

Academic *Excellence*

HSC and IB Diploma
Programme

CELEBRATING OUR STUDENTS'
ACHIEVEMENTS IN 2024



ST ANDREW'S
CATHEDRAL SCHOOL



You're never fully dressed *without a smile.*

Our 2024 graduates have brought us so much joy! They have smiled their way from Kindergarten to Year 12, no matter what challenge has been put in their way. Positive, light-filled and involved in everything, it has been such a privilege to be part of their journey.

In my view there are two things that are really important about HSC and IB Diploma Programme results:

1. Have the students grown positively as people through the process?
2. Have the students achieved what they need in order to access their pathway of choice?

I am delighted to say that neither of those two questions can be answered in a reductionist way and therefore, you won't find the fulsome answers in this booklet. What you will find, is some insight into the infinitely precious lives of the students who we have been privileged to walk alongside. You will get a taste of the subjects they chose, the character they crafted and the challenges they met. You will also read of their onward direction, vision and ambitions for life.

As a community, we look at what St Andrew's Cathedral School Year 12s have achieved across both the HSC and International Baccalaureate Diploma Programme (IBDP) with joy.

Our 2024 Year 12 IB students have achieved the School's highest ever number of students above 95 and 90 ATAR showing the depth of talent and hard work right across the cohort. An outstanding 71% (out of a cohort of 68 students) achieved an ATAR over 90 with 47% achieving an ATAR of 95 or above. Three students achieved an outstanding score of 44 out of 45.

The median Diploma point score across all students was 38, the median ATAR was 95 and 70% of all IB Diploma Programme grades were 6s and 7s.

Our 2024 Year 12 HSC students also forged excellent outcomes.

Three of our HSC students were on the NSW Premier's List of All-rounders (i.e. those with 10 or more Units of Band 6) and one student was included among the Top Achievers (i.e. top 10 in the State for an individual subject). 40% of the School's HSC students were on the Distinguished Achievers' list.

The Year 12 HSC cohort also broke St Andrew's Cathedral School's record for the number of students to be selected for HSC Showcases. Twenty-five of our students' major projects have been recognised by the NSW Education Standards Authority, with five of those selected for inclusion in the Showcases.

This year's nominations were for a diverse range of work across the arts. Nominations include 4 for SHAPE (Design and Technology), 4 for ARTEXPRESS (Visual Arts), 5 for ENCORE (Music) and 11 for OnSTAGE (Drama).

I hope as you read through this publication you will see beyond the numbers to recognise the individual stories that each line points to. Behind each statistic sits so much hard work and so many supporters, teachers, experts, parents and friends.

I am very thankful to our hard-working, expert and caring staff. This is a huge team effort that has taken place over many years. These teachers and staff members live every step of the journey with the students, and they wouldn't have it any other way.

Dr Julie McGonigle
Head of St Andrew's Cathedral School

You will get a taste of the subjects they chose, the character they crafted and the challenges they met. You will also read of their onward direction, vision and ambitions for life.

And the nominations are...

This year we had the highest number of selections ever.

ARTEXPRESS is an annual series of exhibitions of exemplary artworks created by NSW Visual Arts students for the HSC examination.

1. Sarai Charlton (**SELECTED**)
2. Mahlia Davidson Nyika (**SELECTED**)
3. Constance Frood (**SELECTED**)
4. Sophia Lucas-Martinez (**SELECTED**)

ENCORE is a showcase of outstanding music performances and written compositions from HSC Music students.

5. Emma Chau
6. Je-Min McFadden
7. Gabriel Way Stamatellis
8. Stanley Wills (**SELECTED**)

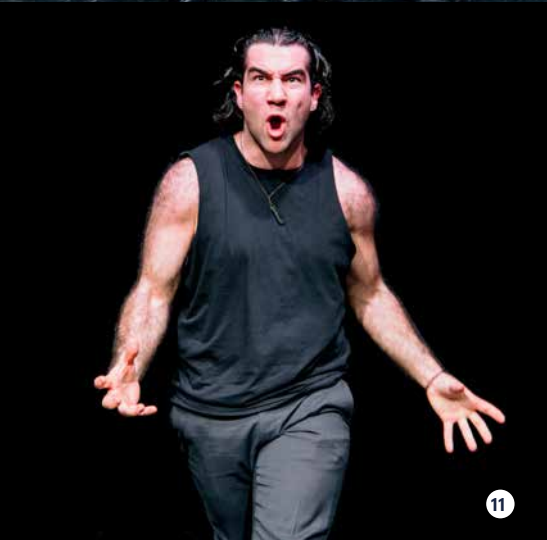
OnSTAGE (Group and Individual)

is a presentation of stand-out performances and projects by HSC Drama students.

9. The Odyssey of Democracy
10. Chickens Incorp
11. Brendan Bennett
12. Timothy Box

SHAPE is an annual exhibition of exceptional major projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design students.

13. Mylo Docherty (Design and Technology)
14. Ruby Carr (Industrial Technology)
15. Aron Haes (Industrial Technology)
16. Remy Maguire (Industrial Technology)





Snapshot of our Year 12 2024 HSC and IB Diploma Programme academic results

From a cohort of 169 students

17

Achieved an ATAR of 98 or higher

40

Achieved an ATAR of 95 or higher

63

Achieved an ATAR of 90 or higher

Please note: IB Diploma marks are converted on a fixed scale to an ATAR.

Our highest overall achievers by ATAR were:

99.5

Rama Chadda-Harmer

99.5

Callista Christabel

99.5

Ezekiel Surjadinata

99.15

David Kaploun

99.05

Julius Beech

99.05

Joel Clark

99.05

Cameron Scott

98.55

Marco Cole

98.55

Jad El-Khoury

98.55

Benjamin Lin

98.5

Asher Camejo-Hart

98.5

Joshua Mitchell

98.4

Chloe Badger

98.4

Alexander Cheung

98.4

Arpan Desai

98.4

Christopher Yoong

98.15

Grace Patching

97.7

Name Withheld

97.7

Calvin Newling

97.65

Andrew Campbell

97.45

Lois Arthurson

97.45

Daniel Bott

97.45

Erin Lesnie

97.45

Bronte Parkin

97.45

Amelia Rose

HSC HIGHLIGHTS

97

AVERAGE ATAR FOR
TOP 10% OF STUDENTS

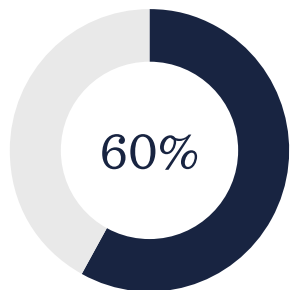
Excellent results from our HSC cohort with exceptional individual stories of students showing strong character to persevere through adversity. An excellent 60% of grades were Band 5s and 6s. Congratulations HSC class of 2024.

NSW Premier's List All-rounders
(Band 6s in 10 or more units of study)

- Remy Maguire
- Joshua Mitchell
- Name Withheld

Top Achievers
(Top 10 in the State for an individual subject)

- Remy Maguire - Industrial Technology



HSC SCORES THAT
WERE 5s AND 6s

TOP ACHIEVERS

NAME	ATAR
Asher Camejo-Hart	98.5
Joshua Mitchell	98.5
Name withheld	97.7
Andrew Campbell	97.65
David Shang	96.45
Remy Maguire	96.3
Oscar Hargraves	95.75
Stanley Wills	95.3

NAME	ATAR
Luca Lamaro	94.85
Skye Yates	92.9
Kierra Dolan	92.8
Constance Frood	91.6
Jake Nicholls	91.55
Finn Thorpe	90.65
Mahlia Davidson Nyika	90.4

The creative subjects led the charge on student subject attainment this year. **Drama, Music** and **Visual Arts** attained almost 100% band 5s and 6s in all of their courses. These subjects also attained our record-breaking 25 showcase nominations and five selections.

ARTEXPRESS

Sarai Charlton, Mahlia Davidson Nyika, Constance Frood and **Sophia Lucas-Martinez** were nominated for **ARTEXPRESS** – with all four being selected as part of the 2024 HSC Showcase season!

SHAPE

Mylo Docherty, Ruby Carr, Aron Haes and **Remy Maguire** were nominated for **SHAPE 2024 – Design and Technology**.

OnSTAGE

The following students were nominated for the **Group performance OnSTAGE**:
Group 1: The Odyssey of Democracy - Brendan Bennett, Elliot Bishop, Daniel Mackay, Ana Scott, Stanley Wills

Group 2: Chickens Incorp - Timothy Box, Mahlia Davidson Nyika, Jack McGreal, Fern Still

The following students were nominated for the **Individual Performance OnSTAGE**:
Brendan Bennett and **Timothy Box**.

ENCORE

The following students were nominated for **ENCORE 2024**:
Stanley Wills, Emma Chau, Je-Min McFadden and **Gabriel Way Stamatellis** – with **Stanley Wills** being selected to be part of **ENCORE 2024 for Musicology**.

IBDP HIGHLIGHTS

99.2

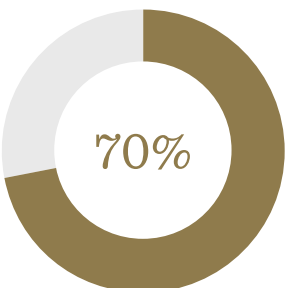
AVERAGE ATAR FOR
TOP 10% OF STUDENTS

2024 saw the largest number of Year 12 students participate in the IB Diploma Programme, 40% of the total cohort. An outstanding 72% achieved an ATAR over 90, with 47% achieving an ATAR over 95 and 10% achieving an ATAR of 99 or above.

Three students received a score of 44: **Rama Chadda-Harmer, Callista Christabel** and **Ezekiel Surjadinata**. A further four students achieved a score of 43 out of 45 and eight students achieved an 42 out of 45. The median score was 38, the median ATAR was 95 and 70% of all IB grades were 6s or 7s.



MEDIAN
IBDP SCORE



IBDP SCORES THAT
WERE 6s AND 7s

TOP ACHIEVERS

NAME	IB SCORE / ATAR
Rama Chadda-Harmer	44.5 / 99.5
Callista Christabel	44.5 / 99.5
Ezekiel Surjadinata	44.5 / 99.5
David Kaploun	43.75 / 99.15
Joel Clark	43.5 / 99.05
Julius Beech	43.5 / 99.05
Cameron Scott	43.5 / 99.05
Jad El-Khoury	42.75 / 98.55
Benjamin Lin	42.75 / 98.55
Marco Cole	42.75 / 98.55
Christopher Yoong	42.5 / 98.4
Alexander Cheung	42.5 / 98.4
Chloe Badger	42.5 / 98.4
Arpan Desai	42.5 / 98.4
Grace Patching	42.25 / 98.15
Calvin Newling	41.75 / 97.7
Bronte Parkin	41.5 / 97.45
Daniel Bott	41.5 / 97.45
Amelia Rose	41.5 / 97.45
Erin Lesnie	41.5 / 97.45
Lois Arthurson	41.5 / 97.45

NAME	IB SCORE / ATAR
Moxham Andersen	40.75 / 96.8
Julian Agriogiannis	40.5 / 96.6
Alicia Rosado	40.5 / 96.6
Siena Vongdara	40.5 / 96.6
Rocco Ruggerino	39.75 / 95.75
Jack Lesnie	39.75 / 95.75
Clara Kelleher	39.75 / 95.75
Lauren Hirst	39.5 / 95.45
Amelia Lanchester	39.5 / 95.45
Tamara Chuproff	39.5 / 95.45
Aurelia Gorman	39.5 / 95.45
Daniel Gow	38.75 / 94.8
Matthew Jomoa	38.75 / 94.8
Khrystyna Artemenko	38.5 / 94.55
Charlotte Arzadon	38.25 / 94.25
Andrew Medellin	37.75 / 93.6
Arnav Patil	37.75 / 93.6
Hana Applegarth	37.5 / 93.3
Christian Conway	37.5 / 93.3
Hunter Kaye	37.5 / 93.3
Lewis O'Sullivan	37.5 / 93.3

SUBJECT HIGHLIGHTS

The following subjects achieved over 50% Grade 7s:

- German B HL
- Physics HL
- Sport Ex Science HL
- Theatre HL
- Music SL
- Global Politics SL
- English Literature SL
- Business Management HL
- ESS SL
- Philosophy HL
- Chemistry HL
- Chemistry SL
- Computer Science HL
- Music HL

The subjects above and below also achieved over 80% Grade 6s and 7

- English Language and Literature HL
- Business Management SL
- Global Politics HL
- Psychology HL
- Psychology SL
- Biology HL
- Maths AA HL
- Maths AA SL
- Music SL

SL = Standard Level HL = Higher Level



Cleo Gavagna

“In a strong, supportive and connected community I developed a greater awareness of and understanding of the world, learning how to accept and acknowledge difference.”

What were some of the highlights from your time at St Andrew's Cathedral School?

I thoroughly enjoyed Year 10 camp—I went on the New Zealand bike camp. It was a real escape from the day-to-day routine and allowed me to gather some clarity, thrive in nature, as well as strengthen bonds with my fellow bike riders.

My sporting highlights were making the Firsts Soccer team in Year 7, winning ISA Premiers for Football in 2022 and making CIS in Athletics. I also loved walking into Wind Symphony and being welcomed with Mr McBride's joyful and extroverted personality.

What was the best part about going to the School for you?

I was educated with a rich and vibrant diversity of students coming from all different backgrounds, schools and suburbs. In a strong, supportive and

connected community I developed a greater awareness of and understanding of the world, learning how to accept and acknowledge difference.

You were School Captain. Did being a leader develop your character? In what ways?

Being a leader helped me build my communication skills, shaped me into a more all-rounded person and gave me an extremely valuable opportunity for personal growth. I learnt to become more open-minded. I also learnt how to account for different viewpoints and how to bring different ideas together so that we were still connected as a team and community.

What do you hope to do next?

This is a very tough question... I don't really know. I enjoy Sport, Health and Biology, so I am moving towards Medicine or Veterinary Science.

Obviously I would love to go as far as my football takes me too — you know the Matildas could definitely be on that bucket list in the future... but that's a bit of a stretch!

ATAR: 89.75 (HSC)

SUBJECTS: Biology, English Extension 1, PDHPE, English Advanced, Music 2, English Extension 2

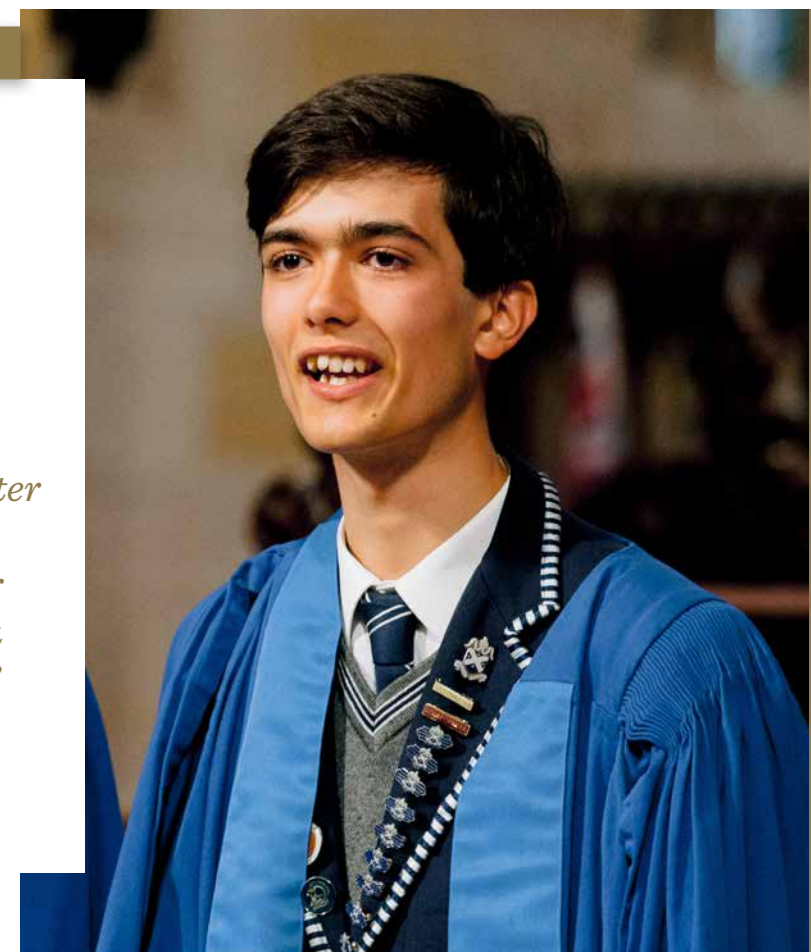
CO-CURRICULAR (YEARS 10-12): Music Scholars 2024, Football ISA Rep, Cross Country CIS Rep, Firsts Football XI Girls, Wind Symphony, Senior Choir, Orchestra, Firsts Touch Football Girls, Swimming Team, ISA Athletics Team, ISA Cross Country Team, NPL 1 Football Gladesville Ravens 2022, NPL 1 Football Sydney Olympic 2023, NPL 2 U20s/First Grade Inter Lions (2024) - U20s Captain, Inter Lions MVP 2024

LEADERSHIP: School Captain, Firsts Football XI Girls Captain, Peer Support Leader

IB Dux

Rama Chadda-Harmer

“Here people matter no matter who they are, what their grades are like, what their ability levels are. This is a community with a heart.”



When did you join the School? What was your first impression?

My earliest impression of the School was from a tour. It was picnic day in the Junior School and the event had been rained out, but no one was grumbling or complaining. Everyone was so friendly and warm. That initial perception has not changed at all, it's just a bit more nuanced. As well as being a caring, welcoming community, the School is also a place full of diligent, persistent, hardworking and principled people, who are never too busy to offer their time or lend a helping hand.

You were School Captain. How did being a leader help develop your character?

Being School Captain helped me learn to mediate, as I resolved issues and differing opinions within the leadership team. I learnt to be flexible and to deal with disappointment. Achieving balance was also important—learning to juggle my academic and leadership responsibilities.

Any highlights?

I loved the connection with individuals in the younger years. I was always inspired by their ideas and enthusiasm.

You took part in the Senior Drama Production, *The Madwoman of Chailiot*. When did you get involved in drama? What did you enjoy about it?

Throughout my time at the School I tried to do as much co-curricular as possible, including numerous drama productions. I love drama because it helps build teamwork and camaraderie. The spirit which is developed over the course of a production is phenomenal, and the experience of being able to share your hard work with others and bring them joy is wonderful.

What do you hope to do next year and in your future?

I don't have any fixed plans. I hope to go to university and do some sort of double degree in Science and Arts.

I am also interested in continuing to learn French.

IBDP: 44.5 | **ATAR:** 99.5

SUBJECTS: French B SL, Business Management HL, Environmental Systems and Societies SL, CAS, Theory of Knowledge, Global Politics HL, Literature HL, Mathematics Analysis and Approaches SL

CO-CURRICULAR (YEARS 10-12): Australasian Philosothon, Senior Choir, Boys' Vocal Ensemble, Senior College Philosophy Club, Senior College Eco Club, Cru Group, OnCampus student magazine, Da Vinci Decathlon, 2022 Musical - Annie, Senior Drama Production - Madwoman of Chailiot (2023), SACS Achieve Peer Mentor

LEADERSHIP: School Captain, Editor of OnCampus - student magazine, Peer Support Leader

Ezekiel Surjadinata

“Have an open mind and be ready to have a wide range of experiences.”

I was able to identify what was beneficial for my learning and what wasn't, using feedback from teachers, exams, peers and my own experience to develop skills and methods to bolster my knowledge.

What are your plans for the future?

In the future I plan to study Medicine or Actuary at university.

IBDP: 44.5 | ATAR: 99.5

SUBJECTS: Mathematics Analysis and Approaches HL, Biology HL, CAS, Theory of Knowledge, Japanese ab initio SL, Chemistry HL, Literature SL, Psychology SL

CO-CURRICULAR (YEARS 10-12):

Summer Boys Basketball Open B, Symphony Orchestra, Wind Symphony, Winter Tennis Team 7

How did undertaking the IB Diploma Programme teach you to think and learn? Was there a particular subject you most enjoyed?

The IB Diploma Programme has taught me to think critically and evaluate information, a skill which without a doubt will help me make better informed decisions in the future. Subjects such as Chemistry and Mathematics were most enjoyable, as both the learning environment and nature of the subject helped me to utilise critical thinking skills.

You were involved in quite a few co-curriculars at the School. How did you find balance and what do you think was the key to your academic success?

I always tried to find opportunities in my day-to-day life, no matter how small, to learn something new or consolidate my knowledge. These small acts eventually compounded over time, leaving me with a strong sense of confidence when it came to exams. Additionally, the more I studied,

What have you most enjoyed about going to St Andrew's Cathedral School?

I have enjoyed coming into a school which fosters a strong sense of community, allowing me to connect with both peers and teachers. St Andrew's Cathedral School has enabled me to form priceless memories: from the exhausting, yet exhilarating days of travelling in our Kosi to Coast expedition, to friendly matches of basketball with friends and the long nights of musical excellence at the Showcase Concert.

How did going to St Andrew's Cathedral School influence you as a person?

St Andrew's Cathedral School has allowed me to explore all of my interests, both passions that I was already aware of, and those that I had discovered through the School. Moreover, inspiring experiences and speeches from peers and teachers alike helped me to develop my growth in faith, curiosity and a better understanding of the world around me.

Callista Christabel

“Overall being a leader allowed me to be the best version of myself and to learn to have a balanced life, as well as having a deeper ‘others before yourself’ mindset.”

What was the best part about going to St Andrew's Cathedral School for you?

The wide array of opportunities that the School provided, such as sports, music, drama and clubs. Throughout Year 7-12, I was involved in many co-curricular activities, but the Music Programme just clicked for me.

How did going to the School influence you as a person?

Going to St Andrew's Cathedral School allowed me to discover my passions and be more confident in myself—knowing that there were people who supported me. I also think the School positively influenced my personal growth in faith.

You were Hereford House Captain. What did you learn as a leader?

I wanted to try for a leadership role because I wanted to give back to the School that gave me so much. I think I became a lot more understanding,

since I needed to account for different abilities and interests for different House activities and I also improved my communication skills. Overall being a leader allowed me to be the best version of myself and to learn to have a balanced life, as well as having a deeper “others before yourself” mindset.

You have been heavily involved in music. What has been a highlight?

This is tough. I was involved in Wind Symphony, Chamber Choir, Senior Choir, Girls' Vocal Ensemble and Symphony Orchestra. I really enjoyed spending my Wednesday afternoons at Symphony Orchestra because I was able to put my knowledge of music into practice. I primarily play piano, but throughout my time at the School I picked up a variety of auxiliary and mallet percussion instruments, which I played for Symphony Orchestra. I owe a lot of my friendships—across Year 7-12—to this

co-curricular. Being involved in this ensemble allowed me to learn more about myself and enabled me to discover new things that I love.

IBDP: 44.5 | ATAR: 99.5

SUBJECTS: Language and Literature HL, Mathematics Analysis and Approaches SL, CAS, Theory of Knowledge, Music HL, Spanish ab SL, Chemistry SL, Business Management HL

CO-CURRICULAR (YEARS 10-12): Competitive squash, Non-competitive squash, Symphony Orchestra, Wind Symphony, Girls' Vocal Ensemble, Senior Choir, Chamber Choir

LEADERSHIP: Hereford House Captain

Joshua Mitchell

“I am eager to apply myself to Computer Science, as it is a life-long passion for me.”

continuously optimising it to run on any device. And of course, the documentation required various screen designs and technical specifications.

How do you think you'll use these skills in your future?

I am eager to apply myself to Computer Science, as it is a life-long passion for me. Additionally, I am continuing my personal programming projects and business ventures with my friends in 2025.

ATAR: 98.5 (HSC)

SUBJECTS: Software Design and Development, Mathematics Advanced, Mathematics Extension 1, Business Studies, English Advanced, Economics

CO-CURRICULAR (YEARS 10-12): Basketball Boys 17A, Basketball Boys 16D, Makerspace, UNSW Programming Competition, Eastern Basketball League Under 16s Division 1, Eastern Basketball League Under 18s Division 1

Asher Camejo-Hart

“Not being fixated on one particular topic really diversified the skills that I took away from the School.”

What did you enjoy most about your time at St Andrew's Cathedral School?

The St Andrew's Cathedral School journey for me was extremely enjoyable, because of the countless co-curricular activities and resources available to me. I took pride in trying out everything at least once – like basketball, football, music ensembles, and other activities. I really took advantage of the great opportunities presented to me.

What subject did you enjoy most?

I most enjoyed Mathematics Extension 2 because I have always been passionate about Mathematics, and pushing myself in the subject was an amazing opportunity. Having friendly competition with my others throughout the year kept us all motivated and was a great way to enjoy the subject. Thank you to my Mathematics teacher, Mr Geha for making each lesson engaging and being supportive throughout my journey.

How did you switch off in a year that can be so demanding?

Keeping myself balanced throughout the HSC period was a key factor in my success. Switching off for me meant a combination of social activities and exercise, like basketball with my friends, keeping myself accountable for study routines, and also prioritising rest and recharge to keep myself going.

How do you think St Andrew's Cathedral School has helped shape you?

St Andrew's Cathedral School has helped shape the person that I have become. Being involved in various co-curricular activities, including basketball and orchestras, has helped me to become more of a well-rounded person. Not being fixated on one particular topic really diversified the skills that I took away from the School.

You received an outstanding individual mark in Mathematics Extension 2. How do you think you'll use these skills in your future?

In my further education I wish to study Mathematics and Psychology, hopefully progressing into a PhD in Pure Mathematics. I will have to use these skills regularly in my studies, work and career as fundamental to my higher learning.

ATAR: 98.5 (HSC)

SUBJECTS: Mathematics Advanced, Physics, Mathematics Extension 1, English Advanced, PDHPE, Mathematics Extension 2

CO-CURRICULAR (YEARS 10-12): Firsts Winter Basketball, Basketball Boys 17A, Northbridge Sailing Club

What was your favourite memory at St Andrew's Cathedral School?

One of my favourite memories has to be during a recess between our Physics double periods, were my friend Asher and I would sneak into the Level 7 gym to play basketball.

In addition, from Year 12, I remember how it felt to achieve 100% in both Advanced and Extension 1 Mathematics. I was incredibly proud, considering I came from achieving a one out of eight in Year 9 Mathematics.

Were there any subjects that weren't what you expected?

Honestly, I was not expecting a 95 in Software, and considering my difficulties with Advanced English, getting a Band 6 was a pleasant surprise. I'm glad that I pulled through in these as I was able to get the highest Band in all 11 of my units.

You are passionate about basketball. How did you balance your love of sport and your school study?

It took a lot of routine, including managing my high food intake, timing my medication and saving time for sleep.

As for the school study, I physically couldn't allocate more hours towards it, so I had to make a plethora of structural changes to improve the efficiency of my revision. I'm proud that I made my health and relationships a priority over everything else.

What was your focus for your Software Design and Development Major Work?

I created an arcade-style game in Python. It involved the player navigating a two-dimensional maze at high speeds. The project had a lot of challenges, especially the maths involved, with integrating gravity, particular win conditions and



Gabriel Way Stamatellis

“I received as much help as I needed, I was pushed in the areas that I struggled, while I also enjoyed the freedom and opportunities to do the things I was good at.”

When did you join St Andrew's Cathedral School? What was your first impression?

I joined in Year 5. I was intimidated. I felt that because I wasn't the brightest student, I would not find my place. I soon found that to be wrong. I received as much help as I needed, I was pushed in the areas that I struggled, while I also enjoyed the freedom and opportunities to do the things I was good at.

What was the best part about going to the School?

The opportunities. There was something for everyone. You could try out new things in a safe space where you were free to make mistakes.

You were involved in a wide range of activities, including being a Principal role in the musical, The Little Mermaid. What was a highlight?

I was involved in every musical I could be. The highlight was getting up on that

stage and making everyone laugh, smile and bringing joy to their world. After working for months to put a show on, it was great to see all that hard work pay off.

You were also a School Prefect. When did you start to develop your leadership skills at the School?

In class. In group projects I was always getting things moving which developed skills in leading a group.

You chose to study the HSC but completed the IB Middle Years Programme. How did that help you in your senior years?

Study habits and planning. I developed skills that made the senior years so much easier.

What do you hope to do next year and in your future?

My hope is to go to the Sydney Conservatorium of Music. I hope I can

work in the realm of musical theatre or music in some way. It brings me so much joy in life.

ATAR: 85.4 (HSC)

SUBJECTS: Visual Arts, English Advanced, PDHPE, Legal Studies, Mathematics Advanced, Music 1

CO-CURRICULAR (YEARS 10-12): 2024 Musical - The Little Mermaid, Senior Choir, Fencing Winter U19 Rep, Chamber Choir, Boys' Vocal Ensemble, Mock Trial, Musical Theatre Craft at the Sydney Conservatorium of Music

LEADERSHIP: School Prefect

Emma Chau

“Being a leader made me a better team member”



Do you have a few lasting memories of St Andrew's Cathedral School, or a story you'd like to share?

I have too many memories of the School ... Kosi to Coast, the Italy Music Tour, Annie and The Little Mermaid.

I remember on the Kosi to Coast hike, my group had turned around due to flooding. We had to hike all the way back to Dead Horse Gap to get a bus to our next campsite. It was cold and wet, but my group was chanting together for the last hundred meters. Our camp leader had a Spotify playlist for us. Listening to music for the first time in a week was so nice because the only music we'd had was us singing.

When did you join the School?

I joined in Year 7. There was so much opportunity to participate in activities—I was so excited. Other than the music ensembles, I participated in Knitting Club, Theatresports, SACS Factor, Soccer and Basketball. I met so many people.

In general, what was the best part about going to the School?

I always enjoyed the performing arts. Attending music rehearsals, watching my friends in Theatresports competitions and drama productions, rehearsals and interactions with special teachers. It kept me going.

You were a House Captain. Did being a leader develop your character?

Being a leader made me a better team member. I was always so used to doing things on my own and having the perfect picture in my head. Collaborating with everyone's ideas and delegating tasks made the process more enjoyable.

What do you hope to do next year and in your future?

I hope to work in the music industry and I am hoping to get accepted into the Sydney Conservatorium of Music to study Jazz Performance.

ATAR: 88.65 (HSC)

SUBJECTS: English Advanced, Studies of Religion I, Business Studies, Economics, Music 2, Music Extension, Mathematics Advanced

CO-CURRICULAR (YEARS 10-12): Music Scholars 2024, 2024 Musical - The Little Mermaid, Jazz Orchestra, Firsts Football, Firsts Basketball, Jazz Band, Wind Symphony, Senior College Cru, Senior Choir, Rising Stars Jazz Program, Spectra Jazz Orchestra, Sydney Youth Jazz Orchestra, Italy Music Tour, 2022 Musical - Annie

LEADERSHIP: Canterbury House Captain

Julius Beech

"I also learnt honest reflection – admitting to yourself that you don't understand something or that a skill needs improvement is the first step towards learning and improving."

What have you most enjoyed about going to St Andrew's Cathedral School?

Two things. Supportive friends... and food! My friends and I had 'Cuisine Tuesday', where we ventured to new locations to try the different tastes the city has to offer during lunch hours—from crepes to ramen. This was one of my favourite pastimes.

How have you seen yourself change and develop since being at the School?

I was always drawn to Music, Mathematics and Science but I definitely developed other interests and hobbies due to the influence of the community around me. When you see people that are extremely passionate about something, you gain an interest in what they're doing. One of my piano-playing peers showed me the basics of jazz harmony in such an animated manner that it started a long-lasting interest in music theory and improvisation.

Similarly, bonding with a quantum physics and trigonometry enthusiast on snow camp heightened my thirst for knowledge in Mathematics and Physics.

Aside from this, I learnt to enjoy life a lot more and worry less, which is nice.

How did undertaking the IB Diploma Programme teach you to think and learn? Was there a particular subject you most enjoyed?

One of the most important skills I learnt was how to think logically and clearly. I also learnt honest reflection — admitting to yourself that you don't understand something or that a skill needs improvement is the first step towards learning and improving.

Mr Ryan, my Year 10 Science teacher was one of the first people to spark my interest in Physics, because of how passionate he was about it. Having Dr McGonigle for IB Physics was inspiring: he had so many intriguing stories about

his adventures as a volcanologist, he was a super caring and considerate person and an excellent teacher who ensured everyone understood the content.

IBDP: 43.5 | **ATAR:** 99.05

SUBJECTS: Mathematics Analysis and Approaches HL, Physics HL, Spanish B SL, Language and Literature HL, CAS, Theory of Knowledge, Psychology SL, Music SL

CO-CURRICULAR (YEARS 10-12): Fencing Winter U19 Rep, Fencing Summer, Adventure Club, Chamber Choir, Senior Choir, Boys Vocal Ensemble



JOEL CLARK (IB)

IBDP: 43 | **ATAR:** 99.05

SUBJECTS: Physics HL, CAS, Theory of Knowledge, Psychology HL, Mathematics Analysis and Approaches SL, History SL, Language and Literature

CO-CURRICULAR (YEARS 10-12): Adventure Club, Winter Tennis, Winter Squash

FUTURE PLANS: Gap year as a handyman apprentice, then a Bachelor's degree in Engineering at the University of Sydney.

GREATEST IMPACT: Adventure club was amazing as I signed up with a group of friends and therefore was able to enjoy each activity with them. SACS Factor was a great time to plan and perform a piece we all worked hard on.

FAVOURITE MEMORY: ZEDGE Camp.



DAVID KAPLOUN (IB)

IBDP: 43.75 | **ATAR:** 99.15

SUBJECTS: French B SL, CAS, Theory of Knowledge, Literature HL, Music HL, Psychology HL, Mathematics Analysis and Approaches SL, Chemistry

CO-CURRICULAR (YEARS 10-12): Music Scholars 2024, Wind Quintet, Sinfonia, Wind Symphony, Senior Choir, Symphony Orchestra, Jazz Orchestra, ISA tennis, Italy Music Tour, 2022 Musical - Annie - Orchestra

LEADERSHIP: Canterbury House Officer

FUTURE PLANS: Doctor of Medicine.

GREATEST IMPACT: 20-day 'Kosi to Coast' expedition was a challenging but rewarding and eye-opening experience. Annie the Musical was just an amazing time to grow my passion for music. Italy Music Tour, being able to experience a new culture while exploring my musical passions.

ADVICE TO FUTURE STUDENTS: Take every opportunity given to you and don't hesitate because you won't have the multitude of these options ever again.



CAMERON SCOTT (IB)

IBDP: 43 | **ATAR:** 99.05

SUBJECTS: Business Management HL, Mathematics Analysis and Approaches SL, Environmental Systems and Societies SL, CAS, Theory of Knowledge, Global Politics HL, Language and Literature HL, Spanish ab SL

CO-CURRICULAR (YEARS 10-12): ISDA Debating, Mock Trial, SRC, Journalism Club, Eco Club

LEADERSHIP: School Prefect, Peer Support Leader

FUTURE PLANS: Bachelor of Commerce/Law.

GREATEST IMPACT: Debating - it was always a great experience; I looked forward to it every week.

ADVICE TO FUTURE STUDENTS: Work with your teachers, they're there to help.



CHLOE BADGER (IB)

IBDP: 42.5 | **ATAR:** 98.4

SUBJECTS: Literature HL, Spanish B SL, Biology SL, Mathematics Analysis and Approaches SL, Chemistry HL, CAS, Theory of Knowledge, Global Politics HL

CO-CURRICULAR (YEARS 10-12): Firsts Basketball, Firsts Netball, Senior Choir, Girls Vocal, Eco Club

LEADERSHIP: School Service Captain

FUTURE PLANS: Bachelor of Medical Science and then post graduate medicine, both at a university in Australia.

GREATEST IMPACT: Choirs have allowed me to participate and enjoy some of my favourite events like carolling and Showcase.

PROUDEST MOMENT: SACS Factor- we didn't win, but heaps of fun and so proud to be part of Salisbury House.



Remy Maguire

“Good leadership isn’t always defined by achieving big goals but rather in showing up and demonstrating that you care.”

When did you join St Andrew's Cathedral School?

Year 7. The way in which the School planned and carried out our introduction to High School, starting with camp in the first few weeks, made me feel comfortable to open up, be myself and want to try new things.

What was your proudest achievement at the School?

Getting an award for overall outstanding achievement in Year 11. I never would have thought I would be the type of person to get that. Up until Year 10 my confidence in my abilities was fairly low. However, having that support and belief in me from my teachers was such an amazing feeling and drove me to want to do well in areas I knew I struggled with.

In general, what did you most enjoy about your time at the School?

The most enjoyable thing was the range of different opportunities available to us,

from sport, to camps, to tours. The School's many programmes helped me become more aware of the impact I have on others, developing my maturity and understanding of the world around me.

What has been your favourite subject to study this year? Why?

Industrial Technology - Timber and Furniture. I loved the freedom and independence in establishing a project and by completing a major work, I learned that mistakes were inevitable, but that I had the ability to find solutions.

You were Sports Captain. Tell us more

The coaches I had for sport had a huge influence on my school life. I had many role models within the Sports Department which allowed me to become more confident in my leadership and sporting abilities.

The main thing I learnt was that good leadership isn't always defined by achieving big goals but rather in showing up and demonstrating that you care. You can have a real impact on younger students.

ATAR: 96.3 (HSC)

SUBJECTS: Geography, Earth and Environmental Science, Industrial Technology - Timber and Furniture, Mathematics Standard, English Advanced

CO-CURRICULAR (YEARS 10-12): Firsts Senior Netball, Firsts Touch Football

LEADERSHIP: Sports Captain, Firsts Senior Netball Captain, Firsts Touch Football Captain



ANDREW CAMPBELL (HSC)

ATAR: 97.65

SUBJECTS: English Advanced, Physics, Chemistry, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2

CO-CURRICULAR (YEARS 10-12): Competitive Squash, House Debating

FUTURE PLANS: Preferably UNSW but maybe USYD with a Bachelor of Engineering (Aerospace) (Honours).

GREATEST IMPACT: Meeting all my mates.

PROUDEST MOMENT: Completing the entire Year 11 Extension 1 Mathematics course in four weeks and proceeding to rank third in the year on the preliminary exam.



DAVID SHANG (HSC)

ATAR: 96.45

SUBJECTS: English Advanced, Mathematics Advanced, Physics, Chemistry, Mathematics Extension 1, Mathematics Extension 2

CO-CURRICULAR (YEARS 10-12): Soccer Boys 17C, Basketball Boys 17B, Tennis Team 6, Basketball Open B

FUTURE PLANS: Commerce and Engineering at UNSW

GREATEST IMPACT: Co-curricular activities – Basketball allowed me to hang out with friends and have a chance for physical activities.

ADVICE TO FUTURE STUDENTS: Have fun, time goes quick.



OSCAR HARGRAVES (HSC)

ATAR: 95.75

SUBJECTS: Modern History, Mathematics Advanced, Mathematics Extension 1, English Advanced, Business Studies, History Extension, Mathematics Extension 2

FUTURE PLANS: University.

GREATEST IMPACT: History Tour to Europe was good fun.



STAN WILLS (HSC)

ATAR: 95.3

SUBJECTS: Society and Culture, English Extension 1, English Advanced, Music 1, Drama, English Extension 2

CO-CURRICULAR (YEARS 10-12): Senior Drama Production - Robin Hood (2024), Senior Drama Production - Arms and the Man (2022), Senior Drama Production - Madwoman of Chaillot (2023), Theatresports, Wind Symphony, Jazz Orchestra, Firsts Rugby XV

LEADERSHIP: THEATRESPORTS CAPTAIN

FUTURE PLANS: Gap year in America and Canada. University of Wollongong (Creative Writing) and NIDA (Masters of Directing).

FAVOURITE MEMORY: Winning the 2022 Theatresports Schools Challenge Championship and arriving at the coast on 20-day 'Kosi to Coast' expedition.

ADVICE TO FUTURE STUDENTS: Engage in as much co-curricular as possible. It is the drawcard of this school, do not waste it.



Xavier Istomin-Monroe

“I need problems to overcome and goals to chase, because it’s become embedded in my competitive nature to never be complacent and always strive to achieve my goals, no matter what.”

When did you join the School?
What was your first impression?
Did it change at all?

I joined St Andrew’s Cathedral School in Year 7. My first impression was that it was a strong community focused on the arts. That impression changed when I had my first basketball practice. The Firsts assistant coach had us all run laps for an hour straight, introducing me to the competitive culture of basketball here that I came to cherish.

You made the Australian School Nationals. Which coach most influenced you?

I was coached by Mr Hill from Year 7 and also had the opportunity to play Representative basketball under him at the Sydney Comets and for U18s’ NSW State. Mr Hill not only helped me grow on the court but off it as well.

My biggest challenge playing basketball so far has been falling short in making a

team and not knowing what to do after failing. Mr Hill—and my mom actually—both helped me to get my mindset right. They helped me understand that failing is necessary to appreciate success. If you could achieve something instantaneously, where’s the purpose in doing it? What’s there to gain? I must fail, even though I don’t want to experience the hardship that comes from doing so, but it’s a necessary process so I’m pushed to grow. I need problems to overcome and goals to chase, because it’s become embedded in my competitive nature to never be complacent and always strive to achieve my goals, no matter what.

What are your plans for next year?

My plans for next year are to pursue my education at a National Collegiate Athletic Association Division One School in the US, after completing my last year of school in Toronto. I am beyond

blessed to have secured my position here at Royal Crown School, with the best basketball programme in Canada — all of which I owe my family and Australian coaches that have made me the player I am today.

SUBJECTS: Business Studies, English Advanced, Mathematics Standard, PDHPE, Biology, Modern History

CO-CURRICULAR (YEARS 10-12): Firsts Basketball Boys V, Basketball ISA Rep, Basketball CIS Rep, Basketball Australian School Nationals, Firsts Basketball Winter, Water Polo Open B Boys Winter

LEADERSHIP: Firsts Basketball Captain

John Cameron-Murphy

“Representing your school at the highest level is the most fun rugby you can play.”



When did you join the School? What was your first impression?

I joined St Andrew’s Cathedral School in Year 4. Coming from a sporty Public School I was excited to experience more music and art, but I was sceptical about how the School would be able to deal with all my energy. This changed as soon as I found myself playing on the rooftop at lunch, using the weights gym and all the opportunities I had with co-curricular activities.

Any highlights?

My proudest achievement was winning the Under 16s’ Rugby Grand Final with some of my mates who had played rugby with me since Year 5. Playing with the Firsts was also a privilege. Representing your school at the highest level is the most fun rugby you can play. Having all your mates working hard together and invested in training and in the match is a wonderful experience.

Participating in a range of rugby teams through school also allowed me to make diverse friendships amongst the Great Public Schools, Combined Associated Schools, Combined Catholic Colleges and Combined High Schools through the School’s pathways to the Waratahs Junior Academy, NSW Schools and ISA. My participation in the Sydney University Colts Team this year helped me prepare my body and mindset towards performance as I juggled Year 12 and rugby.

When did you passion for rugby start?

I have always had a passion for movement and played for multiple teams when I was young, but my passion for rugby started when I became even more competitive. In Year 5, my initial selection in a Representative side through the School’s CIS pathway allowed me to compete against a wide range of other students.

What has been your favourite subject this year?

Extension 1 English was my favourite subject this year—its relatability to modern day issues has really enthused me.

SUBJECTS: Mathematics Standard, Modern History, English Extension 1, English Advanced, PDHPE, English Extension 2

CO-CURRICULAR (YEARS 10-12): Firsts Rugby, Firsts Basketball, Sydney University Colts Rugby Union, U16 Waratahs, Canterbury Rugby, NSW Rugby Schools

LEADERSHIP: Rugby U16 Captain



Calvin Newling

“At St Andrew’s Cathedral School I developed a more open-minded view of philosophy and faith, and was prompted to think very clearly and critically about my own worldview.”

What was the best part of going to St Andrew’s Cathedral School for you?

At the School, friendships worked more like a web, which meant I was able to interact with a diverse group of people every day—a general sense of amiability seemed to be just assumed year-wide.

If you think of yourself at the end of Primary School compared to now, how have you changed? Why do you think that is?

I vastly expanded my understanding of how to work with and love people who were different from me. The education I had and exposure to new ideas and people very different from me made me much more curious and willing to engage with these deeper concepts.

My interests also changed. My Year 6 Passion Project was about the immune system, and I wanted to be a forensic scientist. However, the performing arts opportunities I was exposed to reshaped what I wanted to do entirely.

Tell us about your role as Crusaders (Cru) Co-Captain. How did going to St Andrew’s Cathedral School influence your Christian faith?

The way I thought about my role was to ‘represent Christianity in the student body and promote positive interaction with the Gospel.’

One of the things I was involved in was leading the Christian group (called Cru) in Middle School and Bible Study in Senior College. We tried to make it a place which was inviting of all belief systems and opinions, where we could discuss big concepts. It ultimately existed for students to interact with God’s word, not necessarily agree with it.

At St Andrew’s Cathedral School I developed a more open-minded view of philosophy and faith, and was prompted to think very clearly and critically about my own worldview. I learned to challenge my beliefs and dissect them until I knew both how and why I think.

IBDP: 41.75 | **ATAR:** 97.7

SUBJECTS: Mathematics Applications and Interpretation SL, Theatre HL, Environmental Systems and Societies SL, CAS, Theory of Knowledge, Literature HL, Chinese B SL, Music HL

CO-CURRICULAR (YEARS 10-12): 2024 Musical - The Little Mermaid – Orchestra, Chapel Band, Boys Vocal, Senior Choir, Wind Symphony, 2022 Musical – Annie – Orchestra, Italy Music Tour, Senior Drama Productions - Robin Hood, Arms and The Man and the Madwoman of Chaillot, Theatresports, Fencing, Senior College Cru, Senior College Bible Study

LEADERSHIP: School Cru Captain

Grace Patching

“The best leaders are not those who are removed from the general population or immersed in their own world, but those who are open and transparent.”



What did you enjoy about your time at St Andrews Cathedral School?

I loved that everyone came from so many different places. This made for a beautiful community with a merge of cultures and perspectives. I was also involved in a number of theatre productions and I really looked forward to rehearsals. The theatre community at the School was full of a range of people from different year groups that all came together to have fun, creating a space free of judgment in which anyone and everyone could express themselves through the catharsis of theatre. Being a Cru Co-Captain was also special.

Tell us about your role as Cru Co-Captain.

I helped to run Middle School Cru, leading discussion groups with Year 7-9. The questions of Middle Schoolers always challenged me and reminded me to ask questions myself. I also started new initiatives such as a student directed Year 9-12 Bible Study. The community we formed

was incredible as we all noticed the power of the underlying connection that united us all: our love and desire to know our Creator more.

What did you learn from being a leader?

In the younger years of Primary School, I never saw myself as a leader. Moving to St Andrew’s Cathedral School I noticed that teachers encouraged everyone to represent the School by being a role model to other people.

I learnt that leadership is not just a gift, but a skill that can be developed and nurtured through the practice of putting aside your own interests for the interests of others. I also learnt the importance of authenticity. The best leaders are not those who are removed from the general population or immersed in their own world, but those who are open and transparent.

What do you hope to do next year and in your future?

When I was younger, my plan in life was

always to go to university but at the moment I want to follow what I enjoy doing. I hope to join Cru on Summit, a traineeship in outdoor education ministry because my priority in life is to have a concrete understanding of what I believe in.

IBDP: 42.25 | **ATAR:** 98.15

SUBJECTS: CAS, Theory of Knowledge, Literature HL, Spanish B SL, Mathematics Applications and Interpretation SL, Psychology HL, Biology SL, Theatre HL

CO-CURRICULAR (YEARS 10-12): 2024 Musical - The Little Mermaid, Chapel Band, Senior Drama Production - Robin Hood (2024), Senior Drama Production - Madwoman of Chaillot (2023), Firsts Soccer, Firsts Basketball, 2022 Musical - Annie, Australasian Philosothon team, Ethics Olympiad Team

LEADERSHIP: School Cru Captain, Cru Leader, SRC, Peer Support Leader



Matthew Jomoa

“Having the comfort that there was always something to learn allowed me to slow down and enjoy being part of God’s greater plan.”

What has been your proudest achievement at the School?

I think it was being Captain of the Firsts Water Polo. Our team had such a great culture which in a way made it easier for me to lead in that area, and all the more rewarding. I also had the opportunity to help younger students grow in their love of the game.

You ended up playing Great Public Schools water polo ... what coach most influenced you?

I was so blessed to have Mr Lopez as a coach. His passion for the sport and community was apparent through the tight knit team that he formed, always providing motivation and positive feedback no matter the circumstances. Given that I was studying Spanish for the IB, sharing conversations in Spanish was a bonus!

If you think of yourself at the end of Primary School compared to now, how have you grown and developed?

Even in Year 7, my biggest fear was to stand in front of an audience and speak or take part in a performance. But by the senior years, I was heavily involved in leadership, from SACS Factor, to making announcements in assemblies as Winchester House Captain or speaking to the Water Polo Team as Captain.

Being House Captain allowed a connection to students across years, developed my skills in such a positive way and added to the enjoyment of school each day.

You participated in Choir and Wind Symphony. How did you manage to balance study and co-curricular?

Careful planning, but also prayer—I know it’s said a lot, but having the comfort that

there was always something to learn allowed me to slow down and enjoy being part of God’s greater plan.

IBDP: 38.75 | **ATAR:** 94.8

SUBJECTS: Language and Literature HL, Mathematics Analysis and Approaches SL, CAS, Theory of Knowledge, Music HL, Spanish ab SL, Business Management HL, Sports Exercise and Health Science SL

CO-CURRICULAR (YEARS 10-12): Water Polo Winter Open Gold Boys, Senior Choir, Wind Symphony, Bronze Duke of Edinburgh, Gold Duke of Edinburgh

LEADERSHIP: Winchester House Captain, Firsts Water Polo Captain



ALEX CHEUNG (IB)

IBDP: 42.5 | **ATAR:** 98.4

SUBJECTS: Mathematics Analysis and Approaches HL, Physics HL, CAS, Theory of Knowledge, Chemistry SL, Japanese ab initio SL, Business Management HL, Language and Literature SL

CO-CURRICULAR (YEARS 10-12): Wind Symphony, Tennis, Summer Basketball Open B

FUTURE PLANS: UNSW Bachelor of Engineering and Bachelor of Commerce.

GREATEST IMPACT: Seven Bridges Walk, ZEDGE Camp and Year 10 Camp as they were a great opportunity to bond with others.

ADVICE TO FUTURE STUDENTS: Enjoy every moment that you can because time here kind of flies.



MARCO COLE (IB)

IBDP: 42.75 | **ATAR:** 98.55

SUBJECTS: Computer Science HL, CAS, Theory of Knowledge, Psychology HL, Environmental Systems and Societies SL, Language and Literature HL, Spanish ab SL, Mathematics Analysis and Approaches SL

CO-CURRICULAR (YEARS 10-12): Athletics Team, Soccer, Theatresports, Open B Basketball

FUTURE PLANS: I want to study a double degree of Bachelor of Computer Science and Environmental Sustainability at ANU.

FAVOURITE MEMORY: 20-day ‘Kosi to Coast’ expedition.

PROUDEST MOMENT: Finally reaching the end.



ARPAN DESAI (IB)

IBDP: 42.5 | **ATAR:** 98.4

SUBJECTS: Business Management HL, Spanish B SL, Mathematics Applications and Interpretation SL, CAS, Theory of Knowledge, Psychology HL, Sports Exercise and Health Science HL, Language and Literature SL

CO-CURRICULAR (YEARS 10-12): Second Football XI Boys, Cricket, Basketball, Cricket fourth grade

LEADERSHIP: Second Football XI Boys Captain

FUTURE PLANS: Medical Science at University of Sydney (hopefully).

GREATEST IMPACT: SACS Factor has always been great fun and shows the great community we have same as Gala Day and Bake-off. I loved 20-day ‘Kosi to Coast’ expedition as well.

ADVICE TO FUTURE STUDENTS: Realise that teachers are trying to bring out the best in you and are there to help you. Get involved in the school before it’s too late otherwise you’ll regret not participating in it all.



JAD EL-KHOURY (IB)

IBDP: 42.75 | **ATAR:** 98.55

SUBJECTS: Language and Literature SL, French B SL, Business Management HL, Physics HL, Computer Science HL, CAS, Theory of Knowledge, Mathematics Analysis and Approaches SL

CO-CURRICULAR (YEARS 10-12): Competitive Fencing – First Place (2022), UNSW High School Computing Program, Basketball, Soccer, Senior Choir (2022), UNSW Programming Competition

LEADERSHIP: School Prefect

FUTURE PLANS: UNSW Engineering (either electrical or mechatronics).

GREATEST IMPACT: Year 10 20-day ‘Kosi to Coast’ expedition was an amazing opportunity to get closer to friends, to self-reflect and to discover new passions.

PROUDEST MOMENT: Seeing how much I’ve grown.



LUCA LAMARO (HSC)
ATAR: 94.65
SUBJECTS: Modern History, English Advanced, Physics, Legal Studies, Mathematics Advanced, Mathematics Extension 1

CO-CURRICULAR (YEARS 10-12): Australian Air Force Cadets, Glider Training School and went solo early 2024

FUTURE PLANS: Australian Defence Force gap year, then either Bachelor of Engineering and Science at UNSW or Officer Aviation with the Air force.

GREATEST IMPACT: 20-day 'Kosi to Coast' expedition. It was a great experience and really pushed me out of my box.

ADVICE TO FUTURE STUDENTS: Do all that you can



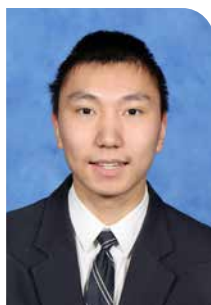
SKYE YATES (HSC)
ATAR: 92.9
SUBJECTS: English Advanced, English Extension 1, English Extension 2, History Extension, Legal Studies, Maths Standard, Modern History

SUBJECTS: English Advanced, Mathematics Standard, Modern History, Ancient History, Legal Studies, History Extension

FUTURE PLANS: Bachelor of Criminology.

GREATEST IMPACT: The 2023 History tour was amazing and has created fun memories.

PROUDEST MOMENT: My academic progress.



BENJAMIN LIN (IB)
IBDP: 42.75 | **ATAR:** 98.55
SUBJECTS: Language and Literature SL, Mathematics Analysis and Approaches HL, Physics HL, CAS, Theory of Knowledge, Music HL, Japanese ab initio SL, Business Management SL

CO-CURRICULAR (YEARS 10-12): 2024 Musical - The Little Mermaid, Wind Symphony, Sinfonia, Senior Choir, Symphony Orchestra, Chamber Choir, Tennis, Jazz Band, The Cat Empire Choir

FUTURE PLANS: University of New South Wales, Bachelor of Engineering (Honours)/Commerce.

GREATEST IMPACT: Italy Music Tour - It was such a fun experience and a once in a lifetime opportunity. 20-day 'Kosi to Coast' expedition was also a once in a lifetime opportunity.



CHRISTOPHER YOONG (IB)
IBDP: 42.75 | **ATAR:** 98.4
SUBJECTS: Language and Literature HL, Chemistry SL, Japanese ab initio SL, Sports Exercise and Health Science HL, Business Management HL, Mathematics Analysis and Approaches SL, CAS, Theory of Knowledge

CO-CURRICULAR (YEARS 10-12): Firsts Tennis, Debating, Eco Club, Basketball 17s, Biotech Finalist - Science

LEADERSHIP: Firsts Tennis Captain

FUTURE PLANS: University of New South Wales, Bachelor of Actuarial Studies.

GREATEST IMPACT: Playing Firsts Tennis had the greatest positive impact on my life as I had the opportunity to be a captain of the Tennis team. Within that role I got to be involved in organising the tennis matches when we played off-site, as well as having responsibility to represent my school in the best way possible.

ADVICE TO FUTURE STUDENTS: I think to make the most out of the time at St Andrew's Cathedral School is to not take life too seriously and to enjoy every memory with friends even when it seems complicated as eventually it will not be that hard. I think that the support at the school is crazy good, and I wish I knew about it a lot earlier and taken advantage of it.



HSC SUBJECT HIGHLIGHTS

97

AVERAGE ATAR FOR
TOP 10% OF STUDENTS

This points to the dedication and excellence of our teaching staff, which was matched by the commitment and discipline shown by this student cohort.

ENGLISH

100% of English Extension 1 students achieved a mark in the top two performance bands (E3 and E4)
100% of English Extension 2 students achieved a mark in the top two performance bands (E3 and E4)
82% of Advanced English students achieved a mark in the top two performance bands (Bands 5 and 6)

LANGUAGES

67% of Chinese Continuers students achieved a mark in the top two performance bands (Bands 5 and 6)
67% of Japanese Beginners students achieved a mark in the top two performance bands (Bands 5 and 6)

MATHEMATICS

100% of Mathematics Extension 2 students achieved a mark in the top two performance bands (E3 and E4)
91% of Mathematics Extension1 students achieved a mark in the top two performance bands (E3 and E4)
50% of Mathematics Advanced students achieved a mark in the top two performance bands (Bands 5 and 6)

MUSIC AND DRAMA

100% of Music 1 students achieved a mark in the top two performance bands (Bands 5 and 6)
100% of Music 2 students achieved a mark in the top two performance bands (Bands 5 and 6)
100% of Music Extension students achieved a mark in the top two performance bands (E3 and E4)
89% of Drama students achieved a mark in the top two performance bands (Bands 5 and 6)

SCIENCE

100% of Earth and Environmental Science students achieved a mark in the top two performance bands (Bands 5 and 6)
100% of Science Extension students achieved a mark in the top two performance bands (E3 and E4)
50% of Biology students achieved a mark in the top two performance bands (Bands 5 and 6)

HISTORY AND HUMAN SOCIETY AND ITS ENVIRONMENT

100% of History Extension students achieved a mark in the top two performance bands (E3 and E4)
73% of Studies of Religion 1 students achieved a mark in the top two performance bands (Bands 5 and 6)
63% of History Modern students achieved a mark in the top two performance bands (Bands 5 and 6)
58% of History Ancient students achieved a mark in the top two performance bands (Bands 5 and 6)
50% of Legal Studies students achieved a mark in the top two performance bands (Bands 5 and 6)

DESIGN, VISUAL ARTS AND DIGITAL TECHNOLOGY

100% of Visual Arts students achieved a mark in the top two performance bands (Bands 5 and 6)
57% of Design and Technology students achieved a mark in the top two performance bands (Bands 5 and 6)
50% of Software Design and Development students achieved a mark in the top two performance bands (Bands 5 and 6)

IBDP SUBJECT HIGHLIGHTS

99.2

AVERAGE ATAR FOR
TOP 10% OF STUDENTS

This points to the dedication and excellence of our teaching staff, which was matched by the commitment and discipline shown by this student cohort.

ENGLISH

100% of English Literature Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
81% of English Language and Literature Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
73% of English Literature Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
50% of English Language and Literature Standard Level students achieved a mark in the top two grades (Grades 6 or 7)

LANGUAGES

100% of German B Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
79% of Japanese Ab Initio Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
67% of Spanish Ab Initio Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
53% of Spanish B Standard Level students achieved a mark in the top two grades (Grades 6 or 7)

MATHEMATICS

83% of Mathematics Analysis and Approaches Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
56% of Mathematics Analysis and Approaches Standard Level students achieved a mark in the top two grades (Grades 6 or 7)

MUSIC AND DRAMA

100% of Music Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
100% of Theatre Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
82% of Music Higher Level students achieved a mark in the top two grades (Grades 6 or 7)

SCIENCE

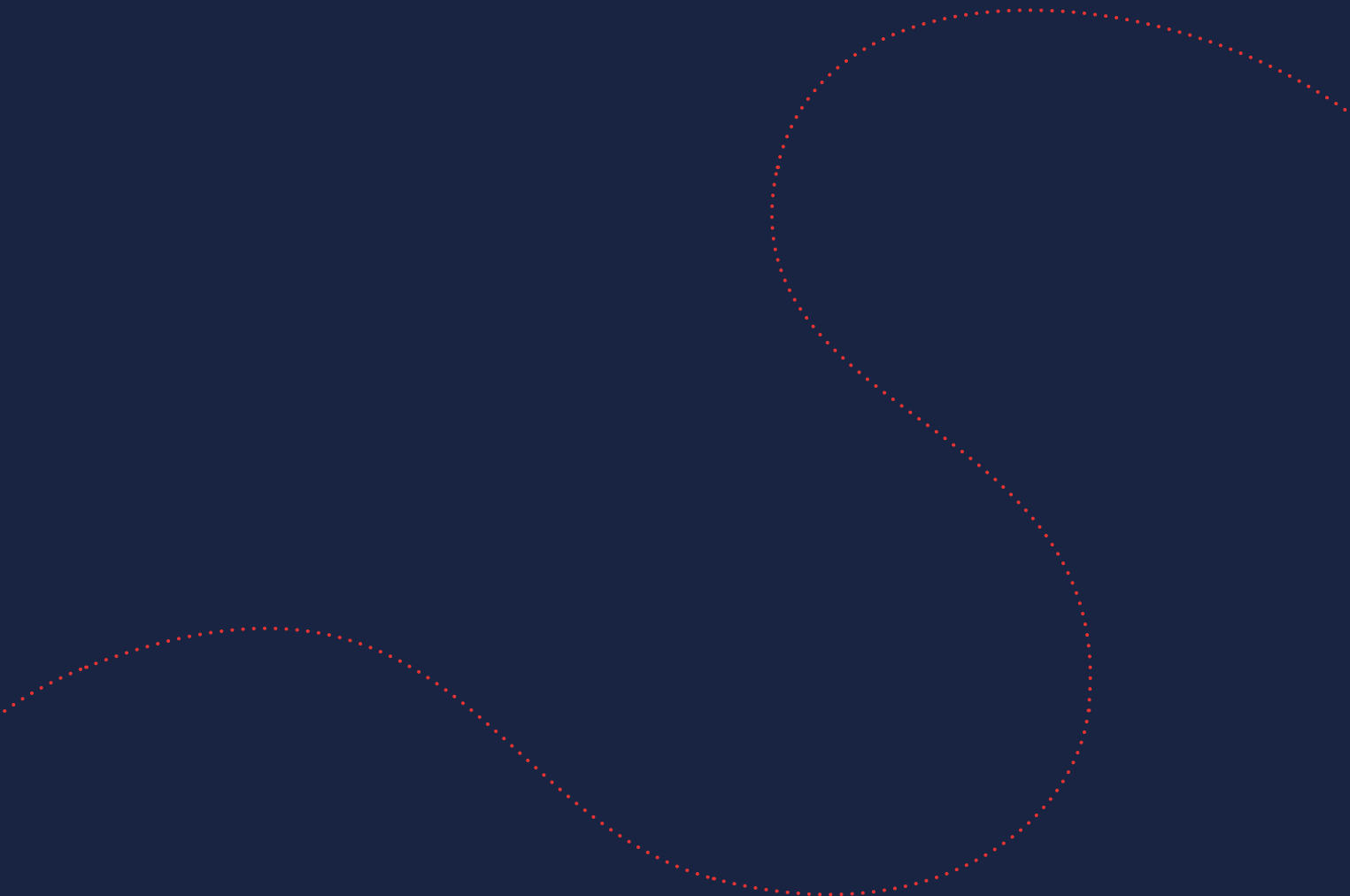
100% of Sports Exercise Health Science Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
95% of Environmental Systems and Societies Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
88% of Physics Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
80% of Biology Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
80% of Chemistry Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
80% of Computer Science Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
70% of Biology Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
70% of Chemistry Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
50% of Sports Exercise Health Science Standard Level students achieved a mark in the top two grades (Grades 6 or 7)

HISTORY AND HUMAN SOCIETY AND ITS ENVIRONMENT

100% of Business Management Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
100% of Global Politics Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
100% of Philosophy Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
100% of Psychology Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
86% of Business Management Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
86% of Psychology Standard Level students achieved a mark in the top two grades (Grades 6 or 7)
82% of Global Politics Higher Level students achieved a mark in the top two grades (Grades 6 or 7)
67% of History Standard Level students achieved a mark in the top two grades (Grades 6 or 7)

THEORY OF KNOWLEDGE

81% of Theory of Knowledge students achieved a mark in the top two grades (Grades A or B)

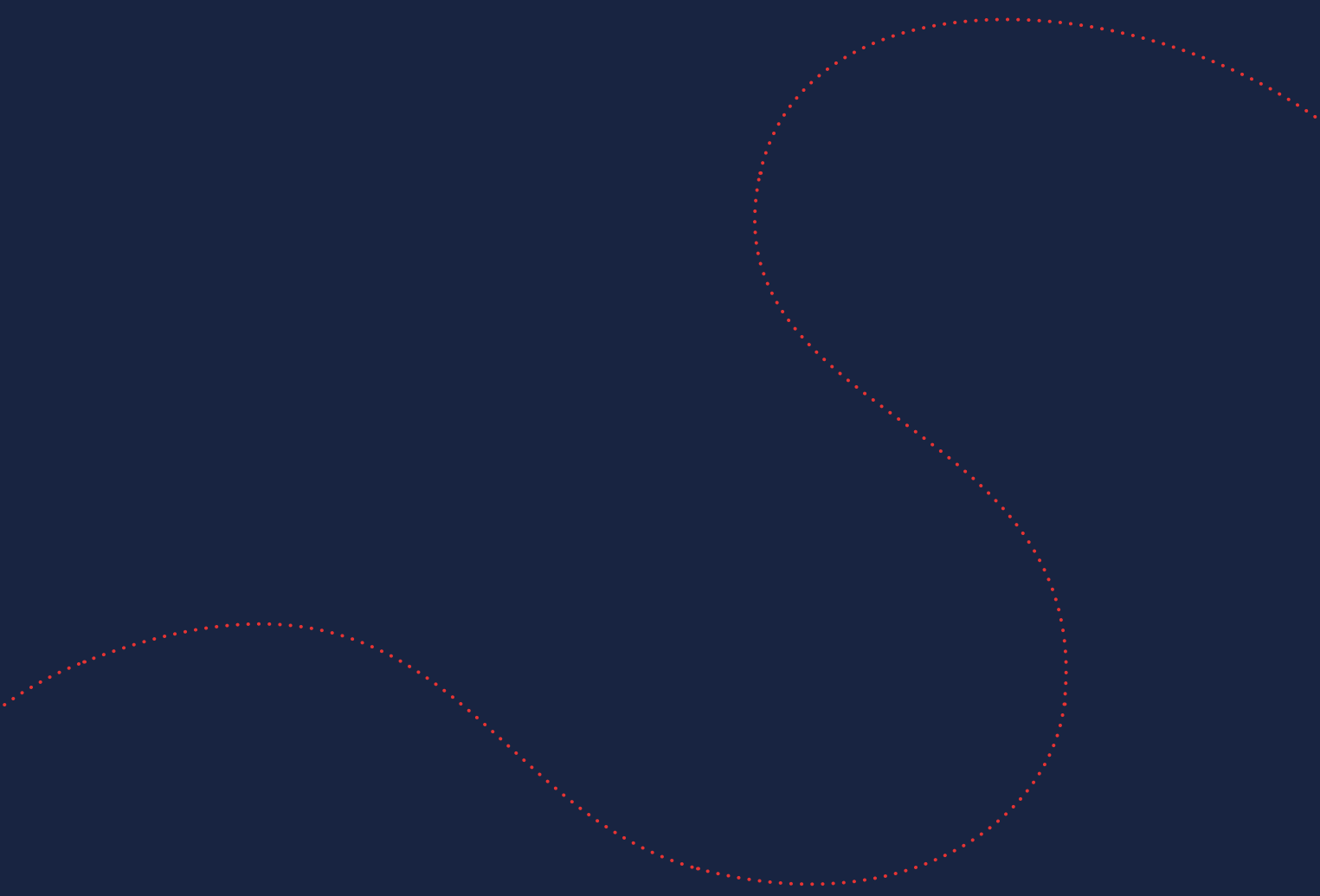


25 YEARS **CO**
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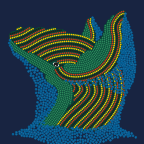


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