

NUTURING SCHOLAR-SPORTSMEN SINCE 1883

## HSC Results 2022

Presentation to P \& C

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## The League Tables in the Media

- HSC rankings published in newspapers follow a basic formula:
$=$ (Band 6/E4s earned $\div$ Number of papers sat by students) $x 100$
- To get in Top 10 in the state, a school would need approx. 50\% of Band 6 s .
- No acknowledgement of cohort size OR difficulty of courses attempted. Our target is 600 Band 6 s . This year we only achieved 539. Rank 11.
- We have very large number of boys in harder courses. Hence, it is difficult to get to 50\% Band 6 s.
- Mathematics Extension 1 (162 boys)
- Extension 2 (118 boys)
- English Advanced (193 boys)
- Physics (118 boys), Chemistry (123 boys)
- Since 2019 - reduced ability to plagiarise and memorise others' responses
- We are working hard on our weaknesses as identified by our RAP analyses and internal data (quantitative and qualitative). Programs are being amended.


## SBHS ATAR History

- 2022 average ATAR = 90.93: SD of 10.58 . 99+ = 31 (LTA =38); 95-99 =72 (LTA =73); 90+ =148 (LTA=153)
- \% boys: 99 up 14.76; 95 up 34.29; 90-94-21.43; $\geq 90$ (71.50) Since 2001 these averages are $18.99 \%$; $36.44 \%$; $20.51 \%$ and $76.27 \%$.
- Since 2001, SBHS Average ATAR has been 91.76 with SD of 9.06
- Our segmented ATAR History - Mean \& Standard Deviation \& \% $\geq 90$

| Years | ATAR Mean | Standard Deviation | $\geq 90 \%$ |
| :---: | :---: | :---: | :---: |
| $2001-2005$ | 91.29 | 9.77 | 72.28 |
| $2006-2010$ | 92.89 | 8.00 | 75.64 |
| $2011-2015$ | 93.68 | 7.33 | 80.16 |
| $2016-2020$ | 92.79 | 9.70 | 77.41 |
| $2021-2022$ | 91.76 | 9.06 | 74.95 |

## HSC Results for Class of 2022

- ATAR Predictor Results
- Year 7 enrolments

$$
92.21
$$

- Later Years Enrolments
84.73*
- Overall Result
90.93
- Individual Results
- 2 students achieved ATAR 99.95 (max)
- 148 students ( $71.50 \%$ ) achieved ATAR >/= 90
- Tail 26 students (12.38\%) achieved ATAR < 80

| ATAR | Qty of Students |
| :---: | :---: |
| $\geq 99$ | 31 |
| $95-98.95$ | 74 |
| $90-94.95$ | 45 |
| $85-89$ | 19 |
| $80-84$ | 17 |
| $75-79$ | 9 |
| $70-74$ | 5 |
| $<70$ | 12 |

- [highest tail percentage since 2005; 2021 was $7.51 ; 2020$ was 9.39]
-     * Lowest ever average ATAR since Year 9 class created in 2006
- Of the lowest 25 ATARs, 15 students were enrolled in Year 7 in 2017 (60\%)


## SBHS High Achievers in Courses - Top 10 State Ranking

Mathematics Advanced - Venkatesan Darshan (8)
Mathematics Extension 1 - Stan Tse (3), Eric Qin (7)
Ancient History - Yu Ming Lee (10)
Chemistry -Hugo Leung (10)
Music 1 - Allen Fang (5)

State Ranks 11-20:
Chemistry - Aggarwal Saarthak (11); Addison Chen (14); Hao Wu (19)
English Advanced - Hao Wu (14)
Biology - Ruiyu Zhang (20)
Well done \& congratulations boys!

## Bands 5 \& 6 Comparative Results (2022 v 2021)

- Courses Up 5
- Courses Down 15
- Courses the Same 8
- HSC 2022 vs Long Term Average (2015-2022 5\&6)
- Courses Up 8
- Courses Down 15
- Courses the Same 5


## Explanation of Statistics Terms Used

- Standard Deviation ( $\sigma$ ) shows how much variation of scores or dispersion from the average (mean) exists in a population. Each band has a width of one standard deviation.
- Mean ( $\mu$ ) is the sum of all the numbers in the set (candidates' scores in an HSC course), divided by the numbers in the set (number of candidates).

SBHS's expected mean


## Explanation of Statistics Terms Used (Cont'd)

- School standard - As 84\% of scores fall below one standard deviation above the mean, we expect our school's mean in two-unit courses only, to be at the level of at least one standard deviation above the mean.
- Due to the scaling effects, as demonstrated later in the presentation, a target HSC mark for a two-unit course is 87, because any lower and the scaled score per unit $x$ by 10 units would not amount to 371 or 90 ATAR.


## Explanation of Statistics Terms Used (Cont'd)

- Z score for an HSC course is the school mean minus the state mean divided by the state standard deviation.
- Assume a normal curve distribution.
- Let's say the state HSC mean for a course is 74 and its standard deviation is 12.
- Suppose at SBHS, the course mean is 86.
- The calculated $z$-score is $(86-74) / 12=1$.
- There are $15.8 \%$ of candidates left after the first standard deviation above the mean.
- As it happens, $\sim 17.9 \%$ of students who apply are awarded an ATAR of 90 or more - So, 90 ATAR is the minimum standard expected at High
- NOTE: The distribution of marks for ATAR purposes is curvilinear.


## Z-Score Comparison of 2-Unit Courses Highly Successful (Z-Score $\geq$ 1.0)

| Course | No. Students in SBHS | School Mean | Z Score |
| :--- | :---: | :---: | :---: |
| Engineering Studies | 13 | 89.88 | 1.43 |
| Software Design | 7 | 92.57 | 1.34 |
| Ancient History | 3 | 91.33 | 1.34 |
| Music 1 | 8 | 93.3 | 1.15 |
| Music 2 | 7 | 93.17 | 1.06 |
| Biology | 51 | 83.1 | 1.01 |
| Business Studies | 33 | 85.84 | 1.01 |
| Visual Arts | 3 | 90.07 | 1.01 |

- Our expectations are that in 2-unit courses, our course mean should be as close to one standard deviation above the State mean as possible. $N=8$ for 2022 ( $n=7$ 2021; $n=9,2020$ )


## Z-Score Comparison of 2-unit Courses (Cont'd) Successful (Z-Score $=0.75-0.99$ )

| Course | No. Students in SBHS | School Mean | Z-Score |
| :--- | :---: | :---: | :---: |
| Geography | 15 | 86.80 | 0.95 |
| Chemistry | 123 | 85.19 | 0.94 |
| Mathematics Advanced | 125 | 89.63 | 0.92 |
| Modern History | 35 | 84.91 | 0.89 |
| Legal Studies | 26 | 85.96 | 0.84 |
| Physics | 118 | 85.63 | 0.80 |

- Successful courses 2022 n= 6 ( $n=9$ 2021, $n=7,2020$ )


## Comparison of Means of Extension Courses Highly Successful (Z-Score $\geq 0.5$ )

| Course | No. Students in SBHS | School Mean | Z Score |
| :--- | :---: | :---: | :---: |
| Mathematics Extension 1 | 162 | 85.96 | 0.51 |

- Given the high scores and means of Extension courses in the State, if our mean is half a standard deviation above the state mean, that is a highly successful result.

Means and z scores for successful Extension 2 courses (Z-scores >0.25<0.5)

| Course | No. Students in SBHS | School Mean | Z Score |
| :--- | :---: | :---: | :---: |
| Mathematics Extension 2 | 118 | 87.27 | 0.39 |

## How did Y2022 Compare to Past HSC Results at High?

- The following tables describe the course name and below them a statement comparing Y2022 result to that of previous years in that course at High going back as far as 2001 when the new HSC began
- The Z-Score for the course is followed by two scores at the 90th percentile
- Then similar pairs of scores for the 75th percentile and 50th percentile
- The first score in the pair is the HSC mark at that percentile, followed by the ATAR scaled mark at that percentile
- The standard at High for a 2-unit mark, scaled for ATAR is 74.2
- Scores highlighted in red fall below 74.2 equivalent at that percentile


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | HSC <br> 90th <br> Percentile | ATAR Scaled 90th <br> Percentile | $\begin{aligned} & \text { HSC } \\ & \text { 75 } \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled $50^{\text {th }}$ Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Ancient History | 1.34 | 89 | 75.6 | 83 | 63 | 74 | 45.6 | 1/3 |

- Highest school mean since 2001 + highest school mean ATAR value and z-score

| Course | Z-Score | HSC <br> 90th <br> Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | $\begin{gathered} \text { HSC } \\ \text { 75 }{ }^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | HSC $50^{\text {th }}$ <br> Percentile | ATAR Scaled 50 ${ }^{\text {th }}$ Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Biology | 1.01 | 87 | 78.4 | 80 | 64.2 | 71 | 53 | 13/51 |

- Highest ever candidate numbers in the State + school; highest school mean ATAR value since 2016

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ \text { 75 }{ }^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 50 ${ }^{\text {th }}$ Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Business Studies | 1.01 | 90 | 77.4 | 83 | 64.6 | 74 | 46 | 18/33 |

- Largest ever state candidature; highest score required at the $90^{\text {th }}$ percentile + highest ATAR value


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | HSC <br> 90th <br> Percentile | ATAR Scaled 90th <br> Percentile | HSC <br> 75 ${ }^{\text {th }}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\text { HSC } 50^{\text {th }}$ <br> Percentile | ATAR Scaled 50 ${ }^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Chemistry | 0.94 | 89 | 87 | 82 | 79 | 74 | 67 | 48/123 |

- Lowest school mean since 2005 + lowest school mean ATAR value since 2013 +lowest z - score since 2010

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ \text { 90th } \\ \text { Percentile } \end{gathered}$ | $\begin{gathered} \text { ATAR Scaled } \\ 90^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | $\begin{gathered} \text { HSC } \\ \text { 75 th } \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Design and Technology | N/A | 92 | 75 | 87 | 61.6 | 79.6 | 45.2 |  |


| Course | Z-Score | $\begin{aligned} & \text { HSC } \\ & 90^{\text {th }} \end{aligned}$ <br> Percentile | $\begin{aligned} & \text { ATAR Scaled } \\ & 90^{\text {th }} \\ & \text { Percentile } \end{aligned}$ | $\begin{gathered} \text { HSC } \\ \text { 75 }{ }^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | HSC 50 ${ }^{\text {th }}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Drama | N/A | 93 | 78 | 87 | 63.8 | 79 | 47.7 |  |

## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | $\begin{aligned} & \text { HSC } \\ & 90^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 90 ${ }^{\text {th }}$ <br> Percentile | $\begin{aligned} & \text { HSC } \\ & 75^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled $50^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Economics | 0.52 | 91 | 86 | 86 | 78.2 | 79 | 65.6 | 14/62 |

- Lowest school mean since 2019; highest z-score since 2018; lowest school mean ATAR value since 2018

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ \text { 90 }{ }^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ 75^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\text { HSC 50 }{ }^{\text {th }}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Engineering Studies | 1.43 | 89 | 77.6 | 82 | 67.2 | 74 | 53 | 10/13 |

- Highest school mean since 2014; highest ever school mean ATAR value and z-score

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90th <br> Percentile | $\begin{gathered} \text { HSC } \\ 75^{\text {th }} \\ \text { Percentile } \end{gathered}$ | $\begin{gathered} \text { ATAR Scaled } \\ 75^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English Advanced | 0.56 | 91 | 84.4 | 87 | 77 | 83 | 66.2 | 44/193 |

- Lowest school candidature since 2010, highest school mean since 2017; school mean ATAR value (2016)


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | HSC <br> 90th <br> Percentile | ATAR Scaled 90th Percentile | $\begin{gathered} \text { HSC } \\ 75^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\text { HSC } 50^{\text {th }}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English Extension 1 | 0.08 | 94 | 88 | 92 | 82 | 86 | 74 | 7/20 |

- Higher school mean and mean ATAR value than in 2021 but with half the numbers in the course.

| Course | Z-Score | $\begin{aligned} & \text { HSC } \\ & 90^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 90th <br> Percentile | $\begin{gathered} \text { HSC } \\ \text { 75 th } \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 50 ${ }^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English Extension 2 | -0.22 | 94 | 89.2 | 90 | 82.4 | 82 | 73 | 0/2 |

- Lowest state candidature since the new HSC began; school mean +z-score better than 2021

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ \text { 90th } \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90th <br> Percentile | HSC <br> 75 ${ }^{\text {th }}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\text { HSC 50 }{ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Geography | 0.95 | 90 | 78.8 | 85 | 68.2 | 77 | 52 | 5/15 |

- Lowest school mean since 2014; lowest z-score + mean ATAR value since 2019


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ \text { 75 }{ }^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 50 ${ }^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Legal Studies | 0.84 | 91 | 79 | 85 | 67.4 | 76 | 50.8 | 12/26 |

- Lowest school mean since 2019; and lowest school mean ATAR value and z-score since 2019

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90th Percentile | $\begin{gathered} \text { HSC } \\ \text { 75 }{ }^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\text { HSC } 50^{\text {th }}$ <br> Percentile | $\begin{aligned} & \text { ATAR Scaled } \\ & 50^{\text {th }} \\ & \text { Percentile } \\ & \hline \end{aligned}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics Advanced | 0.92 | 94 | 87.4 | 89 | 78.2 | 79 | 65 | 93/152 |

- Highest school mean and z-score since 2020; highest school mean ATAR value since 2015

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | $\begin{gathered} \text { ATAR Scaled } \\ 90^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | $\begin{aligned} & \text { HSC } \\ & 75^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | HSC 50th <br> Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics Extension 1 | 0.51 | 94 | 95 | 92 | 91.2 | 82 | 84.2 | 100/162 |

- Highest HSC scaled ATAR value since 2019; lowest school mean ATAR value since 2014.


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | HSC <br> 90th <br> Percentile | ATAR Scaled 90th <br> Percentile | HSC $75^{\text {th }}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled $50^{\text {th }}$ Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics Extension 2 | 0.39 | 95 | 97 | 93 | 94.8 | 86 | 91.2 | 69/118 |

- Lowest school mean since 2013; lowest school mean ATAR value since 2014; lowest z-score since 2010

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ \text { 90th } \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90th Percentile | $\begin{aligned} & \text { HSC } \\ & 75^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | HSC 50 ${ }^{\text {th }}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Modern History | 0.89 | 89 | 79 | 83 | 67.4 | 75 | 52.4 | 14/35 |

- Lowest state candidature since 2011; lowest school mean +mean ATAR value since 2005.

| Course | Z-Score | $\begin{aligned} & \text { HSC } \\ & 90^{\text {th }} \end{aligned}$ <br> Percentile | $\begin{aligned} & \text { ATAR Scaled } \\ & 90^{\text {th }} \\ & \text { Percentile } \end{aligned}$ | $\begin{aligned} & \text { HSC } \\ & 75^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\text { HSC } 50^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| History Extension | 0.38 | 94 | 85.6 | 90 | 77.6 | 82 | 68 | 2/5 |

- Lowest state candidature since 2001; lowest school mean since 2019; second best z-score since 2017


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | $\begin{aligned} & \text { HSC } \\ & 90^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 90th <br> Percentile | $\begin{aligned} & \text { HSC } \\ & 75^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\begin{aligned} & \text { HSC } \\ & 50^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Music 1 | 1.15 | 93 | 72 | 89 | 58.8 | 84 | 42 | 7/8 |

- Lowest state candidature since 2004; highest ever state mean; highest school mean since 2020

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90th <br> Percentile | $\begin{gathered} \text { HSC } \\ \text { 75 th } \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\text { HSC } 50^{\text {th }}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Music 2 | 1.06 | 95 | 88.2 | 91 | 80.4 | 87 | 70.6 | 6/7 |

- Lowest state candidature since 2006; highest school mean ATAR value and z-score since 2013

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ 75^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\begin{aligned} & \text { HSC } 50^{\text {th }} \\ & \text { Percentile } \end{aligned}$ | ATAR Scaled $50^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Music Extension | 0.87 | 100 | 100 | 98 | 88.1 | 94 | 74.2 | 3/3 |

- Lowest state candidature since 2002; highest ever HSC mean ATAR value; lowest z-score since 2015.


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90 ${ }^{\text {th }}$ <br> Percentile | $\begin{aligned} & \text { HSC } \\ & 75^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | HSC <br> $50^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PDHPE | 0.60 | 87 | 74.6 | 80 | 62 | 70 | 44.6 | 1/12 |

- Lowest state mean since 2001; lowest school mean ATAR value and z-score since the new HSC began.

| Course | Z-Score | HSC <br> 90th <br> Percentile | ATAR Scaled 90 ${ }^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { HSC } \\ \text { 75 }{ }^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\text { HSC 50 }{ }^{\text {th }}$ Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Physics | 0.80 | 91 | 86.8 | 85 | 78.6 | 76 | 65 | 47/118 |

- Highest state mean ATAR value since 2001; Lowest school mean ATAR value since 2018 and z-score since 2010

| Course | Z-Score | $\begin{aligned} & \text { HSC } \\ & 90^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 90th Percentile | $\begin{aligned} & \text { HSC } \\ & 75^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | $\text { HSC } 50^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Software Design | 1.34 | 92 | 82.8 | 84 | 70.8 | 76 | 55 | 7/7 |

- Highest ever state \& school mean; highest HSC \& school mean ATAR value since new HSC began.


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | HSC 90th <br> Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | $\begin{gathered} \text { HSC } \\ 75^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\begin{gathered} \text { HSC } \\ 50^{\text {th }} \\ \text { Percentile } \end{gathered}$ | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Studies of Religion I-unit | 0.70 | 90 | 79 | 84 | 68.2 | 78 | 55.2 | 1/7 |

- Highest state mean since 2019; school mean, mean ATAR value and z-score above long-term average

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90th <br> Percentile | $\begin{aligned} & \text { HSC } \\ & 75^{\text {th }} \end{aligned}$ <br> Percentile | ATAR Scaled $75^{\text {th }}$ Percentile | $\text { HSC 50 }{ }^{\text {th }}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ <br> Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Studies of Religion 2-unit | 0.41 | 90 | 80.4 | 85 | 70.6 | 79 | 56 | 3/15 |

- Highest state mean since 2009; school mean, mean ATAR value and z-score were below long-term averages

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90 ${ }^{\text {th }}$ <br> Percentile | $\begin{aligned} & \text { HSC } \\ & \text { 75 } \end{aligned}$ <br> Percentile | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\text { HSC } 50^{\text {th }}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Visual Arts | 1.01 | 91 | 75.4 | 88 | 614 | 83 | 42.6 | 1/3 |

- Highest state mean since 2001; best school mean ATAR value and z-score since 2018


## How did Y2022 Compare to Past HSC Results at High?

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | $\begin{aligned} & \text { ATAR Scaled } \\ & \text { 90th } \\ & \text { Percentile } \end{aligned}$ | $\begin{gathered} \text { HSC } \\ \text { 75 } \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ <br> Percentile | HSC <br> $50^{\text {th }}$ <br> Percentile | ATAR Scaled $50^{\text {th }}$ Percentile | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Chinese in Context | 0.56 | 95 | 83.4 | 94 | 77.7 | 91 | 64 | 3/3 |

- Highest state candidature since 2012; highest ever school mean; z-score above medium-term average

| Course | Z-Score | $\begin{gathered} \text { HSC } \\ 90^{\text {th }} \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 90th <br> Percentile | $\begin{gathered} \text { HSC } \\ \text { 75 th } \\ \text { Percentile } \end{gathered}$ | ATAR Scaled 75 ${ }^{\text {th }}$ Percentile | $\text { HSC } 50^{\text {th }}$ <br> Percentile | $\begin{gathered} \text { ATAR Scaled } \\ 50^{\text {th }} \\ \text { Percentile } \\ \hline \end{gathered}$ | B 6/N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Latin Continuers | 0.51 | 95 | 94.8 | 91 | 88.8 | 87 | 83.2 | 3/5 |

- Highest school mean, mean ATAR value and z-score since 2012

| Course | Z-Score | HSC <br> $90^{\text {th }}$ <br> Percentile | ATAR Scaled <br> $90^{\text {th }}$ <br> Percentile | HSC <br> $75^{\text {th }}$ <br> Percentile | ATAR Scaled <br> $75^{\text {th }}$ <br> Percentile | HSC 50th <br> Percentile | ATAR Scaled <br> 50 th |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percentile |  |  |  |  |  |  |  |

- Lowest state candidature since 2004; highest school mean, mean ATAR value and z-score since 2012


## Comparing to Statistically Similar Groups

- How well did we perform compared to our statistically similar group?

That is, a comparison group of selective school students, moderated for socio- economic differences)

- How well did we perform against the state mean for the course?
- The following tables comprise:
- Name of the course
- HSC mean for High in the course - state school students only.
- Mean for the statistically similar school group
- Mean in the course for the state - all students
- Difference between High means and the SSG means

NOTE:

- Scores in black ( $\mathrm{n}=22$ ) were above the SSSG mean.
- Scores highlighted in red $(\mathrm{n}=10)$ were below the SSSG mean

| Course | $\begin{aligned} & \text { SBHS } \\ & 2022 \end{aligned}$ | SSSG Average 2022 | State Mean 2022 | SBHS v SSG <br> Difference |
| :---: | :---: | :---: | :---: | :---: |
| Ancient History | 91.7 | 83.8 | 71.98 | +6.8 |
| Biology | 83.4 | 83.5 | 70.03 | -0.1 |
| Business Studies | 86.1 | 84.8 | 73.95 | +1.3 |
| Chemistry | 85.6 | 82.6 | 72.51 | +3 |
| Economics | 83.6 | 84.1 | 77.26 | -0.5 |
| Engineering Studies | 90.02 | 86.8 | 72.64 | +3.4 |
| English (Advanced) | 86.4 | 86.0 | 81.53 | +0.4 |
| English Extension 1 | 85.0 | 87.3 | 84.14 | -1.9 |
| English Extension 2 | 78.0 | 83.1 | 79.78 | -5.1 |
| English Standard | 75.9 | 75.1 | 69.88 | 0.8 |


| Course | SBHS | SSSG Average | State Mean |  |
| :--- | :---: | :---: | :---: | :---: |
| 2022 | 2022 | SBHS v SSSG <br> Difference |  |  |
| Geography | 87.1 | 89.0 | 75.19 | -1.9 |
| Legal Studies | 86.2 | 87.4 | 73.78 | -1.2 |
| Mathematics | 89.90 | 85.60 | 78.31 | +4.3 |
| Mathematics Extension 1 | 86.1 | 84.4 | 77.45 | +1.7 |
| Mathematics Extension 2 | 87.7 | 87.0 | 81.43 | +0.7 |
| Modern History | 85.2 | 85.1 | 73.67 | +0.1 |
| PDHPE | 82.7 | 77.3 | 69.75 | +5.4 |
| Physics | 86.1 | 85.2 | 74.25 | +0.9 |
| Studies of Religion 1 | 83.1 | 83.3 | 75.82 | -0.2 |
| Studies of Religion II | 82.1 | 83.4 | 75.86 | -1.3 |


| Course | SBHS <br> 2022 | SSSG Average <br> $\mathbf{2 0 2 2}$ | State Mean <br> 2022 | SBHS v SSSG <br> Difference |
| :--- | :---: | :---: | :---: | :---: |
| Software Design | 93.0 | 85.3 | 74.45 | +7.7 |
| Visual Arts | 90 | 89.4 | 81.36 | +0.6 |
| History Extension | 85.2 | 85.3 | 78.94 | -0.1 |
| Chinese in Context | 94 | 89.8 | 87.5 | +4.2 |
| Classical Greek | 90 | 87.02 | 87.02 | +2.98 |
| Latin Continuers | 89.6 | 86.6 | 84.31 | +3 |
| Latin Extension | 94.5 | 92.3 | 91.18 | +2.2 |
| Music 1 | 93.4 | 88.5 | 81.88 | +4.9 |
| Music 2 | 93.3 | 87.6 | 86.4 | +5.7 |
| Music extension | 96 | 93.5 | 91.5 | +2.5 |

## Comparing Ourselves to the State Over Time

- $1^{\text {st }}$ column: course and its number of candidates in the state: current - highest lowest and mean since 2001
- $2^{\text {nd }}$ column: history of the state mean in the course: current - highest - lowest and mean since 2001
- $3^{\text {rd }}$ column: the State mean ATAR unit value is recorded, where 25 is average for a 2-unit course
- $4^{\text {th }}$ column: the school ATAR unit value for the average student in the course NOTE: the school standard is 37.1
- $5^{\text {th }}$ column: the school z-score: current - high - low - average
- NOTE:
- Where high or low values occur, they are coloured.
- Where school mean scaled unit values are below 37.1, they are coloured.


## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | STATE ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | ATAR Z-SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Ancient History |  |  |  |  |  |
| 2022 | 6,336 | 36.2 | 23 | 37.88 | 1.35 |
| High | 12,144 | 37.5 | 25.1 | 37.88 | 1.35 |
| Low | 6,336 | 34.9 | 23 | 30.12 | 0.54 |
| LTA | 9,714 | 36.20 | 24.35 | 34.55 | 0.95 |
| COURSE | NO. | STATE MEAN | STATE ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| Biology |  |  |  |  |  |
| 2022 | 18,891 | 35.2 | 26 | 36.02 | 0.99 |
| High | 18,891 | 41.55 | 26.9 | 37.48 | 1.12 |
| Low | 12,215 | 35.2 | 25.9 | 33.13 | 0.41 |
| LTA | 15,975 | 36.55 | 26.55 | 35.09 | 0.87 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Business Studies |  |  |  |  |  |
| 2022 | 17,950 | 37.2 | 23.6 | 34.25 | 0.99 |
| High | 17,950 | 37.4 | 24.3 | 40.83 | 1.62 |
| Low | 14,721 | 34.7 | 23.6 | 32.05 | 0.82 |
| LTA | 16,492 | 36.52 | 23.88 | 36.09 | 1.16 |


| COURSE <br> Chemistry | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: |
| 2022 | 9,929 | 36.5 | 31.7 | 40.85 | 0.92 |
| High | 11,173 | 38.3 | 31.8 | 42.43 | 1.13 |
| Low | 8,887 | 34.6 | 31.2 | 38.20 | 0.67 |
| LTA | 10,289 | 37.15 | 31.5 | 40.31 | 0.93 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Economics |  |  |  |  |  |
| 2022 | 5,378 | 38.8 | 31.4 | 36.32 | 0.51 |
| High | 6,136 | 39.0 | 32.2 | 40.08 | 0.88 |
| Low | 5,010 | 36.9 | 30.6 | 35.16 | 0.40 |
| LTA | 5,379 | 38.22 | 31.41 | 37.84 | 0.65 |


| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Engineering Studies |  |  |  |  |  |
| 2022 | 2,346 | 36.5 | 26.0 | 40.02 | 1.43 |
| High | 2,400 | 38.2 | 26.0 | 40.02 | 1.43 |
| Low | 1,274 | 32.6 | 25.0 | 32.38 | 0.75 |
| LTA | 1,829 | 37.04 | 25.64 | 35.94 | 1.11 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| UNIT VALUE SCALED |  |  |  |  | Z-SCORE


| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: |
| English Extension 1 |  |  |  |  |  |
| 2022 | 3,427 | 42.2 | 36.2 | 36.21 | 0 |
| High | 6,282 | 42.6 | 38.4 | 41.92 | 0.92 |
| Low | 3,415 | 38.8 | 35.4 | 35.09 | -0.31 |
| LTA | 4,904 | 40.85 | 36.42 | 38.49 | 0.32 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: |
| English Extension 2 |  |  |  |  |  |
| 2022 | 1,242 | 40.5 | 35.9 | 33.43 | -0.35 |
| High | 2,608 | 41.6 | 38.1 | 45.29 | 1.38 |
| Low | 1,242 | 39.0 | 35.2 | 33.43 | -0.46 |
| LTA | 1,914 | 39.97 | 36.32 | 37.17 | 0.12 |


| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Geography |  |  |  |  |  |
| 2022 | 4,053 | 37.8 | 25.4 | 35.67 | 0.93 |
| High | 6,210 | 38.6 | 26.0 | 39.15 | 1.31 |
| Low | 4,109 | 35.9 | 24.8 | 32.84 | 0.75 |
| LTA | 4,617 | 37.44 | 25.35 | 36.31 | 1.03 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Legal Studies |  |  |  |  |  |
| 2022 | 10,225 | 37.1 | 24.9 | 34.66 | 0.89 |
| High | 10,797 | 38.2 | 25.7 | 38.62 | 1.31 |
| Low | 7,523 | 33.1 | 24.9 | 29.82 | 0.44 |
| LTA | 9,319 | 37.06 | 25.25 | 35.38 | 0.95 |


| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Mathematics Adv. |  |  |  |  |  |
| 2022 | 16,865 | 39.3 | 31.7 | 40.44 | 0.92 |
| High | 20,799 | 39.8 | 31.4 | 40.54 | 1.02 |
| Low | 16,139 | 36.2 | 29.8 | 34.81 | 0.53 |
| LTA | 17,667 | 38.32 | 30.74 | 38.73 | 0.83 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Mathematics Extension 1 |  |  |  |  |  |
| 2022 | 8,679 | 39 | 40 | 43.78 | 0.49 |
| High | 9,955 | 41.0 | 40.1 | 44.75 | 0.83 |
| Low | 6,240 | 36.6 | 37.6 | 41.34 | 0.41 |
| LTA | 8,810 | 39.65 | 39.44 | 43.47 | 0.57 |


| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Mathematics Extension 2 |  |  |  |  |  |
| 2022 | 3,271 | 40.9 | 44.2 | 46.11 | 0.38 |
| High | 3,512 | 41.9 | 44.7 | 46.71 | 0.70 |
| Low | 2,578 | 39.7 | 42.7 | 44.84 | 0.22 |
| LTA | 3,218 | 40.99 | 43.62 | 45.81 | 0.46 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Modern History |  |  |  |  |  |
| 2022 | 10,153 | 37 | 25.4 | 35.16 | 0.90 |
| High | 11,329 | 38.6 | 27.6 | 38.51 | 1.11 |
| Low | 8,751 | 36.5 | 25.5 | 32.07 | 0.48 |
| LTA | 10,159 | 37.57 | 26.65 | 35.94 | 0.86 |


| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| History Extension |  |  |  |  |  |
| 2022 | 1,532 | 39.9 | 33.6 | 36.08 | 0.34 |
| High | 2,397 | 42.7 | 35.2 | 40.83 | 0.96 |
| Low | 1,524 | 34.6 | 33.6 | 33.02 | -0.26 |
| LTA | 1,991 | 38.33 | 34.10 | 37.30 | 0.48 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Music 1 2 unit |  |  |  |  |  |
| 2022 | 4,263 | 41.2 | 21.4 | 33.69 | 1.16 |
| High | 5,126 | 41.2 | 22.8 | 41.46 | 1.92 |
| Low | 3,555 | 37.2 | 21.1 | 26.07 | 0.37 |
| LTA | 4,528 | 40.04 | 21.78 | 33.37 | 1.12 |
|  |  |  | ATAR UNIT | SCHOOL ATAR MEAN |  |
| COURSE | NO. | STATE MEAN | VALUE SCALED | UNIT VALUE SCALED | Z-SCORE |
| Music 2 Unit |  |  |  |  |  |
| 2022 | 684 | 43.4 | 34.2 | 42.61 | 1.03 |
| High | 850 | 44.0 | 34.4 | 43.68 | 1.37 |
| Low | 539 | 40.9 | 32.1 | 31.93 | -0.05 |
| LTA | 689 | 42.87 | 33.41 | 39.13 | 0.71 |

## Comparing Ourselves to the State Over Time

|  |  |  | ATAR UNIT | SCHOOL ATAR MEAN |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| COURSE | NO. | STATE MEAN | VALUE SCALED | UNIT VALUE SCALED | Z-SCORE |
| Music Extension |  |  |  |  |  |
| 2022 | 353 | 46.1 | 36.6 | 39.97 | 0.37 |
| High | 504 | 46.2 | 36.6 | 45.28 | 1.25 |
| Low | 332 | 41.7 | 33.9 | 31.85 | -0.49 |
| LTA | 421 | 44.46 | 35.23 | 40.90 | 0.665 |
| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| PDHPE |  |  |  |  |  |
| 2022 | 15,883 | 38.6 | 22.8 | 28.77 | 0.57 |
| High | 16,482 | 37.7 | 23.7 | 38.74 | 1.50 |
| Low | 9,284 | 33.7 | 22.7 | 29.54 | 0.57 |
| LTA | 13,671 | 36.17 | 23.14 | 34.04 | 1.03 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Physics |  |  |  |  |  |
| 2022 | 7,633 | 37.4 | 30.9 | 39.17 | 0.80 |
| High | 10,158 | 37.9 | 30.9 | 41.18 | 1.11 |
| Low | 7,633 | 34.5 | 30.1 | 36.94 | 0.70 |
| LTA | 9,111 | 36.95 | 30.46 | 39.11 | 0.89 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Software Design |  |  |  |  |  |
| 2022 | 1,806 | 37.4 | 26.8 | 41.60 | 1.35 |
| High | 3,666 | 37.9 | 26.1 | 39.10 | 1.45 |
| Low | 1,608 | 32.8 | 26.8 | 30.53 | 0.48 |
| LTA | 2,043 | 36.68 | 24.83 | 36.75 | 1.16 |
| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| Studies of Religion 1 Unit |  |  |  |  |  |
| 2022 | 8,433 | 38.4 | 27.3 | 33.11 | 0.63 |
| High | 9,950 | 39.2 | 28.1 | 36.95 | 1.06 |
| Low | 8,129 | 37.6 | 27.1 | 28.76 | 0.06 |
| LTA | 9,019 | 38.4 | 27.65 | 31.66 | 0.46 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Studies of Religion 2 Unit |  |  |  |  |  |
| 2022 | 6,091 | 38.6 | 27.1 | 29.90 | 0.27 |
| High | 6,280 | 39.4 | 27.8 | 39.89 | 1.26 |
| Low | 3,554 | 37.3 | 26.6 | 29.90 | 0.36 |
| LTA | 5,413 | 38.20 | 27.34 | 33.01 | 0.57 |
| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| Visual Arts |  |  |  |  |  |
| 2022 | 8,177 | 40.9 | 22.1 | 33.31 | 1.01 |
| High | 9.717 | 40.9 | 23.5 | 41.50 | 1.76 |
| Low | 8,177 | 36.1 | 21.9 | 26.04 | 0.35 |
| LTA | 9,026 | 39.74 | 22.65 | 32.16 | 0.88 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Chinese in Context |  |  |  |  |  |
| 2022 | 152 | 43.9 | 30.6 | 36.22 | 0.55 |
| High | 152 | 44.5 | 30.4 | 38.67 | 0.75 |
| Low | 84 | 42.8 | 26.6 | 25.50 | -0.50 |
| LTA | 109 | 43.9 | 31.1 | 33.24 | 0.21 |
| COURSE | NO. | STATE MEAN | ATAR UNIT VALUE SCALED | SCHOOL ATAR MEAN UNIT VALUE SCALED | Z-SCORE |
| Latin Continuers |  |  |  |  |  |
| 2022 | 141 | 42.3 | 39.9 | 43.32 | 0.48 |
| High | 217 | 46.1 | 41.1 | 48.07 | 1.26 |
| Low | 131 | 42.3 | 39.2 | 32.83 | -1.57 |
| LTA | 166 | 44.21 | 40.17 | 40.33 | 0.02 |

## Comparing Ourselves to the State Over Time

| COURSE | NO. | STATE MEAN | ATAR UNIT <br> VALUE SCALED | SCHOOL ATAR MEAN <br> UNIT VALUE SCALED | Z-SCORE |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Latin Extension |  |  |  |  |  |
| 2022 | 83 | 45.8 | 41.4 | 43.73 | 0.31 |
| High | 129 | 47.5 | 43.8 | 44.87 | 0.51 |
| Low | 50 | 44.0 | 41.0 | 21.95 | -3.28 |
| LTA | 97 | 45.97 | 42.05 | 39.79 | -0.41 |

## Which University SBHS Students Attend

| Course | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | Average |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| New South Wales | 124 | 145 | 127 | 147 | 137 | 131 | 149 | 157 | 147 | 140 |
| Sydney | 41 | 25 | 38 | 27 | 38 | 44 | 30 | 27 | 25 | 33 |
| UTS | 10 | 3 | 13 | 7 | 11 | 12 | 11 | 6 | 14 | 10 |
| Macquarie | 10 | 6 | 6 | 8 | 6 | 10 | 7 | 4 | 6 | 7 |
| Western Sydney | 4 | 8 | 11 | 9 | 3 | 3 | 3 | 4 | 12 | 6 |
| ANU | 8 | 7 | 5 | 4 | 5 | 3 | 0 | 1 | 1 | 4 |
| Australian Catholic | 3 | 4 | 1 | 1 | 6 | 5 | 5 | 1 | 2 | 3 |
| Wollongong | 0 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Other | 5 | 5 | 4 | 1 | 0 | 5 | 2 | 0 | 1 | 1 |
| Total | 205 | 205 | 205 | 205 | 207 | 214 | 210 | 205 | 209 | 207 |

## University Courses SBHS Students Study

| Course | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Science | 18 | 12 | 11 | 18 | 10 | 36 | 32 | 26 | 20 | 38 |
| Commercial | 50 | 65 | 64 | 54 | 50 | 56 | 50 | 62 | 50 | 50 |
| Health Sciences | 38 | 39 | 46 | 36 | 36 | 28 | 28 | 34 | 26 | 31 |
| IT/Computing | 5 | 1 | 6 | 5 | 16 | 15 | 22 | 14 | 22 | 23 |
| Arts | 12 | 10 | 5 | 13 | 5 | 6 | 8 | 4 | 12 | 4 |
| Design /Bldg | 3 | 2 | 0 | 4 | 6 | 7 | 5 | 4 | 6 | 6 |
| International <br> Studies <br> Education | 6 | 4 | 1 | 3 | 4 | 1 | 1 | 3 | 3 | 1 |



NUTURING SCHOLAR-SPORTSMEN SINCE 1883

## Thank you.

