

VCE newsletter 2022



Canterbury Girls'
SECONDARY COLLEGE

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

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

Class of 2022 – VCE Results

The Year 12 class of 2022 at Canterbury Girls' Secondary College students achieved outstanding results in Year 12 subjects. Together as a community we celebrate these achievements.

DUX 2022
Ophelia Guo

99.4

Median
study
score

32

34% of ATARS
above 90

(Top 10% of State)

55% of ATARS
above 80

(Top 20% of State)

Scores
of 50

5

14.3% 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 2022.

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 2022 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:

- 56 students (34%) achieved ATAR scores above 90 placing them in the top 10% of students across the State
- 91 students (55%) achieved ATAR scores above 80 placing them in the top 20% of students across the State
- Congratulations to the 2022 DUX - Ophelia Guo with an ATAR of 99.4

Study Scores

Canterbury Girls' Secondary College had 14.3% of all study scores above 40. The median study score was 32.

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

- Amelia Fethers (who achieved 50 in Business Management)
- Chelsea Wrightson (who achieved 50 in Business Management)
- Arnavi Roy (who achieved 50 in Business Management)
- Gwyneth Peng (who achieved 50 in Further Mathematics)
- Lucy Liu (who achieved 50 in Chinese Second Language Advanced)

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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.

Biology (7 students)

Alana Edis
Juliette Young
Sophie Hubbard
Emily Hughes
Chelsea Lloyd-Shrimpton
Sophie Jin
Sophie Woods

Business Management (24 students)

Amelia Fethers
Chelsea Wrightson
Arnavi Roy
Georgina Eskitzis
Claire Sharp
Sophie Hubbard
Olivia Katsaridis
Jessica Kaharudin
Isabelle Yeap
Zoe Camm
Chloe Lieberman
Olivia O'Brien
Kristen Vassos
Chloe Jackson
Layla Mansour-Coppel
Isabel Nichols
Emma Thomas
Georgia Chen
Kayla Drakopoulos
Carla Macpherson-Caldeira
Rachel Tam
Olivia Ward
Cassie Warren
Gemma Maltby

Chemistry (3 students)

Natasha Latka
Jessica Chipperfield
Adele Kotsopoulos

Classical Studies (4 students)

Ophelia Guo
Jessica Chipperfield
Olivia O'Brien

Economics (5 students)

Ophelia Guo
Chelsea Wrightson
Natasha Shibi-Nicoll
Isabella Taylor
Arnavi Roy

English (7 students)

Jessica Humphries
Chelsea Wrightson
Amelia Fethers
Nicole Hurst

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	Alexandra Boundy Carla Macpherson-Caldeira Arnavi Roy
English Language (3 students)	Rachel Tam Fion Chen Isabelle Yeap
English as an Additional Language (1 student)	Ophelia Guo
Food Studies (5 students)	Piyumi De Zoysa Olivia Katsaridis Alexandra Boundy Sarah Ford
Geography (4 students)	Isabelle Yeap Nicole Hurst Martha Terry Alexandra Sek
Health and Human Development (8 students)	Alana Edis Charlotte Shibi-Nicoll Madeleine Anderson Lily Blayney Olivia Ward Jasmine Faiola Chloe Jackson Olivia Incoll
Languages: Chinese Second Language Advanced	1 student
Legal Studies (11 students)	Sanuki De Soysa Chloe Lieberman Elsa Bougioukos Natasha Shibi-Nicoll Rachel Tam Charlotte Shibi-Nicoll Zoe Camm Sara Kandil Ashley Keenan Arnavi Roy
Mathematics: Further Mathematics (18 students)	Gwyneth Peng Michelle Przedpelski Alana Edis Anthea Konstantopoulos Cassie Warren Fion Chen Jessica Kaharudin Amelia Fethers Jessica Humphries

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Chloe Lieberman
Kristen Vassos
Lily Blayney
Nicole Hurst
Ava Maccuspie
Helena Toklis
Isabelle Yeap
Zoe Camm
Alysha Yeo

Mathematical Methods

1 student

**Philosophy
(1 student)**

Victoria Lac

**Physical Education
(3 students)**

Rosie Lyness
Olivia McCredie
Isabel Nichols

**Psychology
(15 students)**

Rosie Lyness
Amelia Fethers
Georgina Eskitzis
Jessica Humphries
Natasha Latka
Monique Peng
Ophelia Guo
Julia Lavery
Chelsea Wrightson
Sophie Hubbard
Ashley Place
Emma Slade
Isabelle Yeap
Ava Bui
Yasmin Bui
Claire Sharp

**Studio Arts
(3 students)**

Rebekah Krialis
Ashley Place
Ava Toon

**Theatre Studies
(1 student)**

Max Kotsopoulos

**Visual Communication
Design (8 students)**

Nicole Hurst
Imogen McKendry
Georgina Bolch
Emma Schutt
Jia Kong
Olivia O'Brien
Arabella Von Brunn

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

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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.