that we can advise students in future years, and to build up our knowledge base of processes and procedures.

It is important to remember:

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:

- 9 girls over 99
- 20 girls over 98
- 43 girls over 95
- 68 girls over 90
- 90 girls over 80

Congratulations to Brittany Evat who gained the highest ATAR at SCEGGS - 99.90. What a great achievement!

Our full analysis of all the results has yet to be completed, and 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 2014 appears to have done well.

### **Leagues Tables:**

Each year in this analysis, I write about leagues tables and just how misleading they are – whether the information is favourable or not! There are so many reasons for this .... So much so, that I can always find new and different ways to tell you why each and every year - I am building quite a list!

The Herald attempts to rank schools by a measure it calls a "success rate", using a simple fraction:

$$\frac{\text{Number of results SCEGGS girls achieved over 90\%}}{\text{Total of all the candidatures of all the SCEGGS HSC courses}}$$

So what does it mean if this success rate is high, placing you at the top of a leagues table?

- Perhaps it means that lots of students achieved marks over 90%. But I ask you - is that always a good thing? What if these students achieved these results over 90% by encouraging them to take lower level courses - say Standard English rather than Extension 1 English - would that still be what we want for our girls? Is that a measure of us being successful?
- Perhaps it means that the sum of the candidatures is smaller than many other schools. Encouraging students to study less subjects, to attempt less units, to study the minimum, to narrow their education - is that what we would want for our girls and for their future?
- Or perhaps it does mean actually that the girls did really well - balancing challenge with success and keeping a breadth of subjects that will really help them in the world ahead.

The problem with reducing something as complex as education and schooling to a single measure such as this 'success rate' is that we cannot differentiate between any of these situations! When you read that SCEGGS has a success rate of 38%, placing it 20th in the state - it is absolutely meaningless!

I want our girls to strive for excellence and to achieve their own personal best - whatever that might be. I want them to have a broad liberal education, studying a range of subjects to encourage them to grow as people and to broaden their thinking. I want us as a community to be just as proud of an 89% in a higher level course that really challenged a student, rather than encouraging them give up along the way and know they can achieve 90% at a lower level. I want all our girls to keep trying right up until the end, striving for 93, 94, 95 ... not just be satisfied with being 'over 90'. As I have said many times, I want our community to value excellence, and the challenge of academic rigour and most of all - striving for and achieving your own personal best.

### **Where to from here:**

We will continue to undertake a more careful analysis in the next couple of months of all the data we can acquire. So, we will look at how individual girls performed against their ability level; we will construct graphs of Year 10 results against HSC results, comparative information of how different subjects did against each other and so forth. We will look at the ATAR each student gained, which subjects counted in the calculation of her ATAR and which didn't. We will look at which options and electives we chose within courses, and how our students performed in each of these. We will use all of this to help us assess how this group of girls performed against their potential. And next year, as with all years, we will identify the areas that we can do even better for the following year. And of course we will continue to work on all aspects of our programs to ensure we are delivering the best education possible in every area.

Nevertheless, we are all really proud of the girls, pleased with their results and congratulate the Class of 2014, every single girl, on achieving their Higher School Certificates and being the fine young women they have become.

Jenny Allum