

December 16, 2015

2015 Victorian Certificate of Education results 2015 Victorian Certificate of Applied Learning results

The month of December is a significant one for all Year 12 students across the State. Not only does it mark the official end of secondary school for these students, it is also the time when they receive details of their academic performance in the Victorian Certificate of Education and/or the Victorian Certificate of Applied Learning. All members of the Penola Catholic College community share an interest in the academic performance of the Year 12 class. It is a time to celebrate the academic excellence and endeavour of individual students and of the year level as a whole. Following is a summary of the academic achievements of the Year 12 class of 2015.

2015 at a glance.....

- 238 students completed Year 12 studies at Penola Catholic College in 2015. 27 students were enrolled in the VCAL program with 211 students enrolled in the VCE.
- 99% percent of these students attained their VCE. 90% percent of these students attained their VCAL.
- Students participated in 67 different VCE Unit 3/4 studies in 2015.
- There were 27 study scores of 40 or above before scaling and an additional 13 study scores of 40 or above after scaling. These scores were attained in 20 different VCE and VET studies. (see following page for a complete list of those students who achieved a study score of 40 and above).
- 4 students attained an ATAR (Australian Tertiary Admission Rank) of 90 or above. A further 25 students attained an ATAR of 80 or above. This equates to 15.5% of the Year 12 students eligible for an ATAR attaining an ATAR 80 and above.
- The highest ATAR of 94.85 was achieved by Douglas Jones. He was followed by Emma Setaro on 91.90.
- The average ATAR was 54.71
- The median study score was 28.
- 188 Year 12 students applied for a tertiary place.
- 69 Year 11 students completed at least one VCE Unit 3/4 study in 2014
- 235 students were enrolled in one of the 32 VCE VET certificates studied in 2015, attaining 88% unit competency completion.

Traditionally, an ATAR of 90 or above has been used as a measure of academic excellence. In 2015, four students attained this outstanding result:

Douglas Jones

Emma Setaro

Dymal Chapaneri

Tawfiq Rizqallah

When the academic performance of the twenty-five students who attained an ATAR score of 80 and above is combined with these students, then it becomes clear that many students in the Year 12 class of 2015 have attained a high level of academic excellence.

One of the other measures commonly reported on to assess academic success in VCE studies is the number of study scores of 40 and above. Following is a list of all students who attained this result both before scaling(^) and after scaling(*):

Accounting	Josephine	Tran^
Arabic	Maryna	Ayshoa*
Biology	Douglas	Jones*
Chinese Second Language	Jospehine	Tran*
Engineering Studies (VCE VET)	Baghdad	Gaorg*
English	Moller Daniella Cynthia Mark	Bartekian* Misho* Nguyen* Vincini*
English as an Additional Language (EAL)	Raneen	Wardy*
Food and Technology	Hien	Dinh*
French	Xenia	Carrascalao-Gomes^
	Raneen	Wardy^
Further Mathematics	Tawfiq	Rizqallah*
Health and Human Development	Katrina Danielle	Angerosa* Marcato*
Italian	Sarah Anthony Nicole Gianni Dymal	Mati* Belanti^ Ferlewicz^ Guglielmino^ Champaneri^

Information Technology Applications	Matthew Andrew Keanu	Azzato* Gorecki* Pauao
Japanese	Bradley Hayden	Peterson^ Pinder^
Mathematical Methods	Douglas Tawfiq	Jones^ Rizqallah^
Outdoor and Environmental Studies	Jayden Ivan Matilda Madison Bayley Caleb	Castelluccio* Donlic* Gorges* Linsdell* Papal* Talbot*
Physics	Tawfiq	Rizqallah*
Specialist Mathematics	Douglas	Jones*
Spanish	Patricia	Guizman*
Studio Arts	Rose Lily	Phan* Tran*
Systems Engineering	Michael	Georges*

The College challenges all students to strive for personal excellence. High ATARs and VCE study scores are two measures of excellence but there are others. Examples of 2015 Year 12 students who have strived for and achieved personal excellence include:

- A number of students from the class of 2015 who have successfully gained an apprenticeship or traineeship.
- Having satisfactorily completed the necessary requirements to attain their VCE/VCAL, a number of students have been in full-time employment since early Term Four.

I would like to conclude by acknowledging the fine work of all Penola Catholic College teachers. The College's level of academic success in 2015 did not happen by chance. It reflects a commitment to establishing a teaching and learning culture that values and supports academic excellence and endeavour. This has happened because Penola's teachers remain committed to continually reviewing and developing classroom programmes that provide every opportunity for the students to experience academic success.

Mr Chris Caldow
Principal