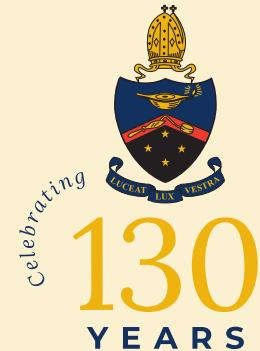


# HSC RESULTS FOR THE CLASS OF 2025



We are so proud of the Class of 2025! They have done well in many diverse areas across the curriculum, and even more importantly, they are such great human beings – strong, articulate, enthusiastic, warm and caring about the right things in life. So, congratulations to everyone – there are many indicators that this cohort has done well and we are extremely proud of you all!

## HSC ALL-ROUND ACHIEVERS

Twelve girls made the State's "HSC All-round Achievers" 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:

- Emma Chang
- Christine Chen
- Gabrielle Cheung
- Zara Clarke
- Alexandra Collins-Tait
- Katharine Conaglen
- Bianca Hardge
- Nico Hopkins
- Madeline McCormack
- Ava McGrath
- Simran Murphy
- Madeleine Soo

This is a significant attainment for each of them individually, and they should be very proud of these results.

## DISTINGUISHED ACHIEVERS

In individual subjects, we had 256 mentions in the Distinguished Achievers lists from 93 different girls (including our Year 11 Accelerants).

This means that 93 of the girls who sat one or more HSC examinations in 2025 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.

## STATE AWARDS

- Anna Luo topped the State in **Mathematics Advanced**, and she has accelerated in that subject – she is in Year 9!
- Other students who achieved high placings in individual subjects across NSW include:
  - Madeleine Soo was 10th in **Physics**
  - Katharine Conaglen was 5th in **French Extension**
  - Claudia Parker was 3rd in **Spanish Beginners**

## NESA NOMINATIONS AND SELECTIONS

**A number of our Year 12 girls have had their creative major works nominated for the various state-wide exhibitions and showcases organised by NESA. These include:**

- In **Music**: Amber Jarman, Samantha Millin and Zara Perkins (Year 11 Accelerant) were nominated for ENCORE for Performance, and Amber Jarman, Samantha Millin, Tess Fleming and Zoe Crisafulli for Composition.
- In **Visual Arts**: Aurelia Cortese, Liv Moufarrige, Isobel Murray and Kira Poinkin were all nominated for ARTEXPRESS, with Liv and Kira selected for inclusion in the exhibition.
- In **Design and Technology**: Alexie Wall was nominated for SHAPE.
- In **Dance** which was studied externally: Ellie Earwaker was nominated for CALLBACK.
- In **Drama**:
  - Mia Chapman, Aurelia Cortese, Mia Jonson, Camille McCarthy, Darcey Meers, Samantha Millin, Claudia Parker, Julia Piazza, Emma Siegloff and Lara Gavan were all nominated for OnSTAGE for their Individual Projects.
  - Aurelia Cortese, Lara Gavan, Camille McCarthy, Mia Webster; Ines Ashburn, Amber Jarman, Mia Jonson, Claudia Parker; Mia Chapman, Katie Comyn, Edie Maclennan, Darcey Meers were all nominated for OnSTAGE for their Group Projects.

This is a particularly strong performance in Drama – one of our best ever!

## PERCENTAGES IN THE TOP TWO BANDS IN 2025

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 Candidature	State Percentage in top two bands	SCEGGS Percentage in top two bands
Ancient History	22	35.05	<b>100</b>
Biology	21	35.59	<b>81</b>
Business Studies	19	37.23	<b>94.7</b>
Chemistry	18	37.9	<b>72.2</b>
Design and Technology	26	48.78	<b>84.6</b>
Drama	17	58.63	<b>100</b>
Economics	21	52.6	<b>100</b>
English Standard	12	12.81	<b>33.3</b>
English Advanced	97	65.18	<b>92.8</b>
English Extension 1	34	95.22	<b>100</b>
English Extension 2	6	88.39	<b>100</b>
Enterprise Computing	4	29.4	<b>75</b>
Geography	16	41.06	<b>87.5</b>
Mathematics Standard 2	41	29.65	<b>65.9</b>
Mathematics Advanced	67	51.35	<b>83.6</b>
Mathematics Extension 1	35	77.24	<b>88.6</b>
Mathematics Extension 2	11	84.35	<b>100</b>
Modern History	46	35.64	<b>76.1</b>
History Extension	19	87.3	<b>100</b>
Music 1	6	66.5	<b>100</b>
Music 2	5	85.97	<b>80</b>

Subject	SCEGGS Candidature	State Percentage in top two bands	SCEGGS Percentage in top two bands
Music Extension	2	98.2	<b>***</b>
Personal Development, Health and Physical Education	17	35.04	<b>58.8</b>
Physics	13	37.61	<b>53.8</b>
Science Extension	6	76.31	<b>100</b>
Studies of Religion II	11	48.3	<b>54.5</b>
Visual Arts	36	64.11	<b>97.2</b>
Chinese Continuers	2	78.74	<b>***</b>
Chinese Extension	1	99.99	<b>***</b>
French Continuers	9	62.87	<b>77.8</b>
French Extension	3	87.49	<b>***</b>
Latin Continuers	1	80.13	<b>***</b>
Latin Extension	1	97.5	<b>***</b>
Spanish Beginners	11	58.73	<b>81.8</b>

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

When you run your fingers down those two last columns, you can see that the percentages of SCEGGS girls in the top two bands are significantly better than the equivalent NSW statistics in the overwhelming majority of subjects.

## ATARS

Schools were provided with the students' ATARs again this year, if the individual student gave their consent to UAC to share this information with us. This meant the ATARs were released to the girls directly at 9am and then to schools about an hour later. We still asked the girls to email us or ring in to let us know how they went – mostly because we love to hear from them all, but far fewer have done so this year.

It is important to remember:

*The ATAR is a rank, **not** a mark, so for example an ATAR of 92 indicates that the student has performed well enough in the HSC to be placed in the top 8% of their age group.*

Based on the ATARs provided, the Class of 2025 achieved the following results:

- 9 girls over 99
- 17 girls over 98
- 35 girls over 95
- 58 girls over 90
- 90 girls over 80

Congratulations to **Madeleine Soo** who gained the highest ATAR at SCEGGS – 99.85!

I think it is equally important to recognise that more than half of our cohort has gained an ATAR over 90 again, that is the top 10% of NSW, which reflects the depth of performance across the whole cohort and the quality of the teaching staff too.



## From the media ...

Leagues tables are constructed around a somewhat contrived metric called "success rate" (media terminology for students gaining a mark of 90% or more in a course). The more students that receive a mark of 90% or more in a course, the higher this "success rate" is.

As I have said many times, I think it is important to step back for a moment and ask yourself "what does this actually mean?" Is simply tallying marks over 90% a good thing ...?

- Can you compare a mark of 90% in one subject with a mark of 90% in another subject? Does it make sense that achieving 90% in a high-level Mathematics course, such as Mathematics Extension 1, is the same level of success as achieving 90% in Standard Mathematics? What about in other courses with different levels, such as Languages or Music or English ...?
- Does the same fraction of students achieve more than 90% in each course across NSW? Over 40% of students studying Music Course 2 gained over 90, and more than 28% of students studying French Continuers gained a mark over 90. Whereas only 4.71% of students studying Enterprise Computing gained over 90, and 7.38% of Biology students gained over 90.
- Is a higher success rate what we want for our students? If students were encouraged to study fewer subjects, to attempt fewer units, to study the minimum, to narrow their education simply to maximise this success rate - is that what we would want for our students and for their future?
- ... and perhaps worst of all, is it the case that a student who received 89% in six different courses isn't "successful" at all?

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!

Equally, I recognise the importance that many families place on this sort of "earned media" and that this data is used as a trusted and independent source of information about schools. In 2025, the Sydney Morning Herald and Daily Telegraph are reporting us as **21st in the state**, with a success rate of 39.02% (down from 44.25% last year).

## Where to from here:

We will continue to undertake a thorough analysis of all the data we can acquire. 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 we will identify the areas that we can do even better for the following year. As usual, we will continue to work on all aspects of our programs to ensure we are delivering the best education possible in every area.

There are so many different stories of the 109 girls who make up the Class of 2025. I thought I would share just two of the messages we received from the students themselves:

*Today has been a very emotional day, filled with happiness, pride, tears of joy and absolute love for my school. I wanted to say thank you so, so much for everything you have given me over the past two years. Coming to SCEGGS truly changed my life. I can't seem to find the words to express my gratitude for your constant kindness, support, amiability, and love during my time at SCEGGS. I thought I would share my results with you – as a testament to what you have given me. I would never have even dreamed of receiving results like these if it wasn't for SCEGGS. I feel so incredibly honoured to have had the privilege of being a scholar at SCEGGS. Thank you for changing my life.*

I wanted to take the time to write to you to say thank you for all your support, guidance, and encouragement throughout my time at SCEGGS, and to let you know how incredibly happy I am with the results I received yesterday. I feel so grateful for all the care, support, and opportunities the SCEGGS community has given me. I have grown so much during my time at SCEGGS and gained so much confidence in myself and my abilities. As you know, I moved here in year 8 and deciding to come here is something I will always be thankful for. I felt so accepted and valued from the very beginning. The kindness, warmth and encouragement of the whole SCEGGS community made such a difference to me, and I am incredibly grateful to have had such a positive and memorable high school experience. I am so thankful for all the teachers I have had during my time at SCEGGS who consistently believed in me. They all helped me develop a genuine love of learning, which is something I will always carry with me. I am particularly thankful for all the support of my Yr 11 and 12 teachers as I really enjoyed studying all the subjects I chose.

Our full analysis of all the results is ongoing, and of course each year's cohort is 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, we are very proud of the Class of 2025.

**Jenny Allum**  
December 2025