



RESULTS

2016

Discover what's possible



INTRODUCTION

In 2016, 215 boys chose their own path to complete Year 12. Whether they selected the NSW Higher School Certificate (HSC), the International Baccalaureate Diploma Programme (IB) or a nationally-recognised qualification through a Vocational Education Pathway (VET), each boy's journey was unique. Irrespective of their scores and the comparisons between students and schools in the media, each boy's individual journey has been just that – individual. As a school community, we are proud of the individual efforts of every boy and the personal milestones that have been achieved this year.

Our 2016 cohort had a number of remarkable highlights including:

- **3 Perfect Scores of 99.95**
Sebastian Iannuzzi, Michael Li, Eric Sheng
- **22% of boys scored an ATAR over 95.00; 38% over 90.00**
- **Average ATAR of 95.70 for IB Diploma graduates (Score 37/45) compared to the World Average of 82.30 (29/45)**
- **10 All Round Achievement Awards and 2 'Best in an HSC Subject'**
Peter Zavvos placed 2nd in Modern Greek Beginners
George Papasavvas placed 3rd in Modern Greek Beginners
- **9 HSC Showcase Nominations with an inclusion in OnSTAGE**
The exemplary HSC Bodies of Work selected for showcase in Design and Technology, Drama, Music and Visual Arts

In the following pages we will share and celebrate the academic journeys and achievements of some of the diverse cohort of 2016. We are excited to see what doors will open beyond our gates for these remarkable young men.



Mr Trent Driver

Deputy Head of Stanmore (Academic)



The Class of 2016 at Valedictory Day

ROLL OF TOP ATAR ACHIEVERS

NAME	ATAR	NAME	ATAR	NAME	ATAR
Sebastian Iannuzzi	99.95	Samuel Mehmet	98.70	Jack McSwiggan	97.10
Michael Li	99.95	Timothy Hare	98.65	Adam Miller	97.00
Eric Sheng	99.95	Taylan Behayi	98.60	Nicolai Laptev	96.95
Jeremi Campese	99.85	Thomas Foley	98.30	Terry Christoforou	96.85
Eamon Barrett	99.70	Jack Ryan	98.30	Grant Anticevich	96.80
Daniel Cordeschi	99.70	Benjamin Pick	98.20	Alexander Bruce	96.80
Jack Jacobs	99.70	George Papasavvas	97.80	Spencer Cornish	96.80
William Ryan	99.70	Alexander Barrat	97.60	Sarp Saydam	96.80
Peter Zavvos	99.70	Fletcher Howell	97.60	Benjamin Tran	–
Ho Nam (Samuel) Yu	–	Peter Ioannou	97.60	Aaron Yuen	96.80
Stephen Chan	99.45	James Paoloni	97.60	Youheng (Hunter) Li	–
Alexander Goth	99.45	Lewis Ulm	97.60	Peter Lee	–
Marco Stocca	99.45	Georgios Platias	97.55	Nicholas James	–
Joshua Hare	99.25	Aiden Chan	97.35		

HSC and IBDP students in rank and then alphabetical order. Results based on figures available as of 17 January 2017.

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

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

MORE THAN ONE DAY IN NOVEMBER

Often when our Year 12 cohort graduates, we tend to fixate on where they end up rather than the journey that brought them there. There is a question circulating around educational research communities as to whether or not the last student to be required to complete pen-and-paper examinations has already been born. For many boys, an examination is only a small part of their overall academic journey, if part of it at all.

There are a broad range of subjects where success is not determined by a final examination, but instead on a student's ability to produce something of substance over a long period of time. Boys are asked to use their knowledge and skills to create something that highlights the understanding that they have developed in their studies.

This can be seen in Design and Technology or Timber Technology, where students develop major works that showcase their problem-solving and production skills.

In a similar vein, Visual Art students in both the HSC and IB courses create Bodies of Work with journals that chronicle their process from start to finish. Both Drama and Music students rely heavily on their performances that are assessed by external markers.

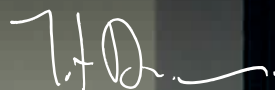
Those who study the highest Extension levels of English and History complete extended research or creative writing pieces that are similar to the academic writing conducted in tertiary studies. Theory of Knowledge students in the IB never sit an exam. Instead they communicate their thinking through open-ended essays and presentations.

Each of these subjects teach students to consolidate their learning in a way that is not possible with written examinations. Boys are asked to learn how to manage their time over an extended period, to work under pressure, to turn ideas into action and to express themselves in a sophisticated way.

Every subject completed in 2016 involved a great deal beyond a final examination. Tasks including research and practical work, presentations and interviews, experimentation and construction and performance and reflection all encouraged boys to think and to learn deeply.

Successful learning is much more than the outcome on one given day in November. It is the accumulation of a year of planning and sustained effort.

The Year 12 cohort of 2016 will take away more than just a final score. They will be better off for testing their learning in ways beyond a final exam. We wish our 2016 graduates well in all that lies ahead.



Mr Trent Driver

Deputy Head of Stanmore (Academic)



Nicolai Laptev, Peter Zavvos, George PapaSavvas, William Papapetros,
Anthony Mavris, Deputy Head of Stanmore (Academic) Mr Trent Driver,
Adam Miller, Connor Eldridge, Angus Chilton, Iain Lew



“The resilience and determination shown by some of our high achievers has been exceptional. Outsiders to the school system often look at the number of Band 6 achievements in order to assess the performance of a school. The staff at Newington, especially the Pastoral team look at the effort and the progress of their boys.”

- Deputy Head of Stanmore (Students) Mr Bob Meakin

THE 2016 ATAR RANGE OF RESULTS

This table represents the 2016 ATAR range of results for Newington College. These figures are calculated estimates combining the ATARs of both the HSC and IB Diploma candidates.

Students received 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 38% of the Year 12 2016 cohort scored an ATAR over 90.00, a wonderful result for a nonselective school. For parents, a very important figure is that 61% scored an ATAR over 80.00, ensuring entry to one of Australia's top 10 universities in Arts, Business and the Sciences.

RANGE	NO. OF BOYS	CUMULATIVE	% OF BOYS IN RANGE	CUMULATIVE %
99.00-99.95	14	14	6.70	6.70
95.00-98.95	32	46	15.31	22.01
90.00-94.95	34	80	16.27	38.28
80.00-89.95	49	129	23.44	61.72
70.00-79.95	35	164	16.75	78.47
60.00-69.95	13	177	6.22	84.69
50.00-59.95	18	195	8.61	93.30
<50.00	14	209	6.70	100
TOTAL	209		100	

The 2016 Year 12 boys and their teachers at the HSC breakfast in Centenary Hall



OUR HSC COMPARISON WITH THE STATE

DEPARTMENT	SUBJECT	NO. OF CANDIDATES	NO. OF BAND 5 & 6s	NEWINGTON COLLEGE % OF BAND 5 & 6s	STATE % OF BAND 5 & 6s
English	English Standard	64	8	12.50	13.39
	English Advanced	105	90	85.70	61.92
	English as a Second Language (ESL)	6	3	50.00	27.03
	English Extension 1	14	14	100	94.94
	English Extension 2	8	5	62.50	79.35
Science	Biology	46	31	67.38	35.11
	Chemistry	30	17	56.66	40.94
	Earth and Environmental Science	31	17	54.83	34.38
	Physics	40	15	37.50	29.94
	Senior Science	8	2	25.00	28.58
Mathematics	General Mathematics	76	28	36.83	25.63
	Mathematics	82	49	59.75	52.51
	Mathematics Extension 1	40	29	72.50	79.37
	Mathematics Extension 2	9	8	88.88	85.34
History	Ancient History	10	5	50.00	30.68
	History Extension	4	4	100	80.59
	Legal Studies	25	19	76.00	42.27
	Modern History	39	29	74.35	40.84
Economics & Geography	Business Studies	48	32	66.66	34.33
	Economics	35	29	82.85	45.20
	Geography	35	22	62.85	40.93
Languages	Modern Greek (Beginners)	6	6	100	65.21
	Latin (Continuers)	2	2	100	80.48
	French	4	1	25.00	65.33
Technology	Design & Technology	23	15	65.21	40.80
	Engineering Studies	17	14	82.34	38.14
	Industrial Technology Timber	15	5	33.32	25.79
	Information Processes & Technology	21	15	71.42	27.71
	Software Design & Development	9	5	55.55	33.32
Music	Music 1	11	10	90.90	62.74
	Music 2	6	6	100	89.53
	Music Extension	4	4	100	93.59
Drama	Drama	13	8	61.53	42.60
PDHPE	PDHPE	35	21	59.99	34.41
Philosophy & Religious Studies	Studies of Religion 1U	21	10	47.61	49.92
	Studies of Religion 2U	8	7	87.50	47.94
Visual Arts	Visual Arts	20	19	95.00	54.38
VET	Hospitality	8	2	25.00	22.41
	Construction	10	2	20.00	13.16
	Business Services	6	1	16.66	24.47

Our 2016 HSC 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 percentage of Bands 5 and 6 achieved by Newington in comparison to the State percentage in a 2 Unit subject or a Grade of E4 in a 1 Unit subject.



Christian Maini and Head of Boarding Mr Troy Stanley

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 and denoted with an asterisk, is the highest Newington performer in a particular subject and the remainder are listed alphabetically. 2 Unit courses are out of 100 total points, whilst 1 Unit courses are out of 50 total points.

ANCIENT HISTORY

Will Dyson

BIOLOGY 2 UNIT

Liam Wilson*
Taylan Behayi
Lachlan Cameron
Liam Kelly
Jack McSwiggan
Benjamin Tran

BUSINESS STUDIES

Aiden Chan*
Georgios Platias*
Liam Wilson*
Adam Goodman
Leihao Jiang
William Latimer
Peter Lee
Samuel Mehmet
William Papapetros
George Papasavvas
Daniel Parshotam
Dion Riotto
Nicholas Stilp
Connor Tran

CHEMISTRY

Ho Nam (Samuel) Yu*
Joshua Hare
Timothy Hare

CHINESE BACKGROUND

SPEAKERS 2 UNIT
Youheng (Hunter) Li

DESIGN AND TECHNOLOGY

Samuel Gilfedder*
Thomas Naayen*
Nicholas James
Rory Williams

DRAMA

Elliot Ulm*
Harrison Saunders

EARTH AND ENVIRONMENTAL SCIENCE

Nicholas Stilp*

ECONOMICS

Peter Zavvos*
Aiden Chan
Terry Christoforou
Connor Eldridge
Leihao Jiang
Nicolai Laptev
Samuel Mehmet
Adam Miller
William Papapetros
George Papasavvas
Thomas Serhon
Connor Tran
Stephen Zinonos

ENGINEERING STUDIES

Nicholas James*
Joshua Hare
Timothy Hare
Thomas Naayen
Christian Poidevin
Christopher Sikiotis
Rory Williams

ENGLISH (ADVANCED)

Jack Jacobs*
Taylan Behayi
Adam Goodman
Costan Griziotis
Joshua Hare
Nicolai Laptev
Iain Lew
Max McKay
Jack McSwiggan
Samuel Mehmet
Adam Miller
William Papapetros
Benjamin Pick
Georgios Platias
Elliot Ulm
Ho Nam (Samuel) Yu

ENGLISH EXTENSION 1

Jack Jacobs*
Max McKay
Elliot Ulm

ENGLISH EXTENSION 2

Jack Jacobs*

GEOGRAPHY

Jack McSwiggan*
Aiden Chan
Alexander Fuller
Adam Miller
Dion Riotto
Nicholas Stilp

HISTORY EXTENSION 1

Jack Jacobs*

INDUSTRIAL TECHNOLOGY

Lachlan Cameron*

INFORMATION PROCESSES AND TECHNOLOGY

Georgios Platias*
Sam Kalis
Thomas Naayen
Alexander Zissis

LEGAL STUDIES

Jack Jacobs*
Taylan Behayi
Terry Christoforou
Will Dyson
Nicholas James
Nicolai Laptev
Anthony Mavris
Georgios Platias
Jackson Streeter
Connor Tran

MATHEMATICS GENERAL

Alexander Fuller*
Angus Chilton
Nicolai Laptev

MATHEMATICS 2 UNIT

Benjamin Pick*
Taylan Behayi
Lachlan Cameron
Aiden Chan
Andrew Chapman
Terry Christoforou
Wenyi Fan
Nicholas James
Samuel Lawson
Winston Lin
Max Linden-Smith
Jack McSwiggan
Samuel Mehmet
George Papasavvas
Christian Poidevin
James Rossé

MATHEMATICS EXTENSION 1

Peter Zavvos*
Joshua Hare
Timothy Hare
Ming Ming (Luke) Li
Youheng (Hunter) Li
Winston Lin
Adrian Lo
Benjamin Pick
James Rossé

MATHEMATICS EXTENSION 2

Peter Zavvos*
Joshua Hare
Timothy Hare
Hui Ming Lau
Youheng (Hunter) Li
Ho Nam (Samuel) Yu

MODERN GREEK BEGINNERS

Peter Zavvos*
Terry Lardis
William Papapetros
George Papasavvas
Georgios Platias
Christos Tsavdaridis

MODERN HISTORY

Jack Jacobs*
Samuel Mehmet*
Taylan Behayi
Iain Lew
Max McKay
Adam Miller
Christopher York
Stephen Zinonos

MUSIC 1

Jack Jacobs*
Terry Christoforou
Nicolai Laptev
Jacob Turl

MUSIC EXTENSION

Christopher Cooper*
Alexander Fuller
Leon Vitogiannis

PDHPE

Adam Goodman*
Costan Griziotis
Lachlan Hodges
Stephen Zinonos

PHYSICS

Peter Zavvos*
Joshua Hare
Timothy Hare
Nicholas James
Benjamin Pick
Ho Nam (Samuel) Yu

SENIOR SCIENCE

Christian Maini*

SOFTWARE DESIGN AND DEVELOPMENT

Benjamin Pick*
Alexander Zissis

STUDIES OF RELIGION 1 UNIT

Taylan Behayi*
Alexander Zissis

STUDIES OF RELIGION 2 UNIT

Nicolai Laptev*

VISUAL ARTS

Samuel Gilfedder*
Elliott Collins
Fergus Kinahan
Jackson Streeter
Elliot Ulm

MODERN GREEK COHORT ACHIEVE ALL BAND 6s

The NSW Board of Studies offers 59 Stage 6 courses in 34 languages across four differentiated levels: Beginners, Continuers, Extension and Background Speakers. These courses cater for a wide range of languages to support second and subsequent language learning, as well as the maintenance of community languages. At Newington, students studied a range of languages including Chinese, French, Italian, Japanese, Latin, Modern Greek and Spanish.

Six Year 12 students studied Modern Greek Beginners at Newington in 2016. In addition to developing linguistic and intercultural knowledge and understanding, the boys learned skills in speaking, listening, reading and writing. The boys' teacher, Mrs Athena Spiroglou said that collectively this group of boys were organised and worked in a focused and co-operative way throughout the year. Ultimately, each of the six boys achieved a Band 6 in this HSC subject.

Mrs Spiroglou said, "The boys showed commitment and continuous learning through an individual and cooperative approach to the syllabus.

"They did this by always completing assigned tasks, working on past papers in Modern Greek and other language disciplines."

In addition to being proactive with their communication with each other and their teacher during term time and holiday study, the boys attended optional holiday classes to reinforce and extend their knowledge of Modern Greek.

Mrs Spiroglou also said that in the weeks leading up to their HSC Exam the boys completed similar writing tasks in the other Beginners Languages and this helped with the revision of their own subject and syllabus.

But it wasn't just the boys' hard work and effort that made the difference. According to a thoughtful email of thanks to Mrs Spiroglou, Year 12 George Papasavvas said Mrs Spiroglou played an important role in caring for and guiding the Modern Greek cohort.

"You have been an excellent teacher because you possess one excellent quality: you care," he said, "It is because of your countless caring acts that you have been my best HSC teacher.

"You always reply to my emails, wish me luck for all my exams and are very understanding about the pressures of the HSC year," he said.



Modern Greek students with their teacher
Mrs Athena Spiroglou at the HSC breakfast



“A challenging aspect of the IB Diploma was developing into an independent learner. The IB looks beyond high school and prepares you for university-style thinking and researching. This was challenging because it’s unlike anything else we’ve done before at school. But gradually moulding myself to be able to think on my own was crucial to my success.”

- Jeremi Campese

NEWINGTON IB COHORT ACHIEVES 3 PERFECT SCORES

At Newington, senior students are given the option between studying the Higher School Certificate (HSC) or the International Baccalaureate Diploma Programme (IB) in their final two years of school. This choice allows boys to take an active role in the learning pathway that will best suit how they learn.

The globally recognised IB Diploma Programme is delivered in over 4500 schools worldwide and encourages broad study that balances rigorous critical thinking with a focus on active citizenship and civic engagement.

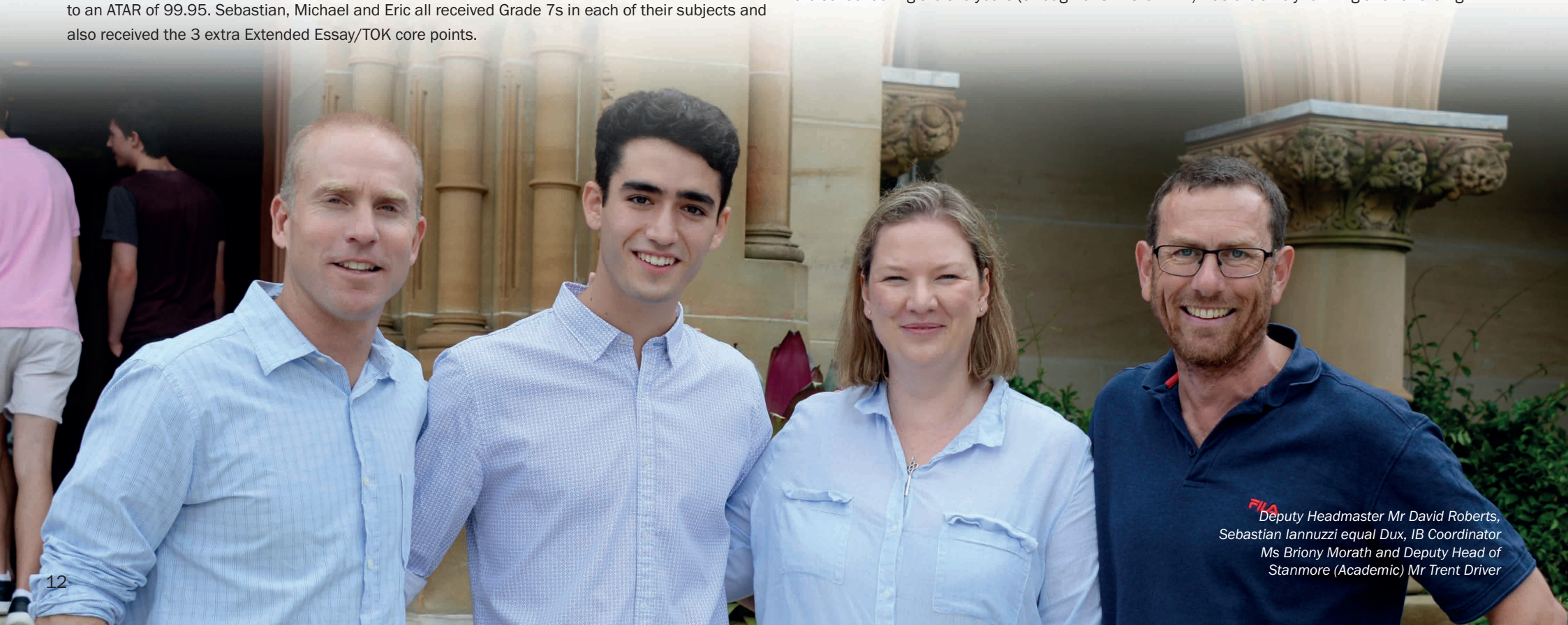
On 4 January 2017, more than 14,070 IB Diploma Programme students around the world received their IB Diploma results. Compared to the world average Diploma score of 29.21, Newington's 35 IB graduates had an average IB Diploma score of 37/45 which equates to an ATAR of 95.70.

Of the 94 students worldwide who received a perfect IB Diploma score, 32 students from Australia and three from Newington, Sebastian Iannuzzi, Michael Li and Eric Sheng, received 45/45, equating to an ATAR of 99.95. Sebastian, Michael and Eric all received Grade 7s in each of their subjects and also received the 3 extra Extended Essay/TOK core points.

Many Newington boys say that they enjoy the diversity of the subjects studied under the Programme and the depth and breadth of the content covered. Year 12 Michael Li studied a variety of subjects from Higher Level Chemistry to Higher Level Visual Arts and said that he enjoyed the scope of subjects offered as part of the IB Diploma. He said, "Whenever I walked into a different class, I was thrown into an entirely different way of thinking." Similarly, Sebastian Iannuzzi said he was pleased that the IB subjects "covered a large range of content in depth."

Newington is the only GPS School to offer choice between the IB Diploma Programme and the HSC. Over the past five years, the College has seen an increased number of students opting to study this course. When asked about his final advice for younger students, recent graduate Eric Sheng urged his peers, "If you're at all suited to a broad, liberal arts curriculum, try the IB."

Not only did this year's cohort find the content of the IB Diploma challenging and fulfilling, many enjoyed the Service Learning aspect of the Programme. Michael Li reflected, "The service I gave to the school during the two years (through CAS in the IBDP) was extremely fulfilling and rewarding."



Deputy Headmaster Mr David Roberts,
Sebastian Iannuzzi equal Dux, IB Coordinator
Ms Briony Morath and Deputy Head of
Stanmore (Academic) Mr Trent Driver

THE POWER OF THE INDIVIDUAL IB JOURNEY

One of the most rewarding parts of the IB Diploma Programme is the requirement for students to embark on their own individual learning journey. At the end of the day, this is represented by more than just a score out of 45 or an ATAR equivalent.

Each IB Diploma journey is made up of three distinct parts. The first is all about how IB Diploma students learn to make decisions across a range of assessments and course requirements. Unlike other programs, decisions made by IB Diploma students are central to all Internal Assessments (IAs). Boys are responsible for identifying and selecting their own topics, questions and research. For example, Science students design and conduct their own experiments for 10 hours of lab work. Similarly, the Creativity, Action, Service (CAS) component and Extended Essay (EE) aspect of the IB Diploma are entirely student designed. The 2016 cohort in particular, have produced some excellent projects as a result of this student-driven approach towards learning.

The second part of each student's IB journey is all about learning how to become an IB learner. The boys' final scores do not really show the resilience, persistence and courage needed over the two years of the course – six full subjects and Core. Although we can report EEs as achieving a grade between A–E, these marks do not always represent the innovative thoughts and pride each student has for specific essay topics.

If you have the opportunity, ask an IB student about his EE and simply notice the passion in his voice as he talks about his impressive 4000 words of individual research. Some interesting EE topics from our 2016 cohort include Eric Sheng's English EE: 'How does an understanding of A E Housman's poetic purpose inform our appreciation of his poetic technique in *A Shropshire Lad* 2 ('Loveliest of trees')?'; Eamon Barrett's Latin EE, "To what extent is the relationship between Aeneas and Turnus in *The Aeneid* supportive of Augustus?"; and Michael Li's Visual Arts EE, 'To what extent has dissociating from physical and mental boundaries allowed Marina Abramović to foster provocative conceptual ideas relating to performance art?'

The final part of each student's individual IB Diploma journey, and sometimes the most difficult to quantify, is really more about watching the entire cohort of boys develop and work together to achieve their personal bests. The sense of community forged when boys are not competing against one another for marks allows each boy to reach his full potential.

Over the last two years, it has been my great privilege to watch this group and work alongside them while they have taken their own unique IB Diploma journey. We wish them all the best and know they will continue to achieve great things in the future.



Ms Briony Morath
IB Coordinator



IB DIPLOMA GRADE 6, 7 AND A RANKINGS

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

BIOLOGY STANDARD

Jeremi Campese
Jack Ryan

BIOLOGY HIGHER

Lewis Ulm
Alexander Barrat (6)
James Paoloni (6)

CHEMISTRY HIGHER

Eamon Barrett
Stephen Chan
Fletcher Howell
Sebastian Iannuzzi
Peter Ioannou
Michael Li
William Ryan
Marco Stocca
Alexander Bruce (6)

CHEMISTRY STANDARD

Eric Sheng

ECONOMICS HIGHER

Alexander Barrat
Eamon Barrett
Daniel Cordeschi
Patrick Kirton
Marco Stocca
Grant Anticevich (6)
Thomas Foley (6)
Fletcher Howell (6)
Thomas Lance (6)
Nicholas Sharp (6)
William Tao (6)
Lewis Ulm (6)

ENGLISH HIGHER

Jeremi Campese
Thomas Foley

Sebastian Iannuzzi
Jack Ryan
Eric Sheng
Spencer Cornish (6)
Alexander Goth (6)
Jack Lawson (6)
Ryan Roberts (6)
Robert Tighe (6)
Aaron Yuen (6)

ENGLISH STANDARD

Michael Li

FRENCH STANDARD

Alexander Goth
William Ryan

GEOGRAPHY HIGHER

Alexander Barrat
Stephen Chan
Daniel Cordeschi
William Ryan
Alexander Bruce (6)
Peter Ioannou (6)
Nicholas Jackson (6)
Thomas Lance (6)
Ewan Rozdal (6)
Lewis Ulm (6)

GEOGRAPHY STANDARD

Sebastian Iannuzzi

HISTORY (EUROPE) HIGHER

Eric Sheng
Spencer Cornish (6)
Alexander Goth (6)
Nicholas Jackson (6)
Patrick Kirton (6)
Ewan Rozdal (6)
Jack Ryan (6)

ITALIAN AB INITIO STANDARD

Grant Anticevich
Jeremi Campese
Daniel Cordeschi
Sebastian Iannuzzi

JAPANESE STANDARD

Aaron Yuen

LATIN HIGHER

Eric Sheng
James Paoloni (6)

LATIN STANDARD

Eamon Barrett

MANDARIN STANDARD

Michael Li

MATHEMATICS STANDARD

Eamon Barrett
Stephen Chan
Alexander Goth
Fletcher Howell
Sebastian Iannuzzi
Peter Ioannou
Michael Li
James Paoloni
Sarp Saydam
Marco Stocca
William Tao
Lewis Ulm
Aaron Yuen

MATHEMATICS STUDIES STANDARD

Jeremi Campese
Thomas Foley

MATHEMATICS HIGHER

Eric Sheng
Daniel Cordeschi (6)

MUSIC HIGHER

Jeremi Campese (6)

PHILOSOPHY HIGHER

Jeremi Campese
Spencer Cornish
Michael Li
James Paoloni
Jack Ryan

PHILOSOPHY STANDARD

Eric Sheng

PHYSICS HIGHER

Eamon Barrett
Stephen Chan
Fletcher Howell
Sebastian Iannuzzi
William Ryan
Thomas Foley (6)
Sarp Saydam (6)

PHYSICS STANDARD

Daniel Cordeschi
Alexander Goth
Marco Stocca

VISUAL ARTS HIGHER

Alexander Goth
Michael Li
Grant Anticevich (6)
Hamish Brown (6)
Sarp Saydam (6)

EXTENDED ESSAY GRADE A

Eamon Barrett*
Jeremi Campese*
Daniel Cordeschi*
Thomas Foley*
Fletcher Howell
Sebastian Iannuzzi*
Michael Li*
Ryan Roberts*
Ewan Rozdal*
Jack Ryan
William Ryan*
Sarp Saydam*
Eric Sheng*
Marco Stocca*
Liam Thomas*
Lewis Ulm
Aaron Yuen

THEORY OF KNOWLEDGE GRADE A

Grant Anticevich
Eamon Barrett*
Jeremi Campese*
Sebastian Iannuzzi*
Ryan Roberts*
Sarp Saydam*
Nicholas Sharp
Liam Thomas*
William Tao

**These students also received 3 core points.*

THE LIBRARY WORKS TO BOOST RESULTS

The trend for successful students to show critical thinking skills in their HSC and IB work is evident. Those who achieve the best results not only master the content of their courses, but move to the higher level of creating their own original views. We see this in HSC One and Two courses as well as in IB assessments. This is where the Newington Library has focused its efforts in recent years. Working collaboratively with HSC and IB teachers, the Library has provided advanced guidance on research skills, using both print and digital resources to broaden the spread of knowledge students regularly access.

Our Research Librarians have taken a “guide by the side” approach to learning by designing specialised Libguides that curate resources, grouping Special Collections for just-in-time access when assessments are pressing in on busy students. Our Research Librarians are also responsible for booking one-on-one time with students so their specific research needs can be the focus of timely discussions. For a boy to be able to book time in the Library with a Research Librarian who is totally focused on his work is at the heart of what we do. Many boys have made it part of their study habits, having felt the immediate benefits. If we can tease a boy's thinking towards more informed questioning and a better grasp of the depth of a subject, then we are delighted.

In line with recommended best practice for the IB, Newington's Library has played an important role for students completing their Extended Essay (EE). During the year the IB Coordinator Ms Briony Morath with the Research Librarian and Extended Essay Coordinator Mrs Alison Rout set up a new online course that guided students through each phase of the EE process. Together they analysed the results of previous years and discovered key areas for student improvement and used this data to shape the online course and held teacher-supervisor training to achieve better results. The 2016 achievements have shown the success of this approach, adding crucial marks (with Theory of Knowledge) to raise their overall scores.

The requirements of both the HSC and the IB Diploma place an increasing demand on students to source, synthesise and communicate information. Libraries in 2016 are as much about equipping boys with these skills as they are the traditional spaces for study and reflection. We have enjoyed working with the Year 12 cohort as they have sat with us and faced up to the challenges of their final year at school.



Dr Yvonne Smith
Head of Library



Head of Library Dr Yvonne Smith with
Connor Tran at the HSC breakfast

ADVICE FROM THE EXPERTS



Alexander
BARRAT

YEARS AT NEWINGTON
2004–2016

ATAR
97.60

IB SCORE
39

CONTRIBUTING FACTORS TO MY SUCCESS

Teachers who were willing to work with me to fill any gaps in my knowledge.

CHALLENGING ASPECTS OF THE IB DIPLOMA

It's a two year course so you have to stay focused. I used the holiday time to revise what I learnt. The early Year 11 work is a base for future work and getting that hammered down made life easier in Year 12.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Balance was important in the final two years of study. Cadet Camp six weeks before exams was a great chance to clear the mind and enjoy yourself right before a tough few weeks of testing. CAS naturally forces you to be involved in co-curricular which is beneficial.

WHERE TO NOW?

Going to Sri Lanka for five weeks in January and February to volunteer and travel, then moving on to Commerce or Commerce Lib Studies at USYD.



Eamon
BARRETT

YEARS AT NEWINGTON
2011–2016

ATAR
99.70

IB SCORE
43

CONTRIBUTING FACTORS TO MY SUCCESS

My teachers (of course), but seriously they were amazing and made all the difference. Also my friends were supportive and didn't take anything too seriously.

BEST STUDY TIP

It's hard to think about the end of the two year program of the IB, but all the work you do early on means that there is less work that you need to do at the end when everything can become overwhelming.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

I kept up my co-curricular activities of Music, Duke of Edinburgh, Chess and Sport through Year 12. You cannot study all the time and I found these activities to be good relief.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

It is important to choose subjects that you like.

WHERE TO NOW?

I'm going to ANU to study science.



**TAYLAN
BEHAYI**

YEARS AT NEWINGTON
2004–2016

ATAR
98.60

CONTRIBUTING FACTORS TO MY SUCCESS

Family support as well as teachers spending extra hours to go through or mark extra work made a huge difference, especially Mr Ruddock.

CHALLENGING ASPECTS OF THE HSC

The most challenging aspect of the HSC was finding the motivation to study and keep caring throughout the whole year. I was able to overcome this challenge by listening to motivational videos, breaking up study and scheduling time to go out with my friends.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

I would have tried to stress less as I became known by my teachers and friends as the “stress merchant”. However, looking back it was my stress that drove me to study those extra hours and eventually made a difference for the better. My advice to younger boys would be to not avoid stress completely, but utilise the stress as something that can and will push you forward.

WHERE TO NOW?

Study Law at Macquarie, UTS or UNSW.



**JEREMI
CAMPEPE**

YEARS AT NEWINGTON
2011–2016

ATAR
99.85

IB SCORE
44

CONTRIBUTING FACTORS TO MY SUCCESS

Getting on top of Internal Assessments early in order to free up my study schedule provided a great cushion for the final exam period.

PLEASING ASPECTS OF THE IB DIPLOMA

I often heard people asking questions to the effect of, “Is it true you don’t have a social life if you do the IB?” The answer is no and never has been yes for those who manage their time. I never felt like I was behind socially, emotionally or with work. I’m most pleased with the way I not only managed my studies, but myself.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Co-curricular involvement has always been something I’ve had to balance. The key to tackling the ‘pointy end’ of Year 12 is prioritisation and knowing when study must take over. At the end of the day, your co-curricular coaches and mentors are all teachers too; they will understand. Don’t be afraid to say no.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

For those about to start the IB, use that first year to get on top of yourself as a learner and the coursework. It’ll serve as a great foundation for Year 12.

WHERE TO NOW?

Next is getting ready for uni where I’ll be completing an Arts/Law double degree at Sydney Uni, majoring in Philosophy.

ADVICE FROM THE EXPERTS



**TOM
FOLEY**

YEARS AT NEWINGTON
2011–2016

ATAR
40

IB SCORE
98.30

CONTRIBUTING FACTORS TO MY SUCCESS

I was lucky to have some of the best teachers I have ever had in my last two years at school. I think my results are mainly a product of their expertise.

PLEASING ASPECTS OF THE IB DIPLOMA

I really enjoyed all of the IB subjects, but I think I am most pleased about English and Physics. English at HL really forced each student to improve every kind of communication skill, whether it be public speaking, interview skills, analytical writing and other essay tasks.

BEST STUDY TIP

Try to study on paper rather than computer.

EXPECTATIONS VS REALITY

I didn't think I could get to 40 at the start of the IB; however, this made me realise that there is a really good pay off in the IB. Even if you're not the smartest, you can still do quite well just by putting in some work.

WHERE TO NOW?

Mining Engineering/Commerce at UNSW.



**FLETCHER
HOWELL**

YEARS AT NEWINGTON
2012–2016

ATAR
97.60

IB SCORE
39

CONTRIBUTING FACTORS TO MY SUCCESS

Constant work, continual grinding away at tasks/syllabus. However, a key to my lack of stress around exam time came from my judicious checking of the syllabus.

PLEASING ASPECTS OF THE IB DIPLOMA

The rounded education it has provided me. Being forced to study a second language and a humanity, when natural sciences are my forte, was certainly a challenge, but this reinforced the idea that science is an area in which I want to end up employed in.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Being a House Vice Captain gave me a chance to use my organisational skills and see a practical benefit come from these. Sport gave me a release of an afternoon and weekend and being in Cadets allowed me to further get away and think about a different set of responsibilities at the end of the school week.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Have fun. I could have found time to squeeze in work where I otherwise procrastinated, but doing so would have been in a place where working became a chore, rather than something that was somewhat enjoyable. I would suggest writing down any work the teacher sets/expects/due dates when they are told to you.

WHERE TO NOW?

Off to Canberra, to study a Bachelor of Science (Advanced) (Honours) at the Australian National University. I will live on campus.



**SEBASTIAN
IANNUZZI**

YEARS AT NEWINGTON
2010–2016

ATAR
99.95

IB SCORE
45

CONTRIBUTING FACTORS TO MY SUCCESS

Motivation, hard work, sacrifice, and seeking advice. Once you find an inspiring reason to study, you will study better. I had different motivations, but all my study was grounded in a desire to discover my academic potential. Collaborating with peers, former students, parents and teachers allowed me to achieve this.

EXPECTATIONS VS REALITY

Overall, my results surprised me, but I also had a quiet confidence coming out of the exams that I could achieve a 45. I was fortunate to fall on the correct side of the boundary for a few subjects.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

I feel that time spent doing music or sport shouldn't be seen as time wasted. I played Football and Music right through the exams, and these activities helped me keep my cool, which is critical to exam performance.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Get into a routine of healthy sleep, eating and exercise before the examination period. Try to carry on this routine until the exams are finished.

WHERE TO NOW?

I hope to attend university this year. My first preference is Bachelor of Science/Doctor of Medicine at The University of Sydney.



**JACK
JACOBS**

YEARS AT NEWINGTON
2011–2016

ATAR
99.70

CONTRIBUTING FACTORS TO MY SUCCESS

The HSC is not an easy path to walk; however, it can be better endured and enjoyed by choosing a great group of people to walk with you. My support network of parents, teachers and friends, allowed me to work in a safe space and to achieve the results I desired. People made the difference for me. Particularly those teachers who put me before themselves and my Mentor, Katie Goldsmith, who I found cared more about me than she did my marks.

BEST STUDY TIP

Find the way you work best and do not underestimate the power of teaching others.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Balance is critical. I truly believe that you cannot succeed in the academic sphere unless you are engaged and happy with other aspects of schooling life. My Year 12 was a busy one because of my commitments in music and leadership. My success in academics did not decrease because of my workload, but increased. Being actively involved in school also kept me happy and passionate. My advice: do not shy away from extra activities.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

The HSC really isn't everything. It is easy to be consumed by the quest for an ATAR. But now, from a place of perspective, I can truly say that the HSC doesn't define you.

WHERE TO NOW?

I am lucky to have been accepted into Arts/Law at the University of Sydney. I hope to pursue my artistic abilities and gain an intellectual grounding that will guide me through life.

ADVICE FROM THE EXPERTS



**MICHAEL
LI**

YEARS AT NEWINGTON
2007–2016

ATAR
99.95

IB SCORE
45

CONTRIBUTING FACTORS TO MY SUCCESS

The main thing that made the difference for me was that I took pride in my academic history. Since Year 7, I had been a very mediocre student. As I tried harder and harder, I was placed in higher classes. In these classes, I was very motivated to constantly prove myself. One of the best pieces of advice I would give to students is to have a driving force that urges you to consistently work.

PLEASING ASPECTS OF THE IB DIPLOMA

I was most pleased with the diversity of my subjects. Whenever I walked into a different class, I was thrown into an entirely different way of thinking and I am grateful that this is what the IBDP demanded.

BEST STUDY TIP

I think two of the best study tips I can give is to teach others (it exposes holes in your understanding) and do as many past papers as you can. Most importantly, if you want to do well in your exams, treat the syllabus for each subject as your bible.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

If I were to do it again, I would definitely seek more advice from teachers and discuss any problems with them because ultimately they're there to help.

WHERE TO NOW?

I will be studying a Bachelor of Veterinary Biology/Doctorate of Veterinary Medicine at the University of Sydney. (Michael was also offered the Chancellor's Award from the University of Sydney, which includes a scholarship to combined Medicine, and is considering this option. Ed.)



**SAMUEL
MEHMET**

YEARS AT NEWINGTON
2011–2016

ATAR
98.70

CONTRIBUTING FACTORS TO MY SUCCESS

Having a supportive network of people around me: peers, teachers and family. I found that if I had any questions, teachers were more than willing to assist and this definitely helped during the HSC.

PLEASING ASPECTS OF THE HSC

I'm pleased that I chose subjects that I enjoyed, as this kept me motivated throughout the year.

CHALLENGING ASPECTS OF THE HSC

Maintaining the momentum and motivation to keep working particularly towards the trials and final exams. I made sure I had frequent breaks and mixed it up to keep things interesting.

EXPECTATIONS VS REALITY

My results have definitely exceeded my expectations. Those who put in the effort will reap the rewards at the end. I would have never have thought that I'd receive a Band 6 in each of my subjects, and this was something that I can be proud of. Although the HSC can be daunting, many of you will be surprised by just how far you can go.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

At the end of the day, the ATAR is just a number. Parents should be supportive of their son's endeavours and help him strive for his own unique pathway in life.

WHERE TO NOW?

I am looking to study a Bachelor of Commerce Liberal at Sydney Uni or a combined Business/Law degree at UTS.



**WILLIAM
PAPAPETROS**

YEARS AT NEWINGTON
2004–2016

ATAR
95.25

CONTRIBUTING FACTORS TO MY SUCCESS

It is important to establish an audacious, yet achievable goal early on. This will provide a platform for you to constantly measure your actual results with the results you hoped for. I found that my peers made a significant impact on me. Cooperating with fellow classmates (e.g. sharing notes, study groups) fosters an improved academic environment which ultimately benefits everyone.

BEST STUDY TIP

Changing my studying styles was most beneficial. It is important to find a style which complements your learning style. While studying with friends can be beneficial, it is imperative to ensure that a substantial proportion of study is completed by yourself.

I WAS MOST/LEAST PREPARED FOR

Newington prepares students extremely well for the HSC, as all examinations are in the same environment with the same rules. This reduced pressure and uncertainty in the lead up to exams and allowed me to perform in the HSC.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

It's important to utilise the different resources available at the school such as your teachers, Old Boys, the library and friends.

WHERE TO NOW?

I am hoping to study a Bachelor of Commerce degree at the University of Sydney and work part time. I also plan to travel to Europe next year.



**GEORGE
PAPASAVVAS**

YEARS AT NEWINGTON
2011–2016

ATAR
97.80

CONTRIBUTING FACTORS TO MY SUCCESS

Having family, friend and teacher support was very important to me. While the HSC is seen as an individual task, it is the people around you that guide and push you to do your best. Setting goals was essential for keeping me motivated and on task.

CHALLENGING ASPECTS OF THE HSC

I found that the HSC was a very stressful and competitive environment. My advice is to remove yourself from the environment as much as possible. Focus on your goals and don't waste time worrying about what everyone else is doing.

EXPECTATIONS VS REALITY

I did better than I expected in English. I found this subject a struggle throughout the year, however, when I sat down and planned through everything I managed to surprise myself with a high result.

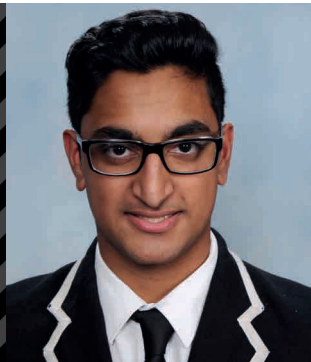
ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

1. Set and review your goals regularly
2. Get your priorities straight and put your HSC first
3. Don't give up until the end. Many students will tire after trials. Do not let that be you. Focus and study as hard as you can right until the end. It's not over until it's over.

WHERE TO NOW?

I'm off to university to do Commerce Law.

ADVICE FROM THE EXPERTS



**DANIEL
PARSHOTAM**

YEARS AT NEWINGTON
2004–2016

ATAR
90.50

CONTRIBUTING FACTORS TO MY SUCCESS

Having a good connection with friends and discussing issues with your family are some of the best ways to overcome the pressures and demands of the HSC. Also, the significance of teachers in providing you with the information and resources needed to succeed in your exams. The use of your teachers can only be effective if you actively engage in class, genuinely enjoy your subject and most importantly, ask questions.

BEST STUDY TIP

Take breaks, 15 minutes after every hour. And when doing lighter study, listening to instrumental music helped a lot in maintaining concentration. Whilst teachers and other students may say to handwrite notes, I typed my study notes. Typing is much more efficient, neater and can be easily edited, updated or improved.

EXPECTATIONS VS REALITY

I was generally surprised. My results were higher than expected. There are many factors at play in the determination of results. The best thing is to try and maximise as many marks as possible, the end results may surprise you.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Sport and co-curricular activities are important for maintaining balance. Playing Basketball in the Summer and Football in the Winter gave me an outlet to clear my mind from school work. I was involved with Service Learning which helped me to achieve more than just exam results.

WHERE TO NOW?

University at UTS next year doing a combination of a Science and Business degrees.



**GEORGIOS
PLATIAS**

YEARS AT NEWINGTON
2004–2016

ATAR
97.55

CONTRIBUTING FACTORS TO MY SUCCESS

The contributing factors to my HSC results were organisation, meticulous notes and making sure all syllabus points were met. My teachers (in particular Mr Wheeldon, Mr Kenny and Mr Wood – who gave up a lot of their time to give feedback on work and help me with any queries) played an important role in solidifying my approach to learning.

My personal study timetable allowed me to achieve great results as I prepared in advanced and did not feel rushed or stressed before exams. My parents also played a vital role in guiding me through my studies.

PLEASING ASPECTS OF THE HSC

I am very pleased with my subject choices. I chose subjects that played to my strengths. I was pleased with all my assessment marks as all were strong and in the top bands.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Make sure you are on top of things and always challenge yourself to do better, you can always improve. Listen to the advice of your teachers and make necessary changes to your approach. Use every resource Newington has to offer as that will ultimately give you a competitive edge over the rest of the HSC students in the State. If the work load gets too much and you feel you cannot cope, take a small break and do something you enjoy.

WHERE TO NOW?

I hope to commence a Bachelor of Law/Bachelor of Communications (Journalism) or Bachelor of Law/Bachelor of Business double degree at UTS.



**JACK
RYAN**

YEARS AT NEWINGTON
2011–2016

ATAR
98.30

IB SCORE
40

CONTRIBUTING FACTORS TO MY SUCCESS

The most effective driving factor was wanting to have no regrets when results day came. Regardless of what score I needed next year, I wanted to know that I gave it the best I could. I also needed to pay back my teachers and family for all the support they'd given me over the years.

BEST STUDY TIP

Work your weaknesses if you want to improve, even though it's much easier to breeze through a chapter review on statistics.

MOST/LEAST PREPARED FOR

I was most prepared for my Humanities subjects as I was most interested in them, but overall the IB's standards were higher than I was used to so those were just as difficult as my other subjects. I was least prepared for the workload, particularly Terms 2 and 3 of the second year when Internal Assessments and Extended Essays hit along with Trial Examinations, which is why it's important to work consistently each day.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Given the opportunities we had at the school, I didn't want the IB to get in the way of doing things I enjoyed. At times co-curricular definitely impacts motivation levels if you're getting home late, but I found sticking with it was worth it.

WHERE TO NOW?

Bachelor of Arts (Media and Communications) at USYD.



**WILLIAM
RYAN**

YEARS AT NEWINGTON
2009–2016

ATAR
99.70

IB SCORE
43

CONTRIBUTING FACTORS TO MY SUCCESS

Above all, it was a sense of enjoyment. By choosing subjects that I genuinely found fun and rewarding, studying seemed like an opportunity to learn rather than a task.

BEST STUDY TIP

The key to efficient study lies not in how much of it you do, but how, when and where you do it. Half an hour of study when you're well-rested, hydrated and comfortable will always be more effective than an hour of study when you're tired, hungry and distracted.

CHALLENGING ASPECTS OF THE IB DIPLOMA

For the boys doing Physics, the tragic loss of our teacher, Ms Diana Organ, during a busy time in Year 12 was emotionally and academically challenging. By being resilient and independent, we were able to accept a new teacher and work well in our final weeks in order to make her proud by the time exams came.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

Year 12 at Newington has the potential to be one of the best years of your life, so get involved in as many things as you can.

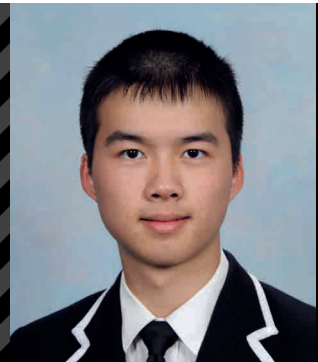
ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

I would have worried less during Years 7–10. As long as you try your best and you choose the course and subjects that you want, you shouldn't have anything to worry about.

WHERE TO NOW?

Science (Advanced) at Sydney Uni.

ADVICE FROM THE EXPERTS



**ERIC
SHENG**

YEARS AT NEWINGTON
2013–2016

ATAR
99.95

IB SCORE
45

CONTRIBUTING FACTORS TO MY SUCCESS

The dedication and professional capability of teachers who took on extra work to allow me to run with ideas and interests that had little connection to prescribed topics; the resources (like academic databases and book series) to which Newington provides subscriptions; putting the immediate demands of the course into perspective and relating schoolwork to longer-term plans.

PLEASING ASPECTS OF IB DIPLOMA

The abundant opportunities for independent research through the Internal Assessment component of subjects and the Extended Essay; the English Literature course, which is much more rigorous and literary, and less politicised, than HSC English; the availability of a Philosophy course.

BEST STUDY TIP

Read actively. Find and read academic writing, not just class notes or textbooks. This will deepen your understanding of the prescribed texts or topics and familiarise you with the style, apparatus and concerns of academic writing that you'll need to emulate in the Extended Essay and Internal Assessments. Always read with attention to what exactly the author is saying, how s/he is saying it, what s/he is trying to do by saying it, how it relates to other ideas or topics and what can be said against it. Try to summarise a text after reading it and think of some possible counterarguments.

WHERE TO NOW?

I have received early offer of admission to Yale University, Chancellor's Award from the University of Sydney and an offer to read History at University College, Oxford.



**CONNOR
TRAN**

YEARS AT NEWINGTON
2013–2016

ATAR
92.85

CONTRIBUTING FACTORS TO MY SUCCESS

A balanced life consisting of academics, social and co-curricular activities (e.g. Sport, Cadets). No one can study 24/7, participating in different activities while at school definitely improved my mindset and allowed me to study smarter rather than harder.

BEST STUDY TIPS

Take breaks while you are studying. After a while it is very hard to take information in, so it is best to come back with a fresh mind and an increased focus.

CHALLENGING ASPECTS OF THE HSC

Time management was a very challenging aspect, however I managed this by spending more time on the more difficult subjects and less time on the ones I'm better at.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

I would advise the younger boys to make the most of their time at the College and participate in all aspects of school life as it will not only develop them as a person, but it will determine the man they become when they leave the school.

WHERE TO NOW?

Looking to go straight to uni to study a dual degree, Bachelor of Economics/Arts at Sydney Uni.



**LEWIS
ULM**

YEARS AT NEWINGTON
2011–2016

ATAR
97.60

IB SCORE
39

CONTRIBUTING FACTORS TO MY SUCCESS

I wanted to see how far I could push myself and my success. Throughout school I was never in the A class so I never even considered high 90s. I had a change in mindset and it motivated me to get the results I did.

BEST STUDY TIP

You won't always want to study; some days I was either in the zone or completely out of it, so I made sure that when I was in that zone and enjoying study that I would get as much work done as possible.

IMPORTANCE OF BALANCE AND CO-CURRICULAR ACTIVITIES

I found that my co-curricular involvement was extremely important for my success, as it made me busier and also provided me with relief from stress. I found that the busier I got, the more efficiently I worked and studied.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Goal setting is imperative. I had a long term goal of my mark and daily goals which I set every night. I had a sticky note which was my daily goal and then a tally below it of all the goals I completed and the ones I didn't complete. I found that being surrounded by motivation (my wall was filled with sticky notes that had motivational quotes, deadlines and other motivational mementos) really helped me stay motivated and to be successful.

WHERE TO NOW?

Hopefully Commerce (Liberal Studies) at the University of Sydney. I plan to undergo an exchange sometime during my degree.



**STEPHEN
ZINONOS**

YEARS AT NEWINGTON
2011–2016

ATAR
93.40

Contributing factors to my success

Studying with mates and sharing notes. It's not a competition; you all need to do well, so collaborate and cooperate because you are helping each other in the end. Also, go the extra step and inundate teachers with past papers, don't feel embarrassed to!

PLEASING ASPECTS OF THE HSC

Choosing 10 units was definitely the best decision I made. Once I dropped 2 units after the preliminary exams, I had 10 units which I enjoyed and could focus on.

BEST STUDY TIP

Do not get distracted by videos on Youtube or your phone.

CHALLENGING ASPECTS OF THE HSC

The most challenging aspect of the HSC was finding motivation to study. I overcame this by constantly thinking about the reward of finishing and schoolies which was only possible after tackling the exams.

ADVICE FOR THOSE STILL TO FINISH AND THEIR PARENTS

Be supportive to your kids and always be positive.

WHERE TO NOW?

Uni.

ONE YEAR OUT

Each year as we begin to think about Newington's *Results* magazine, we wonder about the previous year's graduates and what they have been up to since leaving the College.

Twelve months ago the Class of 2015 celebrated their HSC and IB results and told us about their plans to head to uni, travel abroad, take a gap year or even start working. We were in touch with some of the 2015 graduates and we asked them to tell us about their experiences and to reflect on their Newington lives from the perspective that 12 months distance offers.

In his senior year at Newington, Ashan Karunagaran (ON 2015) studied the HSC and received an ATAR of 97.95. Since leaving school, Ashan has followed his passion for travel and the airline industry and is making his dreams a reality. Felix Shannon (ON 2015) studied the IB Diploma and received an IB Diploma score of 32 which is equivalent to 88.85. In the past year Felix has started a Bachelor of Arts degree at Macquarie University and has continued to play an active role in the life of the College as a Fencing coach and F1 in Schools mentor.



Ashan
KARUNAGARAN (ON 2015)

IN 2016 ...

It's been a year full of travel and study. Straight after school wrapped up, we headed to North Korea for a week and it was perhaps the most incredible and eye-opening experience I have ever had. We later travelled to Western Europe, a part of the world that I lived in when I was younger.

Uni kicked off in March, and it was a real change from school! I started studying what I love: Aviation and Commerce at UNSW. I have loved adjusting to the more 'relaxed' environment. Over the last few months I have travelled to Singapore, Kuala Lumpur, Hong Kong, Doha, Milan, Berlin, Munich, Frankfurt, Moscow, St Petersburg, London and Paris.

THE BEST PIECE OF ADVICE I'VE BEEN GIVEN...

To get involved and be a part of everything that's going on around you. Don't be on the sidelines, don't just follow what everyone else is doing. I've always thought that being innovative, bold and willing to get involved and take risks will set you apart from everyone else and take you far.

I WAS MOST / LEAST PREPARED FOR ...

I was most prepared for the academic side of uni. School and the HSC positioned me well to try hard, focus and achieve highly, even though the nature of uni academics is different.

I was perhaps least prepared for the entirely different social and cultural environment at uni. You're suddenly put on your own and forced to be independent. This was certainly something that took time to adjust to.

NEWINGTON MADE ME ...

Newington gave me the will to achieve my aspirations. I left school more confident, more knowledgeable and more appreciative and I could never have asked for a better high school. Newington changed me for the better.

I'M MOST PROUD OF ...

This year, I developed and grew my own travel website (hightechflight.com) and expanded my understanding by starting a degree in Aviation. These two things have helped me to get jobs at a premium travel company and Qantas and I have already attracted the attention of key people in the aviation world. I am thrilled to already be on my way to achieving my goals.



Felix
SHANNON (ON 2015)

IN 2016 ...

Studied at Macquarie University doing a Bachelor of Arts - Media. I also worked as a Fencing coach and F1 in Schools mentor at Newington.

THE BEST PIECE OF ADVICE I HAVE IS ...

Keep a work/play balance. Not taking time to do what you enjoy amongst your hard work will just put you in a rut.

I WAS MOST / LEAST PREPARED FOR ...

Newington's work ethic and style was super helpful for first year uni (there is a lot of content you're covering again).

A GOOD / REGRETTABLE DECISION WAS TO ...

Try new hobbies with the extra options available to you after leaving school, and rope some friends in. I've started playing regular squash sessions and some board games with fellow Old Boys and new friends. It's been a great way to keep in touch and lots of fun.

NEWINGTON MADE ME ...

A confident speaker and much better at working in the uni environment.

I'M MOST PROUD OF ...

Taking up new hobbies and investing enough time to the point that I can teach others about these things.



Lewis Ulm chats to Deputy Head of Stanmore (Academic) Mr Trent Driver about his plans after completing the IB Diploma

WELL-BEING SKILLS AND GOOD RESULTS

When I spoke to the boys at the ATAR celebrations for the Year 12 HSC and IB Diploma candidates, one factor stood out for me; they were all busy. They were busy not only with their academic work but with countless activities beyond their studies. They were Full College Prefects, immersed in Sport, Music, Drama, Leadership, Cadets, Newington Challenge, Service Learning, Peer Support and numerous out of school commitments. The old saying, "If you want something done, give it to a busy person," seems to hold true for these boys. It is clear that their academic success was assisted by their engagement with so many aspects of the College and out of school activities. Each year we see some Year 12 boys trying to shed some of their activities in the hope of gaining more study time, often without the desired outcome. Could it be that we learn the habits of mind and the grit required for our success through activities that are not academic in a subject specific way?

Will Naayen, a huge contributor to the school's Music program, highlighted how Music is transferable to the classroom. He noticed that his academics benefitted from his Music because he was "always learning new pieces of music," making mistakes and retrying and retrying until he improved. He acknowledged that although performances are seldom perfect, they are a huge improvement from where they started and it is practice that achieves this. "Going back again and again to make it better is what you do all the time in music and the same is true for the classroom," he remarked to me.

The sporting lessons are similar. Sam Mehmet, our Captain of Football, is no stranger to difficult and repetitive training in order to improve his skills on the field. Clearly he transferred these skills to his academics, gaining one of our All Rounder Awards. Academic diligence and "grit" have been closely linked especially when the work can be tedious in the short term. The ability to repeat tasks, refine, improve and develop them leads to small gains—but often. These few extra marks on every assessment task lead to huge improvements overall in the long term.

The resilience and determination shown by some of our high achievers has been exceptional. Outsiders to the school system often look at the number of Band 6 achievements in order to assess the performance of a school. The staff at Newington, especially the Pastoral team look at the effort and the progress of their boys.

Jack Jacobs, the Senior Prefect of the Year 12 Class of 2016, embraced the message to "support him" throughout the year. In line with this message, the staff took a fresh look at the way we support our boys and the boys were encouraged to offer active support to anyone who needed it.

As the students supported their peers they gained a new strength of their own. Sometimes this was in a practical way. On many occasions the boys showed maturity beyond their years and referred their peers to additional support. It was also a year group that broke any stigma about asking for help.

I commend the 2016 Year 12 graduates on their results and the grit that many of them drew upon to make significant and impressive progress throughout the year. The school is aware that many boys gave up part time work and limited social media, television and social life in order to concentrate on their studies. A special level of gratitude must go to the Year 12 Mentors and the Heads of House who supported our boys through this testing year. Very few students can thrive in Year 12 without wise advice and the practical support from their Mentors. There were many hours spent assisting students outside of class time which often goes unseen and unsung.

It is a great shame that 13 years of schooling is distilled down to a single number. The ATAR ignores the comprehensive personal growth of these young men. The character strengths, the social and emotional maturity and the empathy and service that have all been developed through practical application for many years at Newington give us an alternative measure of a young man's preparedness for life beyond school.



Mr Bob Meakin

Deputy Head of Stanmore (Students)

*Captain of Music
Will Naayen*



SHOOTING FOR SUCCESS IN VET

Vocational Education and Training (VET) in Schools and at TAFE (TVET) can be studied as part of the New South Wales HSC course. They provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework and are used to qualify for the HSC and in some cases contribute to a student's ATAR.

VET and TVET opportunities continue to play an important role at Newington and provide students with a real alternative to traditional HSC and International Baccalaureate Diploma Programme (IBDP) courses.

In 2016, over 50 Newington students were involved in the diverse areas of Business Services, Construction and Hospitality taught by staff on campus, while others completed units at TAFE. According to the Head of VET Mr Stephen Roberts, an important part of any VET program is the 70 hours of work placement that all students are required to complete.

Mr Roberts said, "This work placement enables students to practice and apply the skills that are acquired in the classroom and encourages them to develop the technical skills that are required for possible careers in industry."

A highlight of the year came when Year 12 Makuach Maluach received a VET Excellence Award in Business Services from the Southern Sydney Business Education Network (SSBEN). Makuach was acknowledged at a corporate function in September following his outstanding work placement and excellent results in all assessment tasks.

A boarder since Year 9, Makuach has always been a keen and talented Basketballer. Throughout 2016 he excelled as a member of the College's 1st Basketball team and also played as a member of the AAGPS 1sts, NSW CIS, NSW All Schools, Australian School Boys and NSW Pacific Games teams. Makuach said that the hard work, dedication and focus that has made him successful at Basketball has also helped him excel in his academic pursuits.

Along the way Makuach has had a number of role models who he has looked up to including his Basketball coach, Mr Rex Nottage and his mentor, Ms Katie Goldsmith.

"Coach Nottage always believes in me, even when I doubt myself; and Mrs Goldsmith is my mentor, my inspiration. She helps me with my Geography every morning and to see the improvement I have made makes me feel really good about myself. She is always going to be someone I look up to," he said.

Next year Makuach plans to head to the United States where he will attend the University of Portland and follow his dream of playing Basketball against some of the best players in the world. In addition to Basketball, Makuach said he is really looking forward to the academic aspect of university and down the track he would like to have a career in Geography or Business.



Makuach Maluach and Michael Li

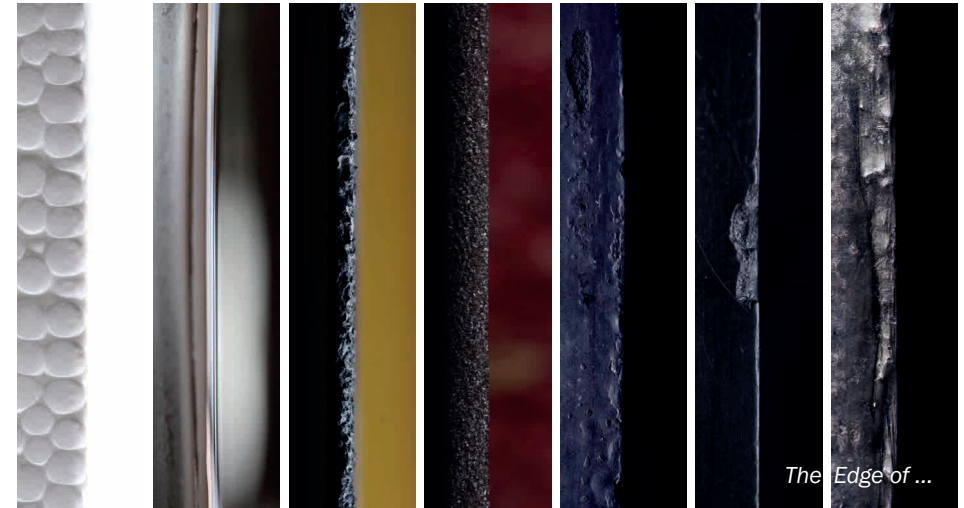
SHOWCASES AND EXHIBITIONS

In 2016, Newington had nine boys nominated and one boy selected for inclusion in exhibitions that showcase the work created by students during the Higher School Certificate.

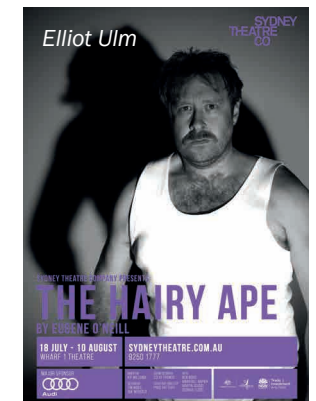
Congratulations to Elliot Ulm who has had his Individual Project selected for OnSTAGE, the showcase for exemplary HSC Drama work. Elliot's Poster Promotion Design for *The Hairy Ape* can be seen at the Seymour Centre from Saturday 4 February to Friday 10 February 2017.

Three boys were nominated for ARTEXPRESS, the annual series of exhibitions that feature a selection of exemplary works submitted as part of the HSC Visual Arts course. Congratulations to Samuel Gilfedder, *Nihilicity*; Fergus Kinahan, *The Edge of ...*; and Elliot Ulm, *Clean* for their outstanding artworks. Newington also had three boys; Chris Cooper, Jack Jacobs and Leon Vitogiannis, nominated for ENCORE, the presentation of music, performance and composition.

Lastly, congratulations to Mitchell Cormack and Samuel Gilfedder who were nominated for inclusion in Shape 2016, an expanded exhibition that features a selection of exemplary Major Projects from HSC Design and Technology, Industrial Technology and Textiles and Design students. Shape 2016 opens at the Powerhouse Museum, Museum of Applied Arts and Sciences, from February to May 2017.



A selection of nominated
and selected HSC
Bodies of Work



THANK YOU

The Class of 2016 has had so many highs, so many great times and so much success. Thank you to both the HSC and IB Diploma cohorts who came back to the College to celebrate their wonderful results with staff and teachers. It has been a pleasure hearing about your individual learning journeys as well as your plans for the future, whether that be tertiary options, travel or work.

This magazine provides a snapshot of some of the exceptional achievements and successes of the 2016 cohort. At Newington we recognise not only the high achievers, but also the boys who have achieved a personal best or the boys who have gone above and beyond what they initially set out to accomplish. All boys should be proud of their individual journeys and we wish them all every success as they embark on the next chapter of their lives.



IB boys and teachers congratulating each other on the steps of Founders for an amazing two years in the IB Diploma Programme



Newington College

Discover.
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