

Newington College



**RESULTS 2015** February 2016

# INTRODUCTION

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It is a real honour to recognise and celebrate the academic success of Newington's 2015 Year 12 graduates.

Newington is a diverse learning community made up of students with a broad range of interests and ambitions. As such, Senior students look to build upon these interests in different ways and are encouraged to strive toward personal bests in all aspects of their lives. Academically, the College offers a variety of different courses allowing each individual student to discover the path best suited for his own success.

Whether it was through the NSW Higher School Certificate (HSC), the International Baccalaureate Diploma Programme (IB) or qualifications through Vocational Education Pathways (VET), none of the results received at the end of Year 12 can live primarily as a number or a statistic alone. Rather, it is important to recognise the efforts and growth achieved by each member of the graduating Year 12 cohort. We are tremendously proud of the hard work and persistence that has brought each Newington boy to this point.

At the end of their high school careers it is fair to say that none of the boys' successes would have been possible without the support of all the people around them – the love and patience from their families and friends and the expertise and commitment from the teachers that walked the path with them during their time at the College.

The measure of a student's performance cannot be summed up solely by a number rounded to two decimal places. This much is certainly clear to those who have witnessed the individual journeys these young men have been on. Students can enjoy success in many other ways than good grades.

In the pages that follow we chronicle the scope and breadth of what academic success means for us at Newington, and share with you some of the stories of a diverse group of remarkable young men. We hope you enjoy these insights and celebrate the achievements of Year 12 2015.



**Mr Trent Driver**

Deputy Head of Stanmore (Academic)

## **A Perfect Score of 99.95**

**17% of boys scored an ATAR over 95.00**

**Average ATAR of 94.40 for IB Diploma (Score 36 /45)**

## **3 Rankings in the State's 'Best in an HSC Subject'**

Daniel Evans placed 5<sup>th</sup> in Extension History

Charlie Hacker placed 7<sup>th</sup> in 2 Unit Studies of Religion

William Du placed 9<sup>th</sup> in Maths Extension 2

## **24 HSC Showcase Nominations with 5 Inclusions in ARTEXPRESS, 1 inclusion in DesignTech and 1 Inclusion in ENCORE**

Exemplary HSC Bodies of Work nominated for showcase in Design and Technology, Drama, Music and Visual Arts

## ROLL OF TOP ATAR ACHIEVERS

NAME	ATAR
JUSTIN TING	99.95
WILLIAM DU	99.90
ALEXANDER IANNUZZI	99.85
SAAHIL PAREKH	99.85
JAMES KWOK	99.75
KENN SAVVAS	99.45
DANIEL EVANS	99.40
PAUL KATIDIS	98.55
SAMUEL CLARK	98.30
JEAN-LUC GALLO	98.30
FERGUS MCKENNA	98.30
MARK PERRI	98.30
ANOOJ GHADGE	98.25
ASHAN KARUNAGARAN	97.95
SACHIN KINGER	97.80
JONGWOO YIM	-
THOMAS CREEVEY	97.60
ALASTAIR BATE	97.55
JUSTIN TRAN	97.55
CLEMENT YAN	-
VICTOR DAI	96.85
JAMES HOSKING	96.70
JOSEPH IRVINE	96.70
JOSHUA WHEATLEY	96.70
JAMES ICANOVSKI	96.55

HSC and IBDP students in rank and then alphabetical order. Results based on figures on hand as of 15 January 2016.

The University Admissions Centre (UAC) awards the Australian Tertiary Admissions Rank (ATAR).

*\*ATAR printed only if supplied by the student.*

## THE 2015 ATAR RANGE OF RESULTS

This table represents the 2015 ATAR results for Newington. These are calculated estimates combining the ATARs of both the HSC and IB Diploma candidates.

Students receive their ATARs following the HSC results and IB Diploma scores. These scores clarify their total results, for universities and tertiary institutions, in a figure that gives parity to the different States and Territories' school systems.

Over 30% of Year 12, 2015 scored over 90.00, a very strong result for a nonselective school.

For parents, a very important figure is that 55%, more than half of boys, scored over 80.00 ensuring entry to one of Australia's top 10 universities in Arts, Business and Sciences.

RANGE	NO. OF BOYS	CUMULATIVE	% OF BOYS IN RANGE	CUMULATIVE %
99.00-99.95	7	7	3.41	3.41
95.00-98.95	27	34	13.17	16.59
90.00-94.95	28	62	13.66	30.24
80.00-89.95	50	112	24.39	54.63
70.00-79.95	46	158	22.44	77.07
60.00-69.95	21	179	10.24	87.32
50.00-59.95	7	186	3.41	90.73
<50	19	205	9.27	100
TOTAL	205		100	

## OUR COMPARISON WITH THE STATE

Our 2015 cohort achieved excellent results in comparison to the state and boys consistently achieved a percentage of Bands 5 and 6 above the State average. This table represents the number and course % of Bands 5 and 6 achieved by Newington in comparison to the State percentage.

DEPARTMENT	SUBJECT	NO OF CANDIDATES	NO OF BAND 5 & 6s	NEWINGTON COLLEGE % OF BAND 5 & 6s	STATE % OF BAND 5 & 6s
English	English Standard	61	3	4.91	8.31
	English Advanced	104	66	63.45	57.81
	English as a Second Language (ESL)	7	3	42.85	25.90
	English Extension 1	24	23	95.83	94.08
	English Extension 2	3	3	100	82.37
Science	Earth & Environmental Science	20	15	75	42.59
	Physics	57	23	40.35	28.75
	Biology	43	16	37.20	27.96
	Chemistry	47	23	48.93	41.05
Mathematics	General Mathematics	62	16	25.80	25.64
	Mathematics	86	48	55.81	52.31
	Mathematics Extension 1	57	41	71.92	84.11
	Mathematics Extension 2	18	17	94.43	86.14
History	Ancient History	33	15	45.45	32.60
	Modern History	35	27	77.13	43.65
	History Extension	6	6	100	78.14
	Legal Studies	18	10	55.55	40.12
Economics	Economics	38	23	60.52	45.85
	Business Studies	40	20	50	35.88
Languages	Italian (Beginners)	1	1	100	40.21
	Japanese (Continuers)	5	4	80	54.46
	Latin (Continuers)	1	1	100	82.04
	Modern Greek (Beginners)	7	7	100	69.99
	Spanish (Beginners)	4	4	100	41.57
Technology	Design & Technology	9	9	100	35.98
	Industrial Technology	12	3	25	26.52
	Engineering Studies	12	5	41.66	36.69
	Construction	11	3	27.27	13.27
Geography	Geography	29	18	62.06	41.30
Computing	Information Processes & Technology	13	10	76.91	32.03
	Software Design & Development	12	7	58.32	30.35
Music	Music 1	6	6	100	61.84
	Music 2	7	6	85.70	88.03
	Music Extension	3	3	100	93.15
Drama	Drama	12	11	91.66	42.36
PDHPE	PDHPE	45	18	39.99	29.62
Philosophy & Religious Studies	Studies of Religion 1U	11	9	81.81	50.87
	Studies of Religion 2U	5	3	60	39.96
Visual Arts	Visual Arts	38	32	84.20	53.40



## BUILDING SKILLS FOR LIFELONG SUCCESS

A liberal education has many benefits. It equips students with the knowledge and skills necessary to analyse problems, make informed judgements and think broadly. The highest Year 12 Newington achievers in 2015 were the students who took this approach to their subject selections. With courses ranging from Latin, Philosophy and Extension English to Physics and the highest levels of Mathematics through to Design and Technology and Sports Science, the College's top students came up with unique combinations that suited their passions and abilities, and therefore demonstrated that there is no one formula for achieving success.

Contemporary research into labour markets is ambiguous in predicting the future of work and employment opportunities in the decades to come. Some suggest that the majority of jobs that the Class of 2015 will be employed in by 2030 are yet to be invented<sup>(1)</sup>, while others forecast industry shifts and the integration of new technologies as unforeseeable factors that will impact the job market<sup>(2)</sup>. One thing researchers do agree on, however, is that success will be dependent upon the ability to adapt to new

ideas and technologies. And this is where a Newington education will help our boys succeed in the future. By being equipped with strong transferable skills in analysis, communication and problem solving, our boys not only have the traits to become resilient, lifelong learners, but they will also have the versatility to withstand change.

I look forward to watching our boys make the most of the opportunities that lay in front of them and will be intrigued to see what paths they take.




**Mr Trent Driver**

Deputy Head of Stanmore (Academic)

<sup>(1)</sup> Davidson, Cathy (2011), 'Now You See It: How the Brain Science of Attention will Transform the Way We Live, Work, and Learn,' New York: Viking.

<sup>(2)</sup> UKCES, (2014), 'The Labour Market Story: Skills for the Future, Briefing Paper,' UK Commission for Employment and Skills, Wath-upon-Deerne.

**“By being equipped with strong transferable skills in analysis, communication and problem solving, our boys not only have the traits to become resilient, lifelong learners, but they will also have the versatility to withstand change.”**



Deputy Head of  
Stanmore (Academic)  
Mr Trent Driver  
congratulates Anooj  
Ghadge at the HSC  
breakfast



# NEWINGTON'S HSC HONOUR ROLL

The following is a list of Newington's HSC Honour Roll which includes students who achieved a Band 6, the highest possible band, in particular courses of study. These boys were mentioned in the HSC Merit List. The student listed first is the highest Newington performer in a particular subject and the remainder are listed alphabetically. 2 Unit courses are out of 100 points, whilst 1 Unit courses are out of 50 total points.

## ANCIENT HISTORY

Daniel Evans (93)  
Max Gerdovic

## BIOLOGY

Joshua Mathew (90)

## BUSINESS STUDIES

Thomas Creevey (96)  
Michael Boutsalis  
Alex Clark  
Osman Esmer  
Ryan Gregory  
Matthew Hardman  
Bryn James  
Ross Kovanis  
Matthew Long  
Andrew Lunn  
Mitchell Papas  
Eamonn Poon  
Thomas Steel

## CHEMISTRY

William Du (95)  
James Arya  
James Icanovski  
Paul Katidis  
Kevin Wong  
Clement Yan  
Jongwoo Yim

## DESIGN AND TECHNOLOGY

Taylor McDonald (94)  
Linus Aisatullin  
Eric Koo  
Jonathon Tims  
John Walsh

## DRAMA

Timothy Latif (92)  
James Gatsos  
Ross Kovanis

## EARTH AND ENVIRONMENTAL SCIENCE

Cameron Murray (91)

## ECONOMICS

Paul Katidis (93)  
Thomas Creevey  
Bryn James  
Sachin Kinger

## ENGLISH (ADVANCED)

William Du (92)  
Daniel Evans (92)  
Paul Katidis

## ENGLISH EXTENSION

Daniel Evans (46)  
James Dummett  
Charles Hacker  
Edward Henderson  
Callum Strachan

## ENGLISH EXTENSION 2

Daniel Evans (49)

## GEOGRAPHY

Nicholas Bertino (92)  
Angus Lukes

## HISTORY EXTENSION 1

Daniel Evans (49)  
Callum Strachan

## INFORMATION PROCESSES AND TECHNOLOGY

Michael Boutsalis (91)  
James Arya  
Matthew James  
Nicholas Tredinnick

## ITALIAN BEGINNERS

Julian Favero (94)

## JAPANESE CONTINUERS

Samuel Kwok (90)

## LATIN CONTINUERS

Daniel Evans (94)

## MATHEMATICS GENERAL

James Gatsos (91)  
Alexander Dwyer

## MATHEMATICS

Ho Nam Yu (99)  
James Arya  
Nicholas Bertino  
Michael Boutsalis  
Kevin Cherk  
Peter Cominos  
Edward Henderson  
Bryn James  
Matthew James  
Ashan Karunagaran  
Paul Katidis  
Hui Ming Lau  
Peter Lee  
Iain Lew  
Adrian Lo  
Dominic McDonald  
James Oakley  
Oliver Oei  
Mitchell Papas  
Kishain Pather  
Peter Psarris  
Aidan Sammut  
Thomas Serhon  
Benjamin Tran  
Jonathon Verteouris  
Kevin Wong

## MATHEMATICS EXTENSION 1 - 1 UNIT

Ho Nam Yu (49)  
Ashan Karunagaran  
Peter Lee

Mitchell Papas  
Benjamin Tran

### **MATHEMATICS EXTENSION 1 - 2 UNIT**

William Du (100)  
David Chen  
Thomas Creevey  
Christian De Nicola Larsen  
James Icanovski  
Sachin Kinger  
Jonathan Pang  
Sean Park  
Stefanus Tumangger  
Clement Yan  
Jongwoo Yim

### **MATHEMATICS EXTENSION 2**

William Du (99)  
Anooj Ghadge  
Sachin Kinger  
Clement Yan  
Jongwoo Yim

### **MODERN GREEK BEGINNERS**

Ross Kovanis (97)  
James Gatsos  
Mitchell Papas  
Jonathon Verteouris

### **MODERN HISTORY**

Paul Katidis (94)  
Thomas Banuelos  
Charles Hacker  
Edward Henderson  
Callum Strachan

### **MUSIC 1**

Stefanus Tumangger (93)  
James Gall

### **MUSIC 2**

Jeremy Sreejayan (93)  
Victor Dai  
Alvin Song

### **MUSIC EXTENSION 1**

Victor Dai (50)  
Alvin Song (50)  
Jeremy Sreejayan

### **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION**

Wil Cotterill (93)  
Michael Boutsalis  
Bryn James

### **PHYSICS**

William Du (95)  
Ashan Karunakaran

### **SENIOR SCIENCE**

Nicholas Tredinnick (96)

### **SOFTWARE DESIGN AND DEVELOPMENT**

James Arya (95)  
Dominic McDonald

### **STUDIES OF RELIGION 1**

Charles Hacker (49)  
Max Gerdovic  
Taylor McDonald  
Callum Strachan

### **STUDIES OF RELIGION 2**

Daniel Evans (95)  
James Oakley

### **VISUAL ARTS**

Ashan Karunakaran (97)  
Marty Korn  
Angus Lukes  
Raphael Newell  
Finbar O'Reilly  
James Oakley  
Aidan Sammut  
Maxwell Stern  
Jack Tiftis  
Andrew Xu



## TEACHING FOR CREATIVITY

One of the most stimulating and diverse features of the NSW HSC is a series of creative showcases highlighting students' major works and performances across Music, Drama, Visual Arts, Design Technology and Industrial Technology.

This year, Newington College's Year 12 boys received an unprecedented 23 nominations for inclusion in the HSC showcases – five for OnStage (Drama), three for Encore (Music), 11 for ARTEXPRESS (Visual Arts) and four in DesignTECH (Design and Technology and Industrial Design). These works were chosen after judges from the Board of Studies, Teaching and Educational Standards (BOSTES) assessed them during HSC marking last year. The showcase events begin in January and will travel around NSW over the coming months.

The Deputy Head (Academic) at Newington, Mr Trent Driver said, "We may think that assessing creativity is still a very subjective thing, but these students' creative output for the HSC is evaluated against rigorous criteria, acknowledging that creativity is also a disciplined process. These students are required to learn complex skills and practices, express divergence and personal interpretation, all the while, demonstrating disciplined control."

Mr Driver pointed out there is an added pressure for those taking on creative major works. "It is right at the critical time each year in Year 12, when everyone is practicing past exam papers and refining their study notes, that those candidates who choose a creative or performing arts subject are assembling, editing, installing or rehearsing what must be an original and individual creative submission, ready for assessment.

"During these practical examinations and performances BOSTES judges select exemplary works—the ones that will translate well when taken to a critical audience. They must demonstrate to incoming students the quality and innovation expected from outstanding HSC students across NSW," said Mr Driver.

Headmaster of Newington College Dr David Mulford said, "While we are absolutely delighted that so many of our Year 12 students are meeting these very high standards, as an all boys school, we also take pride in the fact that our current teaching for creativity encourages boys to invent, originate and experiment; to make a better world. It's a challenge that we will all face in the future, when the delivery of flexible, creative new approaches will be an increasing measure of success."



Headmaster, Dr David Mulford congratulates Ashan Karunagaran who will have his film 'Flight' exhibited in ARTEXPRESS at both the Hazelhurst Regional Gallery & Arts Centre and The Armory at Sydney Olympic Park



## IB DIPLOMA GRADE 6, 7 AND 'A' RANKINGS

The following is a list of students who achieved a Grade 6 or 7 in a Higher Level or a Grade 7 in a Standard Level IB Diploma Course and those who achieved an 'A' for Theory of Knowledge and/or The Extended Essay.

### BIOLOGY STANDARD

Justin Ting

### CHEMISTRY HIGHER

Alexander Iannuzzi

James Kwok

Mark Perri

Justin Ting

Alastair Bate (6)

James Hosking (6)

Joshua Wheatley (6)

### DESIGN AND TECHNOLOGY HIGHER

Liam Ho (6)

### DESIGN AND TECHNOLOGY STANDARD

Alexander Iannuzzi

Justin Tran

### ECONOMICS HIGHER

Saahil Parekh

Kenn Savvas

Alastair Bate (6)

Jean-Luc Gallo (6)

Joseph Irvine (6)

Justin Tran (6)

Arvinthan Velu (6)

### ENGLISH HIGHER

Samuel Clark

Saahil Parekh

Justin Ting

Jean-Luc Gallo (6)

James Hosking (6)

Joseph Irvine (6)

Fergus McKenna (6)

Mark Perri (6)

Kenn Savvas (6)

### ENGLISH STANDARD

Alexander Iannuzzi

James Kwok

### GEOGRAPHY HIGHER

Saahil Parekh

Mark Perri

### HISTORY (EUROPE) HIGHER

Alexander Iannuzzi

Jean-Luc Gallo (6)

Kenn Savvas (6)

Joshua Wheatley (6)

Forrest Whitcomb (6)

### ITALIAN AB INITIO STANDARD

Kenn Savvas

### LATIN HIGHER

Alexander Iannuzzi

### LATIN STANDARD

Saahil Parekh

Justin Ting

### MATHEMATICS HIGHER

James Kwok

### MATHEMATICS STANDARD

Alastair Bate

Jean-Luc Gallo

James Hosking

Alexander Iannuzzi

Justin Ting

### MATHS STUDIES STANDARD

Joseph Irvine

Fergus McKenna

Saahil Parekh

Mark Perri

Arvinthan Velu

Joshua Wheatley

### MUSIC HIGHER

Liam Ho (6)

### PHILOSOPHY HIGHER

Fergus McKenna

Justin Ting

Samuel Clark (6)

Felix Shannon (6)

### PHYSICS HIGHER

James Kwok

Justin Tran

### PHYSICS STANDARD

Alastair Bate

Jean-Luc Gallo

Kenn Savvas

### PSYCHOLOGY HIGHER

Fergus McKenna (6)

### SPORTS EXERCISE AND HEALTH SCIENCE STANDARD

Samuel Clark

Saahil Parekh

Mark Perri

### VISUAL ARTS HIGHER

Samuel Clark (6)

Jake Holden (6)

James Peppercorn (6)

George Squires (6)

Forrest Whitcomb (6)

### EXTENDED ESSAY GRADE A

Samuel Clark\*

Samuel Greco Schwartz

Jake Holden

Daneal Khurl

James Kwok\*

James Peppercorn

Kenn Savvas\*

Felix Shannon

George Squires

Justin Ting\*

### THEORY OF KNOWLEDGE GRADE A

Joseph Irvine\*

Kenn Savvas\*

Justin Ting\*

Justin Tran\*

*\*These students also received 3 bonus points.*

## IBDP COMPARISON WITH WORLD AVERAGE

The International Baccalaureate Organisation released statistics indicating the world average grade (out of 7) across subject results in the November sitting of the IB Diploma. The following table highlights the above world average results achieved by the Year 12 2015 cohort. The average score achieved by Newington's IBDP graduates was 36/45 and the average ATAR was 94.40.

SUBJECT	Newington's Average Grade	World Average Grade
Subject Group 1		
ENGLISH A: Literature HL	5.30	5.16
ENGLISH A: Literature SL	6.00	5.31
Subject Group 2		
FRENCH B SL	6.00	5.46
LATIN HL	7.00	6.25
Subject Group 3		
ECONOMICS HL	5.54	5.23
GEOGRAPHY HL	5.60	5.19
HISTORY EUROPE/ME HL	5.67	4.91
HISTORY SL ENGLISH	5.00	4.44
PHILOSOPHY HL	6.00	5.09
PSYCHOLOGY HL	6.00	5.26
Subject Group 4		
BIOLOGY SL	5.00	4.13
CHEMISTRY HL	6.38	5.27
CHEMISTRY SL	5.00	4.61
DESIGN TECHNOLOGY HL	6.00	4.82
DESIGN TECHNOLOGY SL	7.00	4.48
PHYSICS HL	7.00	5.08
PHYSICS SL	6.14	4.47
SPORTS EXERCISE SCIENCE SL	6.29	5.62
Subject Group 5		
MATHEMATICS STUDIES SL	5.83	4.43
MATHEMATICS HL	6.00	4.84
MATHEMATICS SL	6.22	4.49
Subject Group 6		
MUSIC HL	5.50	5.27
VISUAL ARTS OPTION A HL	5.57	5.09

HL: Higher Level

SL: Standard Level



# THE POWER OF PERSISTENCE AND CHANGE

I'm often asked by parents, 'How do I know whether or not my son will be a good IB student?' or students ask me 'How do I know if I'll do well at the IB?' Although the answer might be found by looking at past test scores and rankings, the most important reply I can give is to ask the student, 'How much do you want to change?'

What do I mean by change in this context? The IB asks students to learn in ways that are often very different from their previous school experiences and so in order to be successful, students must change their approach to learning and become more self-reliant and resilient learners.

The results from the November 2015 Year 12 IB cohort show that students who embraced the need to change how they learn and recognised the importance of persistence achieved success. Change and persistence might involve learning to use feedback effectively, working with teachers

differently, developing time management skills or even learning how to ask the right questions. Developing these skills is what makes IB students stand out as internationally-minded learners. This, to me, is far more important than the score itself, and sets students up for a greater level of success in future learning.

What you can't see from the result scores are the individual journeys that the students who started the IB Programme in Year 11 completed. These students have shown persistence and tenacity, challenged themselves to change and to achieve their best results. Congratulations to all of the IB students on their fine achievements in 2015.



**Ms Briony Morath**  
IB Coordinator

**"What you can't see from the result scores are the individual journeys that the students who started the IB Programme in Year 11 completed. These students have shown persistence and tenacity, challenged themselves to change and to achieve their best results. Congratulations to all of the IB students on their fine achievements in 2015."**

Newington's 2015 IB Dip students come back to the College one more time to celebrate their results







**“Students need specialist staff who know what the logical steps in the research process are; are experienced teachers; understand that students need scaffolded support to reduce feelings of uncertainty; and have specialist knowledge of international resources such as online databases and how to use them.”**

## EMBEDDING RESEARCH SKILLS

Students in Years 11 and 12 at Newington are offered the choice between studying either the HSC or the International Baccalaureate Diploma Programme (IBDP).

As part of the IB, students are required to complete an Extended Essay, an independent, self-directed piece of research which culminates with a 4,000-word paper. The Extended Essay is an important aspect of the IB as it exposes students to experience of completing an independent research paper.

Similarly, the Extension History course in the HSC requires case study analysis as well as a lengthy project essay. Demonstrated understanding of historiographical concepts and issues along with a student's use of enquiry and research methodologies are required academic skill sets at this extension level.

At Newington, students are lucky to have the support and guidance of Mrs Alison Rout Learning and Teaching Librarian (Research) and Extended Essay Coordinator as well as Learning and Teaching Librarian (Research) Mrs Lily Young. Both Research Librarians play a pivotal role in teaching students how to develop the sound research skills necessary in both the IB and HSC courses.

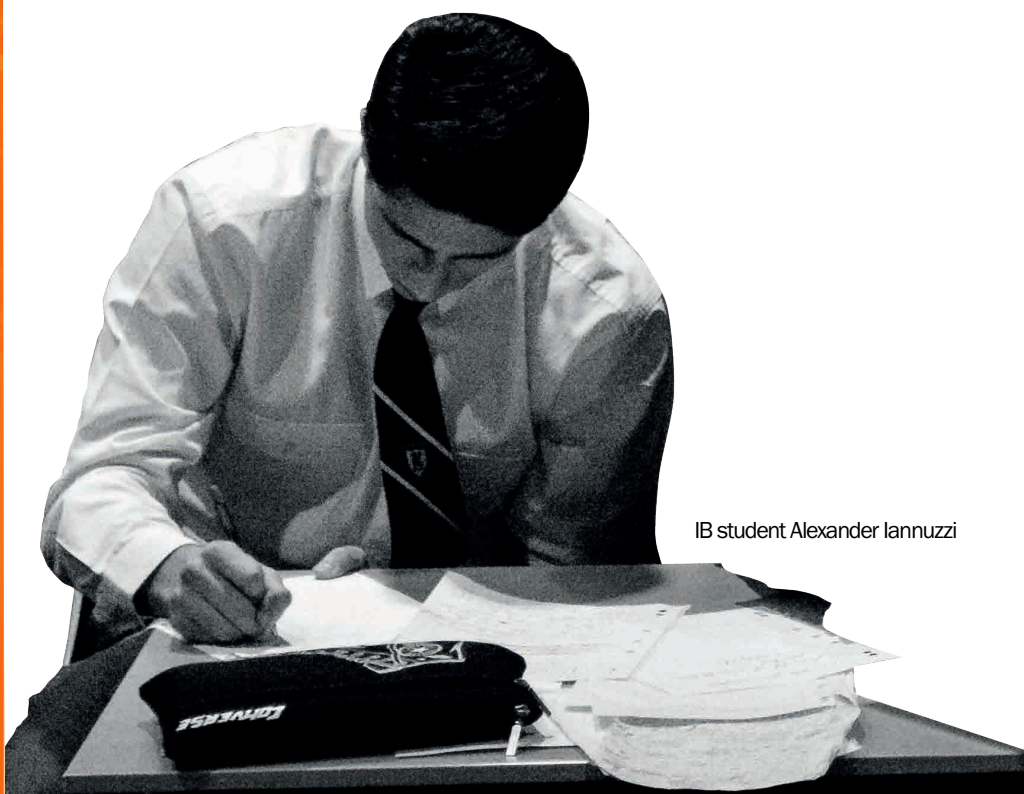
Mrs Rout believes that her role is to “broaden the perspectives of young researchers so they understand how their uniquely Australian research fits within a much broader international context,

and to expose them to international research efforts and then teach them how to access high quality publications from across the world.”

The value of having a trained research specialist staff is priceless and an important part of how students learn foundational research skills that will set them up for life after school. According to Mrs Rout, “Students need specialist staff who know what the logical steps in the research process are; are experienced teachers; understand that students need scaffolded support to reduce feelings of uncertainty; and have specialist knowledge of international resources such as online databases and how to use them.”

This year some interesting topics that the IB students researched as part of their Extended Essays included: ‘Il calcio in Italia. Razzismo o integrazione?’ (Translated: ‘Football in Italy. Racism or integration?’); ‘How effective was the Cambridge Five spy ring in aiding Soviet intelligence operations whilst they were active?’; and ‘Is Terrorism Morally Justifiable?’.

There is no doubt that the research skills learned at Newington will empower our young researchers for life after school as boys look to study at tertiary institutions in Australia and abroad.



IB student Alexander Iannuzzi



## BUILDING A FUTURE THROUGH VET COURSES

Newington is committed to meeting the needs of all students by providing different academic options and opportunities for each boy to discover the path best suited for them. In addition to offering the HSC and IB, the Vocational Pathways program at the College allows students to explore interests and pursue careers that are outside the traditional classroom setting. Vocational Education Training (VET) courses at Newington are competency-based, count towards the HSC and can lead to a nationally recognised qualification from TAFE NSW or the Board of Studies. Currently, the College offers Business Services, Construction, Financial Services and Hospitality VET courses internally whilst students in Years 11 and 12 also have the option to study selected TAFE vocational (TVET) subjects externally. In 2015, 53 students in Years 11 and 12 were involved in VET and TVET courses at Newington. Year 12 student Harry Moate studied Construction at Newington and finished equal first in the course. He is just one example of a Newington student who has succeeded in the Vocational program and plans to follow through with a career path in Construction in the future.

Harry said he became interested in the Construction course because he wants to become a builder and believes that the foundations that the course offers could make his dream a reality. After completing work placements and getting more exposure to the industry he realised that he wants to specialise in construction management.

The work placement aspect of VET allows students to participate in structured training programs and gain important hands-on experience. As part of Harry's work placement he experienced both residential and civil construction and says, "This allowed me to make the decision to move into management instead of being on tools."

Harry said one of the biggest advantages of studying a school-based TVET course is that "you get to do the course with your mates and you don't have to leave campus which means not missing out on other periods to go to TAFE."

In the future Harry hopes to study Construction Management and Property at UNSW. At the beginning of this year he was accepted to complete a cadetship at FDC Construction. Harry said, "A cadetship allows experience in the industry that goes alongside doing a university degree. This means everything you are learning at uni, can be put into practical use in the workplace." We wish Harry and the rest of the VET boys all the best in their future endeavours as they embark on the next stage of their lives.



Construction students Harry Moate and Imad Mohanna building beds for the Salvation Army's Oasis crisis centre

**“A classical liberal education equips boys not only with the ability to learn but also with the spiritual, moral and aesthetic senses that will enable them to perceive or to construct values throughout their lives. It cultivates active citizenship and civic engagement.”**

**Annual Prize Giving Address, December 2015**

**Dr David Mulford**

**Headmaster**







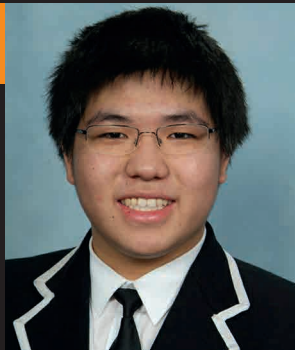
## ADVICE FROM THE EXPERTS



Michael  
**BOUTSALIS**

**Years at Newington**  
2010–2015

**ATAR**  
93.50



William  
**DU**

**Years at Newington**  
2011–2015

**ATAR**  
99.90

### CONTRIBUTING FACTORS TO MY SUCCESS

I believe the main contributing factor to my HSC success would be my own self-determination. If you put your mind to achieving a certain goal, like a specific ATAR mark, it will improve your motivation and drive.

### BEST STUDY TIP

The best study tip is to keep your notes up to date for each subject. If you forget to do this, this can leave you behind and will mean that you are constantly trying to catch up which can have a detrimental effect on your productivity. Another tip is to revise each day's work after class; this will allow you to remember the information better.

### CHALLENGING ASPECTS OF THE HSC

One of the most challenging aspects of the HSC was the workload. One way that I dealt with this challenge was to get straight into the work after school, allowing me to maximise study time before bed. Also when I received assignments, the best method was to complete them as soon as possible. This allowed me to stress less when I received additional assignments.

### MOST MEMORABLE HSC MOMENT

The most memorable moment of the HSC was the feeling after finishing my last exam. This was a good feeling as all my hard work and dedication from the whole year had finally come to an end.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

One piece of advice is 'don't doubt yourself' and 'never give up on your own capabilities'. Coming from the bottom classes in the lower years of high school to where I am today is a key example of how maintaining a hopeful mind has allowed me to achieve all my goals.

### WHERE TO NOW?

I hope to study Engineering/Commerce at UNSW next year.

### CONTRIBUTING FACTORS TO MY SUCCESS

Good textbooks, good teachers, good notes - not just the ones taken in class, but notes from teachers and those found online - past papers and of course, yourself. If you don't really want to do well, no amount of help in the world will make much difference.

### PLEASING ASPECTS OF THE HSC

Support from my teachers, focusing specifically and specialising in a few subjects, and the fact that the HSC gives you the opportunity to compete against everyone in the state.

### CHALLENGING ASPECTS OF THE HSC

Overcoming anxiety - remembering to breathe - and completing past papers.

### BEST STUDY TIP

Just do it! Motivation for study may or may not be a constant, but well-practiced discipline will always be there.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Study closely from the syllabus throughout the year rather than ignoring it until the final exam. Find a note taking system you enjoy and stick to it!

### WHERE TO NOW?

Uni.



Tariq Shadid and Head of Co-curricular Mr Peter Wilkins at the Year 12 morning tea in Term 3 2015



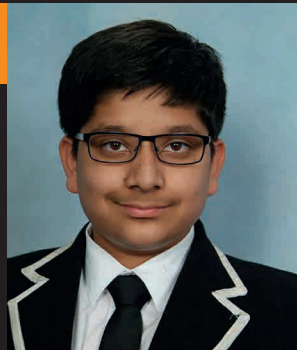


**Daniel  
EVANS**

**HSC**

**Years at Newington**  
2008–2015

**ATAR**  
99.40



**Anooj  
GHADGE**

**HSC**

**Years at Newington**  
2010–2015

**ATAR**  
98.25

### CONTRIBUTING FACTORS TO MY SUCCESS

The desire to do well was probably the crucial factor to my success. I knew what I wanted from the first day of Year 11 and that helped me through hard times over the subsequent two years. Teachers and peers were also crucial. My teachers' willingness to stay up until the early hours of the morning to answer my stress-fueled emails the day before major tests and meet with me regularly was invaluable.

### BEST STUDY TIP

Planning is crucial to doing well in Year 12. Prioritise the subjects you're least comfortable with and try to keep on top of the ones you're happier with. Critically knowing and understanding your own limits, how you work and what you're capable of will help. Choose a comfortable, quiet area, and get to know where you work best.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Co-curricular activities will keep you sane. Not only do they offer you a social network to support you through the year, but they also offer a productive break from your studies.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Try to sleep, appreciate what your parents do and what they have sacrificed for you and try not to stress too much. Education is so much more than just an ATAR, it's about attempting to critically understand yourself and the world around you.

### WHERE TO NOW?

English Language and Literature at Oxford University.

### CONTRIBUTING FACTORS TO MY SUCCESS

There are numerous ways in which a student can achieve success. For me it was the support from my network of friends, family and teachers. In particular, my parents and my Head of House (Mr Mark Case) devoted a lot of their own time to understanding what I wanted to achieve in 2015 and in the years to come.

### PLEASING ASPECTS OF THE HSC

The aspects of the HSC that I was most pleased about was that I had very experienced and passionate teachers who could help me when I needed it. The teachers at Newington are equipped with everything a student needs to excel in the HSC course, however, it is the student's responsibility to use this to his own advantage.

### BEST STUDY TIP

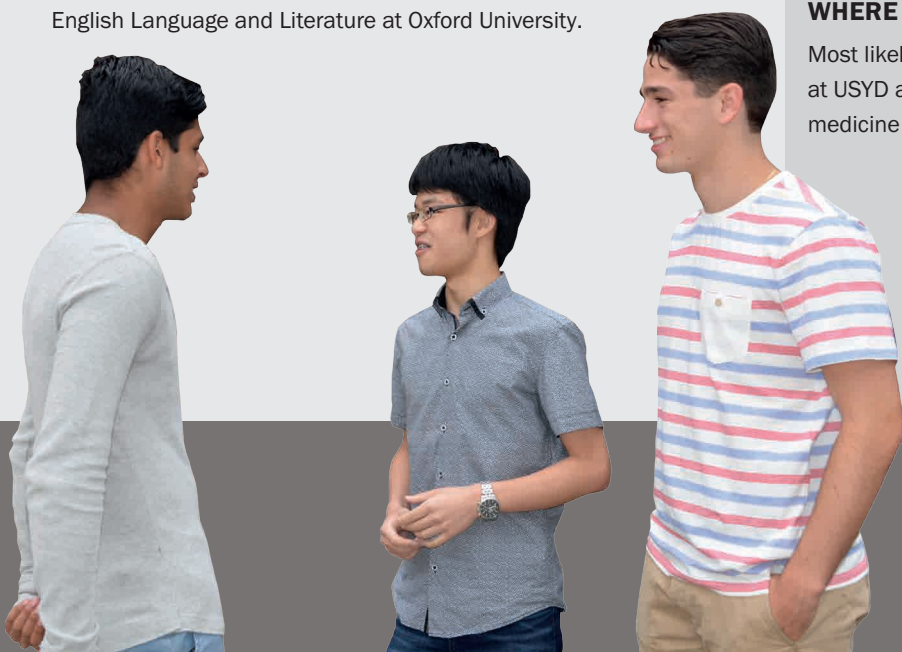
The best study tip I can offer to students is that you must know your own personal boundaries. It is important to understand your strengths and weaknesses. To maximise your final result, you need to work much harder on the subject you are not performing well in and to target the areas of this subject you need to work on.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

The final piece of advice I would like to give to younger boys is that everyone is different and your own personal success may not be by following our footsteps. After all it is your own journey and you need to take command of your own success in the HSC.

### WHERE TO NOW?

Most likely studying Biomedical Engineering or Advanced Science at USYD and then post graduate study where I will hopefully study medicine in Australia or in the USA.



Top IB achievers Saahil Parekh, Justin Ting and Alexander Iannuzzi at the IB Breakfast

## ADVICE FROM THE EXPERTS



Samuel  
**GRECO SCHWARTZ**

**Years at Newington**  
2011–2015

**ATAR**  
79.25

**IB Score**  
28



Charlie  
**HACKER**

**Years at Newington**  
2003–2015

**ATAR**  
96.10

### PLEASING ASPECTS OF THE IBDP

Overall I believe that the IB has provided me with a better sense of how to approach assessments and exams which I struggled with in previous years. The constant exam practice over the past two years was greatly beneficial for me and whilst I thought that subject content was challenging, it will be helpful over the next few years at university.

### BEST STUDY TIP

The most important thing I learnt was how to set small goals for myself when it came to studying. Instead of studying for a specified time period, I studied until I completed certain tasks.

### MOST MEMORABLE IBDP MOMENT

The most memorable moment was the day I completed my CAS and the relief that came when I handed in my portfolio. I'm still amazed that I was able to complete 150 hours of volunteering and community work over the two years.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

My best piece of advice would be to not be persuaded by what others think about your decision to choose the IB. If you work hard you can succeed in the IB.

### WHERE TO NOW?

Prior to starting uni in March, I'm planning to spend a month overseas in England to play and watch Football. When I return I'm planning to study a Bachelor of Arts at USYD or a Bachelor of Communications in Journalism at UTS.

### PLEASING ASPECTS OF THE HSC

I really enjoyed the subjects I selected. When you start to enjoy it, it makes the work a lot easier to complete and you are more likely to end up getting better marks.

### BEST STUDY TIP

I always enjoyed studying with friends the day before assessments. I would meet up with a friend of mine who lived in Stanmore and we would go over individual scenes/chapters/modules for the assessment the following day which really combated the laziness of having to study whilst we also shared ideas.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

While playing sport and maintaining your co-curricular activities is critical to successful study, moderation was the best policy for me.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

The most important thing is for families to trust their son's decisions and to do your best to support him. I found the support from my family in my decisions to go out, see friends or study a huge asset throughout the year.

### WHERE TO NOW?

Looking into the future I'm tossing up between studying Commerce/Arts at USYD or Law/Politics, Philosophy and Economics at ANU, I'm also thinking of taking a gap year to travel through Europe and South America.



Edward Henderson, Charlie Hacker, Deputy Head of Stanmore (Students), Anooj Ghadge and Daniel Evans catch up during the HSC breakfast



Edward  
**HENDERSON**

**Years at Newington**  
2006–2015

**ATAR**  
94.95



James  
**HOSKING**

**Years at Newington**  
2010–2015

**ATAR**  
96.70

**IB Score**  
38

### CONTRIBUTING FACTORS TO MY SUCCESS

The results that you receive are very much governed by your ability to balance the different facets of your life.

### BEST STUDY TIP

PALM CARDS! The HSC it is mostly a memory game, so play it. Palm card every syllabus point or key date and sit there for hours going through them - that's what I did. Also, always mix different subjects in a certain study period. Try to study subjects adjacently that work the different sides of the brain i.e. Maths and English, so you don't get mentally stressed.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Balance is important so find what you love and pursue that. Rest and relaxation is just as important as study, so I suggest continuing with sport, especially ones you love, to keep that blood pumping and make you forget about the books.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

I guess everyone would say this, but time management. I wish I had done study plans earlier, completed assignments earlier and done assessments quicker. But in a deterministic view, maybe that is just the nature of the beast that is Year 12.

### WHERE TO NOW?

I am going travelling for two months with my girlfriend in Europe. I will come back a couple of days before university starts and commence a degree at USYD. If I get a sudden urge to leave Sydney, I might go study with one of my mates at ANU to do an arts degree.

### CONTRIBUTING FACTORS TO MY SUCCESS

My dad spent a great deal of time helping me with Maths and Physics. Just having someone to motivate me and answer questions made all the difference. It actually made studying more enjoyable.

### PLEASING ASPECTS OF THE IBDP

I think that subject choices made a significant impact. To put it simply, if you truly enjoy a subject then it doesn't seem like work. I was amazed at how much easier a subject became by having enthusiastic, motivating and organised teachers.

### BEST STUDY TIP

Find people to study with and find them early on in the course. The more notes you can share and assistance you can give each other, the better.

### MOST MEMORABLE IBDP MOMENT

The last IB lesson. It was English, and my teacher Mr Corcoran read out, *Oh the places you'll go* by Dr Seuss. He then gave each of us white stones with a poem. It was about having the strength to carry on with our lives. It was a truly wonderful way to end our two year course and is something I will cherish.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Start early. In the long holidays between Years 11 and 12, get any assignment (especially your EE) out of the way, as you can then spend the next few months fairly stress-free.

### WHERE TO NOW?

I've decided to do a Bachelor of Marketing and Media at Macquarie University.

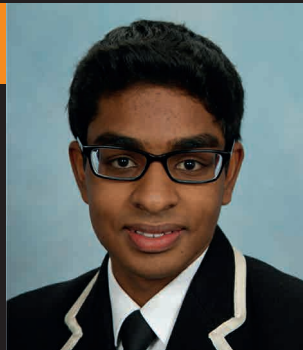


IB boys at the College  
for one last time





## ADVICE FROM THE EXPERTS



Ashan  
**KARUNAGARAN**

**Years at Newington**  
2010–2015

**ATAR**  
97.95

### CONTRIBUTING FACTORS TO MY SUCCESS

Whilst my own perseverance and focus was key to my success, the support of teaching staff and the academic framework established by the school gave me a very solid footing to make it happen. I feel my drive to do better was enhanced by the environment and values of the school. The school's continual focus on academic excellence also made achieving good results more achievable.

### BEST STUDY TIP

I think the worst thing that can be done is over-studying. A lot of people who are very driven end up spending an enormous amount of hours slaving over notes and work, often repeating similar tasks. Whilst it may seem like more hours result in higher marks, this is not always true.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Engaging in co-curricular activities provided a much needed break from study and helped keep me busy. From my experience, being busy and somewhat pressured is extremely beneficial to accomplishing a task. Having activities to take up time ensured that when I did study, it was valuable and efficient.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

I realise now that there is an incredible amount of hype and fanfare about the “big HSC”, which is very daunting. If you can balance this fear with a drive to succeed and knowledge of when to stop and relax, good results will ensue.

### WHERE TO NOW?

Travel is what I live for! Next year, I've been confirmed entry into UNSW to do a four year double degree, finishing with a Bachelor of Commerce and a Bachelor of Aviation Management. I would like to see most of my life being spent within the airline industry in some way or another, and I hope to make that come true.



Paul  
**KATIDIS**

**Years at Newington**  
2013–2015

**ATAR**  
98.55

### CONTRIBUTING FACTORS TO MY SUCCESS

The difference was in having teachers who were deeply interested in what they taught. This made it easy for students to converse with them and approach schooling from a different perspective that was personally engaging. My own desire to learn was nurtured in this kind of learning environment.

### CHALLENGING ASPECTS OF THE HSC

The most challenging aspect of the HSC was the constant barrage of assessments throughout the year, which also occurred within a few days of each other for different subjects, so organisation was imperative.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Playing sport (Football and Table Tennis) allowed me to relieve myself of the stress which culminated as the year progressed and assessments grew near. Sport created fond memories of enjoyment and laughter, but also perseverance. Playing sport often served as an avenue where time and effort could be invested into something other than studying.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

The best piece of advice I can give is to find a way to enjoy schoolwork.

### WHERE TO NOW?

Hopefully the University of Sydney, albeit I am unsure as to what I would study.

Sachin Kinger chats to Director of Community and Development Mr Rod Bosman (ON 1978) at the HSC breakfast



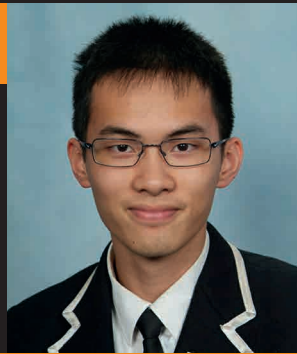


Sachin  
**KINGER**

**HSC**

**Years at Newington**  
2012–2015

**ATAR**  
97.80



James  
**KWOK**

**IB**

**Years at Newington**  
2013–2015

**ATAR**  
99.75

**IB Score**  
43

### CONTRIBUTING FACTORS TO MY SUCCESS

Rather than wasting my time getting caught up in the small minor details, I tried to focus on the big picture. I was also proactive in my study which prevented unnecessary stress and cramming before exams.

### BEST STUDY TIP

The most effective way to learn content in a short space of time is to teach somebody else. Teachers at Newington are the best in the business, so it is important to use this valuable resource! I am very grateful to all my teachers in Year 12 as they all provided me with a plethora of free tutoring sessions in their own time which was invaluable.

### CHALLENGING ASPECTS OF THE HSC

The greatest challenge I had to overcome was managing my time; I used a weekly and monthly planner of events and assessments so that I was never caught off guard and could always be prepared.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

It is important to do what you love. If you don't do what you love, then you will struggle. Also, Newington has so many amazing resources, it is important that you fully utilise them!

### WHERE TO NOW?

Next year I am planning to commence a Bachelor of Commerce and Law double degree at UNSW. I am also planning to start learning my native tongue Hindi so I am able to backpack through India in 2017.

### CONTRIBUTING FACTORS TO MY SUCCESS

Whilst the teachers definitely helped with various aspects of the diploma, I think having other IB students to share the struggles really helped me finish strong. Even meeting IB students outside of school felt like meeting comrades. I read a post on the internet comparing meeting IB students from other schools to discovering long lost family.

### BEST STUDY TIP

Step 1: Break everything into smaller steps.  
Step 2: Know which subjects you are stronger in and which subjects are the weaker ones, and allocate your time accordingly.  
Step 3: If you want your performance in a certain subject to improve, actively do something about it early.  
Step 4: Make sure you understand whatever your teachers are teaching you as they teach it; don't wait until revision time to relearn it.  
Step 5: (English and TOK) engage with the subject. In English, read the texts in advance and form your own opinions before class to develop literary skills.

### MOST MEMORABLE IBDP MOMENT

The extended essay was the most enjoyable and satisfying of all my Senior schoolwork. I chose my topic well, so doing it was always a pleasure for me. I remember one night I decided to work on my EE for an hour after studying, then went to sleep four hours later at 2 AM simply because I lost track of time working on my essay.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

I definitely recommend balance in the IB because it helps break up the monotony of academic work. You might feel time becomes tighter, but I think that this motivates people to study more effectively and avoid procrastination.

### WHERE TO NOW?

I've applied to several universities to study medicine, both here in Sydney and interstate. I'm quite excited for university life!



Former Head of Stanmore Dr Andrew Hirst,  
Arthur Syrios, Saahil Parekh, James Gatsos and  
Mr Mark Chambers at the Year 12 morning tea



## ADVICE FROM THE EXPERTS



Felix  
**SHANNON**

**Years at Newington**  
2010–2015

**ATAR**  
88.85

**IB Score**  
32



Justin  
**TING**

**Years at Newington**  
2010–2015

**ATAR**  
99.95

**IB Score**  
45



### CONTRIBUTING FACTORS TO MY SUCCESS

Keeping active and involved in as many aspects of school life was a big factor in keeping my time studying the IB stress-free. I had a co-curricular activity on every afternoon and even though that left me with less time, it meant I was able to enjoy every day and make friends with other year groups which was a fantastic experience.

### PLEASING ASPECTS OF THE IBDP

I didn't pick the subjects that I was strongest in or what was said to be 'easier', I picked subjects that I enjoyed. It might have impacted my results in the end, but being able to stay motivated was much easier with the subjects that I enjoyed and I could learn out of interest rather than necessity.

### BEST STUDY TIP

Don't stop doing everything to study. Keeping active and entertained made the exam period far more relaxing.

### MOST MEMORABLE IBDP MOMENT

The camaraderie and cooperation with the other guys in the IB course was really great. The amount of inside jokes we had from the various classes was great fun.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Many would probably say that I did way too many co-curricular activities. I did Fencing, Rockband, F1 in Schools, Cadets and a Guitar Ensemble, which meant I had no free afternoons during the week. I also stayed for all three sessions of Fencing on the weekend so that I could work with every age group. It meant that I had a lot less time to work than many of my friends, but it meant that I always had something to look forward to, even during the more stressful times of the year.

### WHERE TO NOW?

Uni to complete a Bachelor of Arts in Media.

### CONTRIBUTING FACTORS TO MY SUCCESS

I am extremely grateful to my teachers – Ms Bustamante, Mr Chambers, Mr Davies, Mr Del Villar, Dr Hall, Ms Morath and Mr Pike – for their guidance, enthusiasm and dedication throughout the past two years. I also couldn't have done it without the constant love and support of my mum, dad and sister.

### BEST STUDY TIP

Make sure you have a good understanding of the subject content. If you don't know something, ask your teachers or friends. It's much easier to do this along the way rather than trying to learn everything at the end. In terms of exam preparation, I would recommend doing past papers.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Although it potentially cut back on study time, I think that it was important for me to set time aside for the things I enjoyed. I found Chess and Debating welcome distractions from my studies. I was also involved in Fencing, Rifle Shooting, Loaves and Fishes and the Duke of Edinburgh.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Try to get an adequate amount of sleep. Being exhausted in the morning is neither pleasant nor conducive to learning. Sometimes it's better to put aside work to wake up fresh. Trust me – I know from personal experience.

### WHERE TO NOW?

I'm hoping to study Medicine.



Mr Andrew Davies and  
IB graduate Liam Ho



Justin  
**TRAN**

**Years at Newington**  
2003–2015

**ATAR**  
97.55

**IB Score**  
39



Joshua  
**WHEATLEY**

**Years at Newington**  
2003–2015

**ATAR**  
96.70

**IB Score**  
38

### CONTRIBUTING FACTORS TO MY SUCCESS

Teachers and the administrative staff made the largest contribution to my results; however, your own attitude towards the work assigned and the effort that you put in will always be what gets you there in the end.

### BEST STUDY TIP

Past papers and mark schemes are your best friends because the IB criteria can be a bit dubious.

### IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Co-curricular activities provided an escape from the struggles of the IB and provided an environment to relax and unwind.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

You do not have to pick subjects that you think will get you higher marks, but rather the ones that you are most interested in. Remember, Universities Admissions Centre regards IB marks very favourably in the conversion tables.

### WHERE TO NOW?

Hopefully studying combined Engineering and Commerce at UNSW.

### CONTRIBUTING FACTORS TO MY SUCCESS

After struggling through Year 11, I sat down with my parents and some of my teachers to formulate a plan to improve my results. Whilst it took a while for the results I wanted to come, I felt more confident and eventually the plan came to fruition.

### PLEASING ASPECTS OF THE IBDP

I enjoyed the smaller cohort the IB provided. I felt there was a larger sense of unity as everyone knew what everyone else was going through so there was always someone you could turn to who could empathise with your situation.

### BEST STUDY TIP

Some days you will wake up feeling motivated to study hard and other days you will wake up with absolutely no motivation to do anything. The trick is to maximise the number of days you feel motivated to study and exploit those days to their full potential. On those days where you lack motivation, take the day off to allow your body to recuperate and return to a motivated state.

### ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Some days you will feel on top of the world, confident and (almost) carefree. Other days you will feel weighed down by just about everything, dejected and downhearted. It is vital that you maximise the number of good days you have and use them effectively as they are the days I found I could get most work done.

### WHERE TO NOW?

I hope to study Engineering at UNSW.



Ms Katie Goldsmith with Campbell Clifford and Zac Newton at the Year 12 morning tea



# ONE YEAR OUT

As the College celebrates the results of this year's HSC and IB cohorts, we thought it appropriate to remember that there are a range of paths to becoming a high achiever and the criteria is not solely determined by a mark you receive at the end of Year 12.

In this spirit, we asked two Old Boys who achieved great success in the HSC and IB to tell us how their own life experiences one year after leaving Newington has changed the way they view their achievements of the past, and dreams for the future. For those who might feel ambivalent about their academic results, these stories offer some food for thought.

While at Newington, Bryan Soepardi (ON 2014) studied the HSC and received an ATAR of 99.65 whilst Erol Gorur (ON 2014) studied the IB and received an ATAR of 99.95. Although they both did exceptionally well in their final year at school, it is apparent that they have both rediscovered the meaning of success and learning in the past 12 months.



**Bryan Soepardi (ON 2014)**

**In 2015, I travelled to / worked at / studied at / lived at or in...**

I am studying at UTS doing a Bachelor of Business degree and I've just finished my first year.

Life has mostly been work, study, and spending time with friends and family. The biggest notable difference between high school and university life is the degree of freedom you have. You can choose how you want to spend each day- whether or not to attend lectures, to take a day off and hit the beach, or to get involved in activities you never got to do before.

**The best piece of advice I've been given...**

Your academic grades and ATAR are not everything. Focus on developing your whole person, passions and pursuing your interests. So many people in university still have no idea what they want to do. You can plan ahead, but you can't see into the future. The biggest regret most professional working people have is not following their high school interests and ending up in jobs that they hate.

**The best piece of advice I have is...**

I'd urge all high school leavers to take full advantage of your newfound freedom and do something new and productive every day.

**A good / regrettable decision was to....**

A regrettable decision was not to travel and see Europe after I finished high school.

**Newington made me....**

Appreciate a good high school education and background and it has taught me to appreciate the independence I now have.

**I'm most proud of....**

Beyond achieving scholarships, cadetships, and good grades, I'm most proud of my independence and maturity.

**At school, I used to worry about:**

Grades and financing my university education.

**One day, I hope to....**

Run my own successful business.



**Erol Gorur (ON 2014)**

**In 2015, I travelled to / worked at / studied at / lived at or in...**

I took a gap year and up until the end of August I worked in a few jobs which included working at an airline head office, giving IB tuition and volunteering for the Australian Red Cross. In September I started travelling and went to Turkey first and then onto Europe, starting in Berlin. At the moment I'm in Antwerp, and will be in Europe until mid-February.

My parents always said that the most important thing is to enjoy what you do and they were right.

**The best piece of advice I've been given...**

Make an adventure out of every day.

**The best piece of advice I have is...**

Throw yourself into challenging situations, take (reasonable) risks and keep yourself busy.

**I was most / least prepared for...**

I was least prepared for how different full time work is from school/ studying. It's a completely different game

**A good / regrettable decision was to...**

A good decision was taking a gap year. So many lessons can only be learned through lived experience, so being self-reliant and being responsible for everything you do is very rewarding.

**If I could change anything I would...**

Possibly have looked into studying overseas.

**My best experience so far has been...**

Meeting people and making friends from all over the world. Everyone always has an interesting story or two to share.

**At school, I used to worry about...**

Petty things. Remember to step back and focus on what's most important, whatever that might be for you.



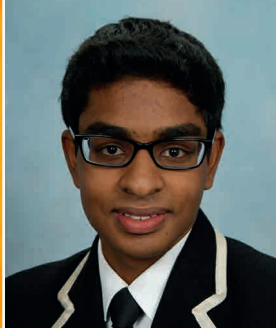
## HSC MAJOR WORKS

In 2015, Newington College had five boys selected for inclusion in ARTEXPRESS, the annual series of exhibitions featuring a selection of exemplary student works submitted as part of the HSC Visual Arts course. Congratulations to Ashan Karunagaran for his film *Flight* (film) (Hazelhurst Regional Gallery & Arts Centre, The Armory, Sydney Olympic Park); Marty Korn for his artwork *Drawing* (Margaret Whitlam Galleries, University of Western Sydney, Blue Mountains Cultural Centre); Jake Owens for his work *Arbitration* (Art Gallery of NSW, Wagga Wagga Art Gallery); Max Stern for his work *Projected Identity* (Wollongong Art Gallery, Blue Mountains Cultural Centre); and Jack Tiftis for his sketch *The Best that Never Was* (Hazelhurst Regional Gallery & Arts Centre, Maitland Regional Art Gallery). Also nominated for ARTEXPRESS were Lachlan Adams, Angus Armstrong, Campbell Clifford, Andrew Mee, Gabriel Mullins and Aidan Sammut.

Newington boys were also amongst those selected for inclusion in DesignTech – the annual exhibition featuring top works by HSC Design and Technology, Industrial Technology and Textiles and Design students. A big congratulations goes to John Walsh whose work *ScreWax D Surf Wax* was selected for inclusion in DesignTech as well as Taylor McDonald, Jonathon Tims and Nikita Tszzy who, whilst not selected were among the few strong candidates who were nominated.

From the music department, Victor Dai and Jeremy Sreejayan were nominated for the annual HSC Music Showcase *ENCORE* while pianist Alvin Song was selected for inclusion. Nominations and selections for *ENCORE* are based on a combination of performance, composition and formal examination.

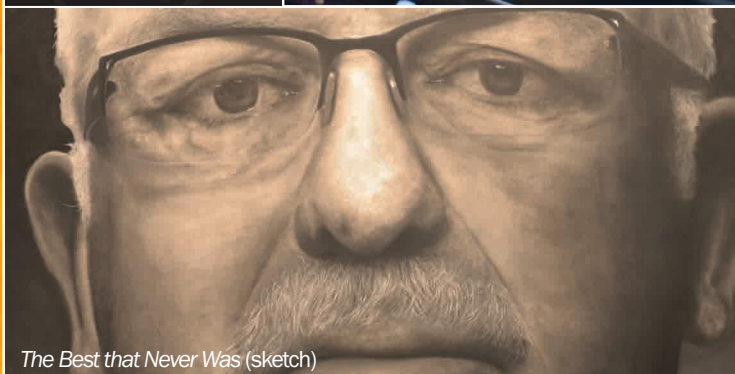
In Drama, William Mitchell, James Gatsos, Philip Hatzistergos, Tim Latif and Connor Miller all received performance nominations for *OnSTAGE*. Similar to *ENCORE* nominations are determined by the strength of the student's individual performance as well as projects completed as part of the HSC Drama course.



Ashan Karunagaran



*Flight* (film)



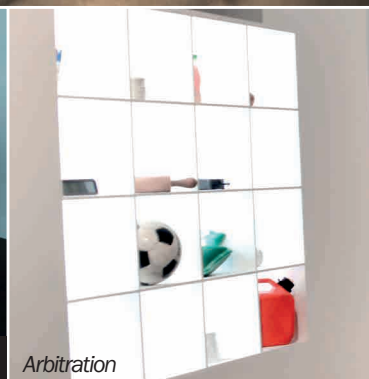
*The Best that Never Was* (sketch)



Jack Tiftis



Jake Owens



*Arbitration*



*Drawing* (artwork)



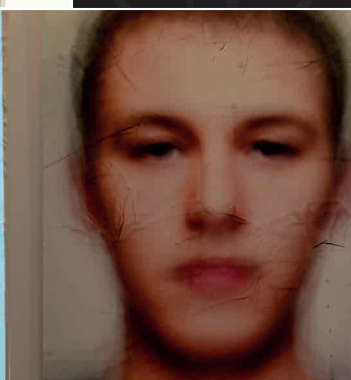
Marty Korn



Max Stern



*Projected Identity*



Alvin Song



*ScreWax D Surf Wax*



John Walsh



## EXPANDING HORIZONS AT HOME AND ABROAD

As boys are introduced to exciting work, travel and study opportunities abroad, more and more students are considering overseas study as a viable option after high school. A range of students, both HSC and IB, have been involved or are in the process of applying to colleges in the United States through the Common App. The Common App is used by over 500 US colleges and takes some of the stress out of applying to university by allowing students to send one uniform application simultaneously to numerous schools.

But the United States is not the only destination among Newington alumni. Daniel Evans (Captain of Debating), has been accepted to Oxford University to read English. Daniel placed 5<sup>th</sup> in HSC Extension History and received a Premier's Award for All Round Achievement. We wish him all the best in his studies and are confident that the success he has achieved so far will hold him in good stead for study in one of the finest academic institutions in the world.

For those who prefer to stay closer to home, there are also various resources offered at Newington to assist boys looking at tertiary education options at Australian universities. This year, several boys applied for the UNSW Co-Op scholarships. The Co-Op Program is a career development scholarship for high potential undergraduate students, set up by industry leaders and UNSW. The characteristics of the Co-Op scholar are very much in line with the virtues we encourage at Newington: active in school and community, shows initiative and leadership, makes significant contributions to the school and wider community and cares about what is happening in their local, national and global communities.

A number of boys used the Schools Recommendation Scheme, a system used by institutions to make offers to undergraduates based on criteria other than ATARs, to get a foot in the door. As the world changes, study changes in accordance. The opportunities afforded to these boys are only limited by their imagination and drive to reach their personal best.

*Shane Serhon*

**Mr Shane Serhon**  
Head of Careers



# THANK YOU

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Thank you to all of the boys who attended both the HSC and IB Diploma barbecues and took the time to give their honest and candid feedback about their senior years at Newington College. Their surveys provide a wealth of helpful information about the things they learned during their journey through the College which will be particularly useful for boys yet to finish.

This magazine has provided a snapshot of just some of the exceptional achievements and successes of the Class of 2015. At Newington, we recognise not only the high achievers, but also those boys who have achieved a personal best or gone above and beyond what they initially set out to accomplish. All boys should be proud of their individual journeys and we wish them every success as they embark on the next chapter of their lives, whether that be tertiary options, travel or work.

Smiling HSC graduates and their teachers  
at the College for the HSC breakfast







Newington College

Discover  
what's possible



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**RESULTS 2015**