



ST ANDREW'S
CATHEDRAL
SCHOOL
FOUNDED 1885



Academic excellence

Celebrating our students' achievements in the 2019 Higher School Certificate and International Baccalaureate Diploma Programme

2019
Results



heart
mind
life

St Andrew's Cathedral School celebrates its best ever academic results

The staff response to the release of the 2019 Year 12 HSC results in December and IB Diploma results in January was one of sheer joy! These are the best academic results in the school's history. We are all really delighted as SACS is a comprehensive school, which admits and seeks to nourish not only highly able students, but also those with learning and life difficulties. The staff are particularly ecstatic at the performance of the upper echelons, that is, the top 50 per cent and more of our candidature in both the HSC and the IB Diploma. We are equally delighted by the performance of other students who do not fit into this description, but have achieved personal bests and overcome significant disadvantages to perform really well on their terms, and mostly, also, in absolute terms.

The release of university offers has been especially heartening. It appears that the majority of our students have been admitted to their preferred tertiary courses. Our current estimation is that 88 – 89 per cent of our students have been offered advantageous places in public universities in NSW, Victoria, Queensland or the ACT. We calculate that a further 6 or 7 per cent have applied successfully to private universities and to degree awarding colleges. This represents almost everyone within our Year 12 cohort who sought such placement.

As an all-of-life school, which seeks to develop young people who will be confident adults and lead flourishing lives which serve their community, we are also delighted by the calibre of people we have graduated once again in 2019.



Dr John Collier
Head, St Andrew's Cathedral School



Snapshot of our Year 12 2019 HSC and IB Diploma academic results

From a cohort of 156 students:

15%

Achieved an ATAR of 95 or higher
(Top 5% of ATARS available in NSW)

31%

Achieved an ATAR of 90 or higher
(Top 10% of ATARS available in NSW)

58%

Achieved an ATAR of 80 or higher
(Top 20% of ATARS available in NSW)

Please note: IB Diploma marks are converted on a fixed scale to an ATAR. HSC students are asked to provide their ATAR to the school.

Our highest overall achievers by ATAR include:

Matthew Sgroi-Smith

99.4

Zoe Richter

99.25

Trystan Go

98.15

Maja Buvac

98.05

Tamara Li

98.05

Ben Lama

97.85

Maya O'Hearn

97.65

Seungji (Lavender) Kim

97.55

Tim Devine

97.35

Jessica Whetters

97.35

Sarah Moore

97.05

Daniel Glinatsis

96.9

HSC Highlights

97.03

Average ATAR for the top 10%
of our HSC students

107 students (69 per cent of the Year 12 cohort) studied the Higher School Certificate in 2019.

This year's overall results were the best recorded in recent history – with the greatest breadth of top results across subjects. Overall, 30 per cent of HSC students achieved ATARS of 90 or above.

Top achievers

Name	ATAR
Matthew Sgroi-Smith	99.4
Trystan Go	98.15
Ben Lama	97.85
Maya O'Hearn	97.65
Lavender Kim	97.55
Sarah Moore	97.05
Daniel Glinatsis	96.9
Anna McDonald	96.0
Fletcher Cameron	95.85
Samuel Tien	95.5
Elizabeth Tjan	95.5

116

is the number of Band 6 results achieved
by students for attaining a mark of 90
or above in one or more courses.

90

The average ATAR of the top
50% of our HSC students.

Other highlights

Our HSC dux for 2019 is **Matthew Sgroi-Smith**.
Matthew achieved the highest individual ranking in a subject – placing 10th in the state in History Extension.

Students who achieved Band 6 results (above 90 per cent) in 10 or more units of study: **Matthew Sgroi-Smith** and **Lavender Kim**.

Students received 17 showcase nominations for their HSC major works

Students nominated to perform their HSC Drama pieces at Onstage, which showcases the most outstanding HSC performers:
Trystan Go – for his performance item, *Duet for One*
Cameron Ryan – for his performance item *I am Jack*

Students nominated to perform their HSC Music 2 pieces at Encore, which showcases the most outstanding HSC performances:
Thomas Bootes – trumpet | Callum Knox – organ and voice
Mu (Carter) Jia – piano | Michael Anastassiou – oboe
Seungji (Lavender) Kim – clarinet | Yue (David) Zheng – violin
Trystan Go – voice

Students nominated for Encore Music Composition which showcases the most outstanding HSC musical composition major works:
Michael Anastassiou – oboe | Trystan Go – voice
Callum Knox – organ and voice | Yue (David) Zheng – violin

Students nominated for Art Express, which showcases the best HSC Visual Arts major works in NSW
Stella Darling | Ellie Thorpe

Students nominated for InShape, which showcases the most outstanding HSC Design and Technology major works in NSW:
Matthew Chicco | Huon Saul

IB Diploma highlights

98.01

Average ATAR for the top 10%
of our IB Diploma students

49 students (31 per cent of the Year 12 cohort) studied the International Baccalaureate Diploma Programme, one of our largest IB Diploma cohorts to date.

Top achievers

Name	IB Diploma Score / ATAR
Zoe Richter	42/45 / 99.25
Maja Buvac	40/45 / 98.05
Tamara Li	40/45 / 98.05
Tim Devine	39/45 / 97.35
Jessica Whetters	39/45 / 97.35
Daniel Notarangelo	38/45 / 96.45
Simon Jeon	37/45 / 95.45
Georgia Londregan	37/45 / 95.45
Emily Maclean	37/45 / 95.45
Peter Oslington	37/45 / 95.45
Bevan Tsui	37/45 / 95.45
Name withheld by request	37/45 / 95.45

Other highlights

The highest performing IB Diploma subjects were Physics, Psychology, Spanish, German B HL, Business Management and Music.

Four of the five Music students achieved the highest grade of 7, and the fifth student achieved a grade of 6.

The 2019 IB cohort achieved 24 Grade 7s (the top grade) across a wide range of subjects. There were an impressive 94 Grade 6 results across all subjects.

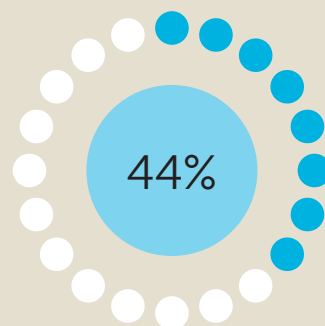
There were 14 Grade As (the top grade) for the Extended Essay subject, which all students complete.



Median IB Diploma
score of graduates



The average ATAR
of the top 50% of our
IB Diploma students



IB Diploma students
achieved ATARS of 90
or above

University offers in 2020

The majority of our 2019 Year 12 cohort were accepted into their preferred courses of study and their preferred universities. The breadth of career choices and university destinations reflects the diverse student population we have at St Andrew’s Cathedral School.

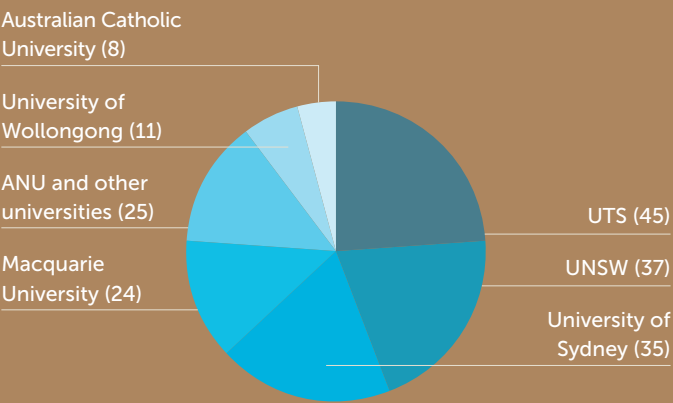
This year has seen a significant surge in the university places offered in the science faculties, which includes the health sciences. There has also been an increase in the numbers of students seeking to study engineering degrees, which includes civil, biomedical, software, environmental, data, mechanical and mechatronic.

As of 25 February 2020, 83 per cent of the 2019 cohort received tertiary education offers from the University Admissions Centre (NSW and ACT) for degree programs.

Students offered places at interstate and overseas tertiary institutions, as well as those given direct early offers from NSW/ACT universities, are not listed here. These would account for about seven per cent of our graduates. Another six per cent (approximately) of our graduates study at TAFE or other colleges.

University destinations

(based on offers made to SACS students at 10 February 2020)



Top 5 most popular areas of study for our 2019 cohort

Faculty Area	No. of offers made
Sciences, including Health Sciences	55
Humanities (Arts and Social Sciences)	38
Business/Commerce	30
Engineering	22
Music (performance and production)	13

English

60% of HSC Advanced English students achieved a mark in the top two performance bands (Bands 5 and 6)

There were 18 Band 6s, including Matthew Sgroi-Smith's 97% and Maya O'Hearn's 96%

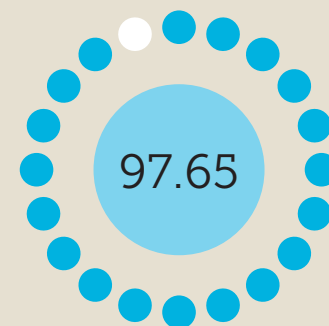
100% of HSC Extension 1 students achieved a mark in the top performance band (E4)

50% of HSC Extension 2 students achieved a mark in the top two performance bands (E3 or E4)

42% of IB English Literature (Standard Level and Higher Level) students achieved a mark in the top two grades (Grade 6 or 7)

37% of IB English Language and Literature (Standard Level and Higher Level) students achieved a mark in the top two grades (Grade 6 or 7)

Maya O'Hearn (2017-2019) HSC



ATAR



What's been the hardest part of learning for the past year or so?

Probably dealing with stress and worry about marks and balancing all that with staying healthy mentally and physically, and doing your work ... I found that very challenging. But I got through it and there were lots of people who helped.

What are you going to miss the most about SACS?

Probably the relationships you build with your teachers. My Head of House is always looking out for me and I think that level of relationship will be really missed.

How would you describe SACS?

It is a community that is very supportive and diverse, and one that fosters a desire for academic success.

What do you put your academic success down to?

At the beginning of my courses I put my head down and decided to work hard. The momentum I gained was used when I was feeling demotivated. That kept me going.

Can you tell me about English Extension 2?

I decided to take on English Extension 2 as I wanted to push myself to see how far I could go in terms of completing higher level courses. I wrote an essay on Katherine Mansfield and compared the female archetypal characters in her short stories. I was inspired by my teacher to explore this area of interest which stemmed from my English Extension 1 course: Texts, Culture and Values. For the first time I understood how the context of an author's work could influence their writing in subtle ways.

When I started to piece together the elements of Mansfield's biography, my major work fell into place. You can't think about something in such a detailed way without putting in all that hard work beforehand.

Do you know what you'd like to do after graduating?

I want to study a double degree with Law and Journalism or Law and Social and Political Sciences at UTS or UNSW. I think part of my love for law stemmed from my Legal Studies experience. It's a really good course that expands your understanding of how the world works. I was exposed to all these jobs that weren't just 'lawyers,' but many other jobs.

If you could give one piece of advice to your Year 11 self, what would you say?

I would tell myself to try to not complete everything so perfectly, and to work on making my study less intense and more frequent.

Languages

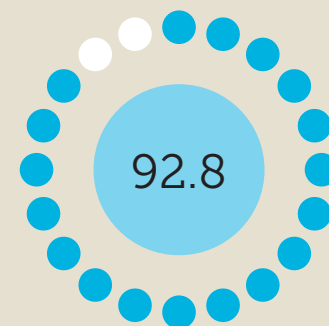
100% of HSC Japanese Continuers students achieved a mark in the top performance band (Band 6)

100% of HSC Japanese Extension 1 students achieved a mark in the top performance band (Band 6)

60% of HSC French Continuers students achieved a mark in the top two performance bands (Bands 5 or 6)

58% of IB Diploma Spanish ab initio (Standard Level) students achieved a mark in the top two grades (Grades 6 or 7)

100% of German B (Higher Level) students achieved a mark in the top two grades (Grades 6 or 7)



ATAR

Ryan Lung

(2016-2019)

IB Diploma score: 35



What has contributed to your learning success at SACS?

The learning environment is very good, where you are encouraged to learn and make the most of your time while at school.

What is next for you?

I'd like to study History at a university in the United Kingdom. That's one of the biggest reasons I chose the IB, since it makes it a bit simpler to apply. I'd also love to study Law at some point in the future.

What was your experience of academic life at SACS?

I really enjoyed the IB Diploma in particular. It's right up my alley. I love that it's really broad. I am a good essay writer, and for every subject you have to write essays (even if it's Maths or Chemistry, you have to write long reports). I was playing to my strengths. And the teachers are really good at giving feedback and are really supportive.

I think by the end of our time we were forced to become independent, self-driven learners. If you don't do the work, you suffer and you fall behind. But at the start of Year 11 they eased us into doing our own work, doing more and more as time went on, until it became a habit by the end of Year 12.

What was the biggest challenge you experienced over the last two years and how did you overcome it?

I think a major challenge is working out how to not burn out. We did a large volume of work, which meant we had to learn how to break up major tasks into smaller ones, and work more effectively with space to breathe.

What skill that you've learnt at SACS do you want to continue into the future?

Over the last few years I've learned a lot of skills relating to working hard and how to manage time and work hard and take breaks. I want to continue doing that and not lose it!

Mathematics

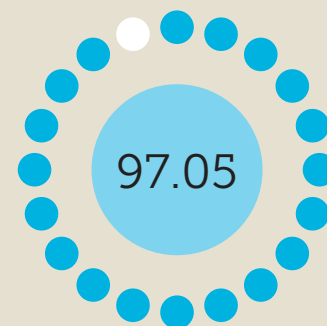
100% of HSC Mathematics Extension 2 students achieved a mark in the top two performance bands (Bands 5 or 6)

75% of HSC Mathematics Extension 1 students achieved a mark in the top two performance bands (Bands 5 or 6)

65% of HSC Mathematics Standard students achieved a mark in the top two performance bands (Bands 5 or 6)

50% of IB Diploma Mathematics (Higher Level) students achieved a mark in the top two grades (Grades 6 or 7)

Sarah Moore
(2014-2019)
HSC



ATAR



How much of an impact has SACS had on your learning?

A massive impact. I've been here since Year 7 so it's all I've known.

What was the biggest challenge you faced in the past year or so and how did you overcome it?

There was a lot of pressure and stress, and sometimes your family don't know how to best support you. Communicating openly with your family and friends about the stress you're feeling is really important.

How did you juggle all your commitments – sport, study, and being Vice Captain?

Time management was a crucial element for me. Having support networks around me where I could communicate to people how I was going, as well as checking up on other people, was really good. I experienced a lot of that in our Year 12 community.

How would you describe academic life at SACS?

It's very productive. In Year 12 it's up to you to put in the work. To some extent teachers will chase you up but in the end it's up to you to do the work and put in the effort.

What advice would you give to your Year 11 self?

I would say to try to stay on top of tasks and don't sacrifice family time for work. Don't forget to hang out with friends – you need that break from school.

What do you want to do next year?

Next year I'd like to go to UNSW and study to be a high school maths teacher. My maths teacher was great and someone I hope to emulate. I really enjoy the subject and I want to work with teenagers.

Music and Drama

100% of HSC Music 2 students achieved a mark in the top two performance bands (Bands 5 and 6)

100% of HSC Music Extension students achieved a mark in the top performance band E4

59% of HSC Drama students achieved a mark in the top two performance bands (Bands 5 and 6)

100% of IB Diploma Music (Higher Level) students achieved a mark in the top two grades (Grades 6 or 7), (80% of students received Grade 7s.)

Trystan Go (2014-2019) HSC



ATAR

How did you find being School Captain, balancing work, academics and co-curricular?

I think the school is really helpful and encourages branching out beyond just academics. When I was away filming [for SBS series *The Family Law* and feature film *Occupation* my teachers were amazing in sending me work and helping me via Schoology and marking my work. My classmates were really helpful in sending me the work and keeping me updated too.

What was your experience of academic life at SACS?

I've found the use of technology really helpful. Teachers plan their lessons really well and use it to support what we're learning. I've found that everyone also helps each other in learning, which is really nice.

What was the biggest challenge you experienced over the last two years and how did you overcome it?

For me, I struggled with time management and balancing all the different co-curricular activities with academic life and work and having time to relax. I tried to be really organised and use my diary a lot.

What has contributed to your learning success at SACS?

The culture is really good. Teachers help each other and so do students. I was always able to message one of my mates to help me too.

**What is next for you?
What are your dreams?**

I'd definitely like to continue my acting and my music, maybe opera singing. But I'm also interested in business, and I'd like to do something that might combine them all.

Who do you want to be in the future?

I want to be someone who is helpful and cares for others.

What advice would you give to someone about to enter Year 12?

Work hard right from the start. Plan ahead. It's a hectic year and you'll be so caught up in everything, so you need to know what's coming up in the next few weeks and months.

Trystan was nominated and subsequently selected to perform his HSC Music Extension piece, called 'Wither must I wander?' by R Vaughan Williams at Encore in March 2020 at the City Recital Hall.

Seven HSC Music 2 students were nominated for ENCORE, a selection of the very best performances from HSC Music students from around the state.

Congratulations to the following students and their teacher, Ms Jen Nelson, for their hard work over the past two years.



Trystan Go – voice
Thomas Bootes – trumpet
Callum Knox – organ & voice
Mu (Carter) Jia – piano
Michael Anastassiou – oboe
Seungji (Lavender) Kim – clarinet
Yue (David) Zheng – violin

Science

56% of HSC Chemistry students achieved a mark in the top two performance bands (Bands 5 or 6)

53% of HSC Physics students achieved a mark in the top two performance bands (Bands 5 or 6)

57% of IB Diploma Sports Exercise Health Science (Standard Level and Higher Level) students achieved a mark in the top two grades (Grades 6 or 7)

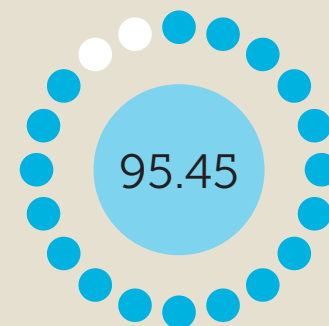
67% of IB Diploma Physics (Standard Level and Higher Level) students achieved a mark in the top two grades (Grades 6 or 7)

67% of IB Diploma Psychology (Standard Level and Higher Level) students achieved a mark in the top two grades (Grades 6 or 7)

Bevan Tsui

(2014-2019)

IB Diploma score: 37



ATAR



How did you find SACS overall?

It's been a very pleasant experience compared to some other schools I've been to. It was totally different to what I expected it to be. It's not a stereotypical high school at all. There are such a variety of people. On the academic side, teachers are always there for you. They're there to help you in your studies and guide you in your work. I came from the US and it was a massive culture shock. People were so laid back and happy to help you, and just generally really nice. It took a while for me to realise that people were not just being nice to you to get something out of you – they are just nice! Teachers are supportive and students are kind.

What was your experience of academic life at SACS?

The IB Diploma forces you to be an independent learner. The Personal Projects see you undertake a university-style research project in your chosen area.

What has contributed to your learning success at SACS?

My teachers' willingness to hang around and be bothered by me constantly after class was amazing. I would always be asking them questions. They would spend hours on end to support me.

What is next for you?

Do you have a career plan yet?

I'd like to go into cyber security analysis or software engineering. I've always loved computers and I really enjoy the logical side of things. The Year 10 Careers Assessment was quite accurate in terms of my interests and career choices.

How has SACS helped shape who you want to be in the future?

SACS has allowed me to express myself and interact with the world in a positive way. When I arrived in Year 7 I was so shy, but being at SACS allowed me to be myself. I'm happy to be myself.

What advice would you give to someone about to enter Year 12?

Just relax. Everyone gets so stressed, but take a step back and know it's only nine months or so, and you'll be OK. Blink and it's gone.

History and Human Society and its Environment

100% of HSC Studies of Religion 1 students achieved a mark in the top two performance bands (Bands 5 and 6)

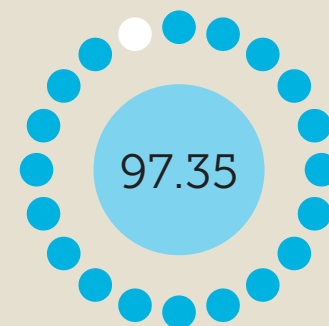
56% of HSC History Extension students achieved a mark in the top two performance bands (E3 and E4)

70% of HSC Modern History students achieved a mark in the top two performance bands (Bands 5 and 6)

64% of HSC Legal Studies students achieved a mark in the top two performance bands (Bands 5 and 6)

57% of IB Diploma Business Management (Higher Level) students achieved a mark in the top two grades (Grades 6 or 7)

50% of IB Diploma Environmental Systems and Societies (Standard Level) students achieved a mark in the top two grades (Grades 6 or 7)



ATAR

Jessica Whettters

(2014-2019)

IB Diploma score: 39



What's the best thing about SACS?

At SACS there is a particularly strong community aspect. There are so many people who are willing to help out others and there are such strong relationships between teachers and students, too. All my teachers did the most they could to help me succeed. I have personal relationships with them that make it so much more rewarding to do well.

To what do you attribute your academic success?

I think teachers here are invested in students so much. For me, I tend to put in a lot of work because I respond well to their teaching, which is really motivating for me.

What will you miss the most about SACS?

Everything! I can't believe we're finished. I've been involved in so many things such as bands and musicals and philosophy clubs which have made me so interested in things I never would have considered before. I've had worlds of different opinions and topics opened up for me. Philosophy ideas have blown my mind. My Philosophy teacher Dr Hall suggested I go to Philosothon, where you have a Socratic discussion in groups about different ideas and concepts. And after that I chose to study Philosophy

and Belief in my elective in Years 9 and 10 and do philosophy competitions. I'm so glad I had that opportunity to engage in philosophy at the start because now I am so interested in philosophy and I enjoy thinking about it. I'm interested in science, particularly, and the connection between behaviour and the brain. Philosophy is just one extra dimension of that.

Why do you think it's important to study philosophy at school?

For me, I think philosophy helps you to become more curious and think about why things happen. Schooling can often be about just learning facts. But I think that philosophy offers another dimension where you can be inquisitive and actually think. For example, we have to evaluate a lot of studies in psychology which help us to become much better critical thinkers.

How have you balanced co-curricular activities with your academic study?

At times it's been really difficult. During the musical it was really tough. It was a big decision for me to choose to do both the musical and Year 12, but I really wanted to. That was a big term for me. But I couldn't really not do it – I've been in every musical of my time and I didn't want to forsake that tradition! I planned a lot. I meticulously planned and scheduled in my work. Extra-curricular activities are almost as important as academics. Also, extra-curricular and physical activity helps you to focus. If you do school work all afternoon, you get so fatigued and tired!

Design, Visual Arts and Digital Technology

100% of HSC Textiles and Design students achieved a mark in the top two performance bands (Bands 5 and 6)

83% of HSC Software Design and Development students achieved a mark in the top two performance bands (Bands 5 and 6)

78% of HSC Visual Arts students achieved a mark in the top two performance bands (Bands 5 or 6)

100% of HSC Design and Technology students achieved a mark in the top two performance bands (Bands 5 and 6)

33% of IB Visual Arts (Standard Level) students achieved a mark in the top two grades (Grades 6 and 7)

IB Visual Arts student Chloe Ghattas displays her sculpture "Peggy" and adjusts her circular work "Innocence for Dinner (triptych)".



Two HSC students in Design and Technology (Matthew Chicco and Huon Saul) and two in Visual Arts (Stella Darling and Ellie Thorpe) were nominated to have their major works displayed in the respective showcase events representing the top performers in their subject.



*Encapsulated by
Separation holding
myself hostage in
a dark place, longing
for a safe haven
but I never truly
felt safe.*



*So I hold my breath
and fall further and
further to a place
where I can not
be seen or heard but
I can see and hear
so well.*



*In these everlasting
hidden places, what
I want you to see
strong alone.*



Main Picture - Artwork by Stella Darling, nominated for ArtExpress.
Inset, from left to right - Artwork by Ellie Thorpe, nominated for ArtExpress;
Matthew Chicco, with his fully recyclable and customisable slip-on footwear, was nominated for InShape; Huon Saul, alongside his hull protector cover for small boats, was also nominated for InShape.

St Andrew's Cathedral School:

St Andrew's Cathedral School is a coeducational K-12 Anglican school, located in the heart of Sydney's CBD.

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