

VCE newsletter 2023



Canterbury Girls'
SECONDARY COLLEGE

+++Top Performing VCE (Non-Select Entry) Government Girls' School in Victoria+++

+++Celebrating 95 years of outstanding public education+++

Class of 2023 – VCE Results

The Year 12 class of 2023 at Canterbury Girls' Secondary College students achieved outstanding results in Year 12 subjects. Together as a community we celebrate these achievements.

DUX 2023
Lucy Liu

99.95

Median
study
score

32

28% of ATARS
above 90

(Top 10% of State)

52% of ATARS
above 80

(Top 20% of State)

Scores
of 50

4

13% of study
scores
above 40

Canterbury Girls' Secondary College acknowledges the Wurundjeri Woi-Wurrung people as the Traditional Owners and Custodians of this land on which we gather. We pay our respects to their Elders, both past and present and we recognise, acknowledge and respect the history, culture, diversity and value of all Aboriginal and Torres Strait Islands people.

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In addition to those students completing Year 12, a large number of Year 11 students undertook a Unit 3 and 4 subject and they also achieved outstanding results. All students are to be congratulated for their commitment to their studies. Canterbury Girls' Secondary College achieved a median study score of 32. The median study score is the middle score when all the study scores obtained by students of the school are ranked from highest to lowest. The final results were the culmination of much effort and commitment across a number of years, and reflect the contribution of staff, parents and guardians into the learning of the students.

The VCE results are one measure of the school. They are a measure that is valued as high results provide students with many options for the future. What makes such results even more impressive is that they were achieved by students studying remotely for much of the year. We can be very proud of the students who graduated from Canterbury Girls' Secondary College in 2023.

One of the characteristics of an effective school is school wide recognition of academic success. We take pride in the results of our students and celebrate their achievements. We celebrate their time at the College and we celebrate the way in which they have left the College. They enter the wider world as resilient young women ready to achieve whatever they set their sights on. On behalf of the whole school community, I wish all students in the class of 2023 all the best for the future, and congratulate and thank them for their contribution to the life of the College.

Dr Mary Cannon
Principal

ATAR Scores

The students' ATAR scores showed that:

- 39 students (28%) achieved ATAR scores above 90 placing them in the top 10% of students across the State
- 73 students (52%) achieved ATAR scores above 80 placing them in the top 20% of students across the State
- Congratulations to the 2023 DUX - Lucy Liu with an ATAR of 99.95

Study Scores

Canterbury Girls' Secondary College had 13% of all study scores above 40. The median study score was 32.

4 students achieved a perfect score of 50. Congratulations to the following students whose results have been published in the media:

- Anastasiia Teravska (who achieved 50 in Business Management)
- Zoe Martin (who achieved 50 in Food Studies)
- Stephanie Temmhoff (who achieved 50 in Food Studies)
- Olivia Preston (who achieved 50 in Visual Communication and Design)

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Scores above 40

Congratulations to the following students who achieved scores above 40 in their studies, placing them in the top 8% of the State. A study score of 40 or above in any study represents exceptional performance. Not all students gave permission for their results to be published.

Madeline Andric (Health and Human Development)
Shahad Al-Dabbagh (Physical Education)
Georgina Bolch (Business Management, Food Studies)
Annabelle Bowyer-Smyth (Psychology)
Ava Bui (English, Health and Human Development)
Yasmin Bui (Business Management, English)
Mia Bujanos Hausler (Philosophy)
Zoe Chan (English Language)
Angela Chou (Biology)
Helia Darivandi Shoushtari (Biology, Economics, Legal Studies, Psychology)
Sanuki De Soysa (Business Management)
Aleah Drakopoulos (English, Legal Studies)
Siena Dresner (Mathematics: Specialist)
MaryAnne Dumitrache (Mathematics: Methods)
Dana Flynn (Psychology)
Christina Folos (Business Management)
Jessica Goldstein (Health and Human Development, Psychology)
Madeline Grossman (Health and Human Development)
Helen Halastanis (Classical Studies, English, Legal Studies, Geography)
Momoko Handa (Languages: Japanese Second Language)
Amelie Hubert (Legal Studies)
Emily Hughes (Economics, Geography)
Xitong Jiang (Mathematics: Methods)
Lauren Johnson (English)
Lilou Jolypiel (Business Management)
Rebekah Krialis (Visual Communication and Design)
Victoria Lac (English Language, French)
Grace Latchford (Art Making and Exhibiting)
Mischa Li (Philosophy)
Lingyu Liu (Biology, Chemistry, English Language, Mathematics: Methods, Mathematics: Specialist)
Elina Loghman (Biology)
Ava Maccuspie (Visual Communication and Design)
Zoe Martin (Food Studies)
Zoe McGregor (Economics, English Language, Mathematics: General)
Brooke McMorow (Psychology)
Ruby Misso (Psychology)
Kiera Mistica (Business Management)
Estelle Murray (Geography, Psychology)
Nell Narayanan (Community Services - VCE VET)
Olivia Neish (Art Making and Exhibiting)
Monique Peng (Economics, Mathematics: General)
Olivia Preston (Visual Communication and Design)

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Scarlet Randall (Geography, Psychology)
Madeleine Rea (English, Legal Studies)
Alexandra Sek (Physical Education)
Anna Skantzou (Visual Communication and Design)
Audrey Smith (Geography)
Leila Subocz (Psychology)
Hailey Tam (English Language)
Grace Tatlis (Legal Studies)
Stephanie Temmhoff (Food Studies, Health and Human Development)
Anastasiia Teravska (Art Making and Exhibiting, Business Management)
Martha Terry (English, Legal Studies)
Savannah Todhunter (Business Management)
Victoria Town (Business Management, Economics, Health and Human Development, Psychology)
Haimi Truong (Mathematics: Specialist)
Mia Uren (Art Making and Exhibiting)
Sophie Wang (Chemistry, English Language, Mathematics: Methods)
Wei-Ling Wang (English as an Additional Language)
Larissa Wingett (Mathematics: Specialist)
Amy Woods (Psychology)
Zhihua Yang (English Language)
Charlize Yarlett (Biology, English)
Juliette Young (English, Legal Studies, Literature, Psychology)

Note: If any student who did not give permission would now like their results published, please email shm@cgsc.vic.edu.au.

Why a government school?

At Canterbury Girls' Secondary College, we are very proud of the fact that we are a government school offering a quality education for girls. The strengths of government schools have been shown through a number of studies:

- In 2014 a study found that Australian private schools produce no better results than public schools, when students' socio-economic backgrounds are taken into account. (from <http://www.theage.com.au/national/education/fourth-study-this-year-confirms-private-schools-no-better-than-public-20141109-11jlg.html>).
- Paying private school fees does not guarantee a better job after university, with new research showing there is no long-term employment advantage as public school graduates earn as much in equally prestigious jobs. A research fellow at Canberra University, Jenny Chesters, analysed data from the Household Income and Labour Dynamics in Australia project and found private school students were no more likely to get a full-time job than public school students. (from <http://www.smh.com.au/national/private-schooling-no-better-than-public-in-jobs-market-20140816-104do1.html>)
- State school graduates do better at university than private school graduates with the same end-of-school tertiary entrance score. (from <http://theconversation.com/state-school-kids-do-better-at-uni-29155>)

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At Canterbury Girls' Secondary College, we believe that the opportunities available to students maximise their academic achievements, maximise their social and emotional growth and well being, and provide a strong basis as they move beyond school.

Through constant monitoring and evaluation of our programs, we work to ensure that the educational and co-curricular programs enable all students at the College to develop their self-esteem and leadership skills, enhance their understanding of the world around them and undertake an academic program which is rigorous, demanding and reflects the different learning needs of individual students.