

# vce newsletter 2021



Canterbury Girls'  
SECONDARY COLLEGE

## Class of 2021 – VCE Results

The Year 12 class of 2021 at Canterbury Girls' Secondary College students achieved outstanding results in Year 12 subjects. Together as a community we celebrate these achievements.

DUX 2021  
Leonie Lac

99.85

Median  
study  
score

33

26% of ATARS  
above 90

(Top 10% of State)

54% of ATARS  
above 80

(Top 20% of State)

Scores  
of 50

7

13.7% of study  
scores  
above 40

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 33. 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.

Canterbury Girls' Secondary College acknowledges the Traditional Owners of the land on which our school stands. We pay our respects to their Elders, past and present, and we recognise, acknowledge and respect the history, culture, diversity and value of all Aboriginal and Torres Strait Islands people.



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 2021.

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 2021 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:

- 43 students (26%) achieved ATAR scores above 90 placing them in the top 10% of students across the State
- 90 students (54%) achieved ATAR scores above 80 placing them in the top 20% of students across the State

### **Study Scores**

Canterbury Girls' Secondary College had 13.7% of all study scores above 40. The median study score was 33.

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

- Imogen Blake (who achieved 50 in Further Maths)
- Wing Kay Chong (who achieved 50 in Business Management)
- Grace Edge (who achieved 50 in Psychology)
- Jasmine Hosken (who achieved 50 in Studio Arts)
- Leonie Lac (who achieved 50 in Economics)
- Charlotte Mack (who achieved 50 in History)
- Gwyneth Peng (who achieved 50 in Chinese Language Culture and Society)

### **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.

### **Biology** **(9 students)**

Natasha Latka  
Michelle Przedpelski  
Sophie Bosson  
Danielle Freeman  
Eleanore Arnold-Moore  
Jessica Parker  
Nicole Hurst  
Rosie Lyness  
Sarah Dick

# vce newsletter 2021



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SECONDARY COLLEGE

## **Business Management (12 students)**

Wing Kay Chong  
Kate Richards  
Talia Folos  
Jasmine Hosken  
Maddie Smyth  
Hannah Zervos  
Youyi Bell  
Jasmine Faiola  
Claudia Hart

## **Chemistry (5 students)**

Charlotte Mack  
Leonie Lac  
Ashleigh Mayne  
Ashley Ting

## **Classical Studies (3 students)**

Eleanore Arnold-Moore  
Rafaella Nerouppos  
Cilla Sullivan

## **Economics (8 students)**

Leonie Lac  
Wing Kay Chong  
Charlotte Mack  
Kate Richards  
Chloe Lieberman  
Jessica Parker

## **English (8 students)**

Annabelle Tsekouras  
Sabina Ashton  
Eleanore Arnold-Moore  
Hannah Zervos  
Imogen Blake  
Olivia Kearney  
Paris Karakousis  
Talia Folos

## **English Language (1 student)**

Sophie Woods

## **Food Studies (4 students)**

Yanna Pseudos  
Grace Burn  
Chiara Town

## **Geography (5 students)**

Imogen McKendry  
Alexandra Boundy  
Chelsea Wrightson

## **Health and Human Development (8 students)**

Imogen Blake  
Grace Edge  
Lara Mc Crabb  
Sophie Bosson  
Ally Rodger  
Brooklynn Cheung  
Emma Wood

## **History Revolutions (5 students)**

Charlotte Mack  
Ashley Ting  
Chiara Vague  
Rafaella Nerouppos  
Annabelle Tsekouras

# vce newsletter 2021



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## Languages:

<b>Chinese</b>	1 student
<b>Chinese Language Culture and Society (1 student)</b>	Gwyneth Peng
<b>Greek</b>	1 student
<b>Japanese (1 student)</b>	Ashley Keenan
<b>Italian</b>	1 student
<b>Legal Studies (12 students)</b>	Charlotte Mack Chloe Jackson Leonie Lac Amelia Fethers Maddie Smyth Wing Kay Chong Carla Macpherson-Caldeira Olivia Katsaridis Georgia Suddick Cilla Sullivan Madeleine Wei Olivia Kearney
<b>Literature (3 students)</b>	Annabelle Tsekouras Eleanore Arnold-Moore Rafaella Nerouppos
<b>Mathematics: Further Mathematics (8 students)</b>	Imogen Blake Lara Mc Crabb Hannah Hamilton Hannah Zervos Jessica Parker Madeleine Wei Sophie Bosson Annabelle Tsekouras
<b>Special Mathematics (3 students)</b>	Ashley Ting Heather Maltby Leonie Lac
<b>Philosophy (1 student)</b>	Zoe McGregor
<b>Physical Education (7 students)</b>	Ashleigh Mayne Emma Wood Jessica Humphries Chiara Vague Olivia Kearney Brynne O'Brien
<b>Physics (2 students)</b>	Heather Maltby

# vce newsletter 2021



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SECONDARY COLLEGE

## **Psychology (12 students)**

Grace Edge  
Alana Edis  
Chiara Town  
Ava Toon  
Evelyn Swan  
Sara Kandil  
Olivia Ward  
Cassie Warren  
Helena Toklis  
Natasha Shibi-Nicoll

## **Studio Arts (6 students)**

Jasmine Hosken  
Olivia O'Brien  
Amy Neill  
Anisha Muniandy

## **Visual Communication Design (6 students)**

Georgina Eskitzis  
Isabelle Yeap  
Charlotte O'Donnell  
Layla Mansour-Coppel

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

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.