



**CRANBROOK
SCHOOL**

**Academic Results
HSC & IB Diploma Programme
Class of 2022**



The Class of 2022 have been a tremendously high calibre of students who have stood apart for their leadership, tenacity and resilience. I should like to pass on my warmest and most heartfelt congratulations to each and every one of these fine young scholars.

— Nicholas Sampson, Headmaster

A message from the Headmaster



Congratulations to Cranbrook's Class of 2022. This cohort is composed of a tremendously high calibre of students who have stood apart for their leadership, tenacity and resilience.

This generation has made history as it includes Cranbrook's first ever students who have accepted a new way of studying through the International Baccalaureate (IB) Continuum, an inquiry-based way of learning across the primary, middle and senior years. This innovative educational approach provides a platform that will set our students apart from other schools in Australia and indeed throughout the world.

For those studying the HSC, we have seen an incredibly dynamic and strong cohort of students who have pushed themselves and have shown us the global minded attitudes of what it means to be a Cranbrookian.

These students have had to deal with uncertainty, delay and distance learning in the lead-up to their final year, and I believe they have not only excelled in their self-managerial skills but they are also able to adapt to change, and this preparation for their final year of studies has readied them to accept, challenge and embrace what the world can – and will – serve them beyond the School gates.

I should like to pass on my warmest and most heartfelt congratulations to each and every one of these fine young scholars. Their achievements not only reflect the School's focus upon the development of breadth and the whole individual in order to foster their capacity to thrive at University and beyond, yet also their good humour, adaptability and growth in character, which has been encouraging to the teaching staff and younger students. We will continue to admire and will miss this cohort.

In recent years, Cranbrook scholars have secured leading places in NSW in a wide range of subjects including Mathematics Advanced, Mathematics Extension 1,

Chemistry, Physics and Drama which encompasses our School's breadth of achievement to the principles of a truly liberal education.

Particular congratulations must go to Lachlan Harris who achieved First in State in Chemistry and Physics, following on from placing First in State for Mathematics Advanced and 7th in the State in Mathematics Extension 1 as an accelerated student last year. Cranbrook students showed strong results in a broad range of subjects, with Luke Sinden also coming First in the State in Drama.

On behalf of the Cranbrook School community, I congratulate the graduating Class of 2022 on these achievements and wish them every success in their educational and personal endeavours as they move through tertiary education and beyond with, I hope, a lifelong love of learning, intellectual versatility and warmth of spirit.

Nicholas Sampson
Headmaster

**Congratulations Cranbrook
HSC & IB Diploma Programme
Class of 2022**

99.95
Top ATAR
Achieved



11
Boys named
on All Round
Achievers List



89
Combined
HSC/IBDP
Median ATAR



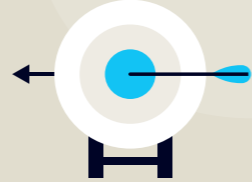
36th
Cranbrook
School Ranking
for 2022



99
ATAR or
above achieved
by 10 Boys



92
Median
ATAR IBDP



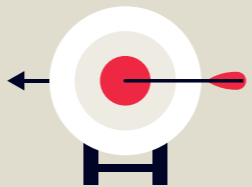
100
Students
placed on
Distinguished
Achievers List



20
Nominations
for OnSTAGE,
InTech, ENCORE
and Shape



88.5
Median
ATAR HSC



**Academic
Performance
HSC**

99.95
Lachlan Harris
Top ATAR
HSC Dux

99.9
Rick Honda
HSC Proxime
Accessit (Joint)

99.9
Jerry Hong
HSC Proxime
Accessit (Joint)

99.85
Jack Zheng

99.45
Angus Hutcheon

99.3
James Saywell

99.1
Jupiter Grant-Klar

**Academic
Performance
IBDP**

99.8
Max Lindley
IBDP Dux

99.45
Leo Hara
IBDP Proxime
Accessit (Joint)

99.45
Hugo Walsh
IBDP Proxime
Accessit (Joint)

HSC Results State Rankings

1st

Lachlan Harris
1st in the State in Chemistry

1st

Lachlan Harris
1st in the State in Physics

1st

Luke Sinden
1st in the State in Drama

1st

Julian Zogg
1st in the State in
German Beginners

4th

Jack Dawson
4th in the State in
Design & Technology

7th

James Scott Brown
7th in the State in
Design & Technology

8th

Rick Honda
8th in the State in
Business Studies

All Round Achievers List

90%

Or better has been
gained in ten or
more HSC units.



11 Cranbrook
boys achieved
a place on this
prestigious list.



Charles Bruce

Jack Dawson

Jupiter Grant-Klar

Lachlan Harris

Rick Honda

Jerry Hong

Angus Hutcheon

James Saywell

Oliver Spira

Felix Swan

Jack Zheng

*Lachlan Harris also achieved 1st in the State in Mathematics Advanced (2021) and 7th in the State in Mathematics Extension 1 (2021)

IBDP Results Averages and Median ATAR

35

Cranbrook
Average
Score
(From a possible
45 points)

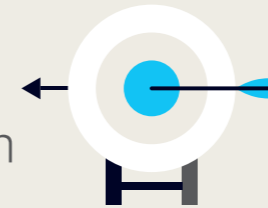


31

Global Average
Score

92

Median
ATAR
IBDP



Exceptional Course Results

A grade of 7 had been achieved by:

Languages

Mandarin: Brian Mak

French: Leo Hara, Max Lindley, Laszlo Vodopivec

German: Sebastian Koelsch

Japanese ab initio: Xavier Fryer

Spanish ab initio: Hugo Walsh, Giulio Robilliard

Individuals and Societies

Economics: Hugo Walsh

Environmental Systems and Societies: Crozier Armstrong

Global Politics: Sebastian Koelsch

History: Sebastian Koelsch, Lincoln Rogers

Psychology: Hugo Walsh, Harry Pemberton,
Max Lindley, Lachlan Yeung

Sciences

Biology: Hugo Walsh, Harry Pemberton

Physics: Leo Hara, Max Lindley

Mathematics

Analysis and Approaches: Harry Pemberton, Max Lindley

Applications and Interpretation: Leo Hara, Xavier Fryer

The Arts

Theatre: Sean Hwang, Max Lindley

We congratulate them all...



We are delighted to share these results and the outstanding achievements of the Class of 2022.

As a School we pride ourselves on our academic rigour and the emphasis on achieving personal best, in whichever form that takes. We look to all our students, whether choosing IBDP or the HSC qualification, to develop their own pathway during their time at Cranbrook and have the flexibility to become the best version of themselves, to approach their learning with curiosity and enthusiasm.

The Dux of the School is the highest academic accolade to be awarded and particularly so in a School that prides itself on academic rigour and achieving personal best. We congratulate Lachlan Harris who has been named as HSC Dux of Cranbrook School 2022. And, to Max Lindley on being named our inaugural IBDP Dux for 2022.

Just as impressive are the vast number of entries onto the HSC Distinguished Achievers List, with 100 of our 2022 cohort being listed. This year's merits came from a wide range of courses, demonstrating the cultural and intellectual breadth that exists within Cranbrook and this cohort. The number of students in the Class of 2022 who have achieved an ATAR of 95 or above is wonderful. Our 2022 IBDP results are outstanding and Cranbrook's IBDP scholars achieved an overall average of 35 greatly exceeding the global average of 31. This equates to an IBDP median ATAR of 92.

21% of our first IBDP cohort have achieved an ATAR in excess of 98, and 63% have achieved an ATAR in excess of 90. These are very pleasing statistics.

The efforts of all those who have achieved these high ranking ATARs are a reward for their sustained efforts in all classes, tasks and intensive and extensive studies.

Every single Cranbrook 2022 scholar deserves our warmest congratulations on all they have achieved. They are to be admired and are testament to their strength of character, their application and their relentless determination to succeed and achieve their personal best.

These wonderful accomplishments were ably supported by the unwavering commitment and professional expertise of our academic staff and this set of results, across the HSC and IB, are testament to them.

Finally, I would like to congratulate each and every member of the Class of 2022 cohort and wish them all the very best in what will undoubtedly be a bright and successful future.

Bob Meakin
**Head of Senior School/
 Deputy Headmaster**

Empowered to choose their credential...



We are proud to be offering this choice of academic pathways and it is encouraging to see the strong funnel of boys coming through who are opting to study the IB Diploma qualification.

Both the HSC and IBDP are excellent and world-renowned credentials. Having the option for our students to now choose is important, as they are empowered to choose the credential that best suits their individual preferences and interests.

All our students study the curriculum within the IB framework through the PYP in their junior years and the MYP in the middle years. This framework ensures our students respond to challenges with optimism, an open mind, make ethical decisions and are prepared to apply what they learn in real-world and complex situations. It is then at the end of Year 10 that the academic paths diverge and our scholars are provided with the autonomy to choose their subsequent credential pathway.

The IB framework focuses on the whole learner through Service, action and community which extends much further than just the academics being delivered in the classroom. When you combine this with the skills-based framework, you have a learner that is knowledgeable in many disciplines, but also one who is well rounded and understands they're more than just a mark on a piece of work.

The IBDP demands a broad skill set, as students need to study within six clearly defined subject groups, and the study of English, Science, Maths and a language is compulsory. The range of courses include Global Politics to Psychology, History, Design Technology, Spanish, Japanese, French, Theatre, Music, Environmental Systems and Societies, Literature and various Mathematics and Science courses.

By comparison to the IB Diploma Programme, the HSC offers greater flexibility to students; the study of English is the only mandatory requirement when developing a study pattern. It is a valid pathway for students wishing to tailor their study programme, from a wide variety of Cranbrook course offerings, to their strengths and interests. Cranbrook has, for many years now, offered an HSC programme of the highest calibre. We are exceptionally proud of what the HSC cohort has achieved in 2022.

Irrespective of the pathway they chose, the Class of 2022 have worked diligently and enthusiastically over the last two years of study amidst the disruption caused by the pandemic and the move to online learning for a significant portion of their Year 11 studies. They faced these challenges with resilience and compassion. I congratulate them all.

I should like to thank our outstanding educators for their hard work, guidance and support and particularly those who worked with our IBDP cohort. Our exceptional IBDP results in this inaugural year are both a credit to the IBDP Class of 2022, and our superb teaching staff who have so constantly and ably supported this cohort.

Nick Jolly
**Director of Academics/
 Deputy Head of Senior School**

The Credential Pathways: In their words

The Cranbrook Class of 2022 reflect on their journey over the last two years detailing the highlights, the challenges and their words of wisdom for the cohort about to embark on their HSC and IB Diploma Programme Year 12 studies:

Subject Choice

Max Lindley says that studying the IBDP meant “the independent and student-driven nature of the subjects gave me the liberty to explore books, plays, and theories of interest to me. In particular, doing my Extended Essay in English allowed me to write a 4,000-word critical essay on a text and topic of my choice, granting me the opportunity to research fascinating topics in depth. For example, for my Extended Essay, I enjoyed writing about my chosen text – Joseph Heller’s *Catch-22* – and reading about political philosophy”.

Jerry Hong chose to study the HSC. He founds Physics to be his favourite subject as it taught him the “unknowns of the world around us, and for me to actually understand and explain why phenomena such as light, how car motors work and the fundamental principles they are derived from”.

“The more intuitive philosophy and teaching style of the IB, and the requirement to take a broad range of subjects also appealed to me.”

Jupiter Grant-Klar says his favourite subjects were Maths Extension 1 and 2, “because they enabled me to utilise logical, objective reasoning and were the most challenging of all my subjects,” he says. His advice to the next cohort of Year 12 students is to remember to pace yourself and don’t forget other aspects of your life outside of your schoolwork.

Alex Xylas truly believes it is the teachers that make the subjects so interesting. He loved “Economics and Ancient History primarily due to the amazing Mr Papandreas and the legendary Dr Thomas who brought the subjects to life.”

Angus Hutcheon says two subjects, that are often diametrically opposed and not often used in the same sentence, stand out for him - being Drama and Maths.

“Drama because I had always enjoyed being in the School productions, and the Drama cohort is particularly tight knit. I thoroughly enjoyed Maths because I developed a great connection with all the people in my class, as we were together from Year 8 until Year 12, also our teachers, Mr Fanning and Mr Sadler, were and are some of the greatest teachers in the School,” he says.

Leo Hara says he appreciated the opportunities presented to him in the IBDP to study unique subjects like Psychology and TOK, and the ability to follow his own interests in writing an Extended Essay. “I wanted to take this unique opportunity to do something different. I believed the IBDP would allow me to develop critical skills for university, and I thought it would prepare me better for life beyond School. The more intuitive philosophy and teaching style of the IB, and the requirement to take a broad range of subjects also appealed to me,” he says.

Sebastian Koelsch chose the IBDP because of two main reasons “the global connections it has, as well as the subjects offered in the programme.” He says the programme had “interesting and engaging subjects and a view to holistic education. It has allowed me to study subjects I could not have done otherwise, and has also been valuable in the globalised perspective it offers within these and as a whole.”



IB Continuum

Cranbrook is one of 214 IB Schools within Australia, and one of only 13 offering the IB Continuum programme across Junior and Senior School campuses. The IBDP is widely recognised by Universities in Australia and overseas and used as a tertiary admissions index in 157 countries.

Many of the students sitting the IB Diploma have studied through the full IB Continuum – an enquiry-based style of learning that begins at Cranbrook at the age of three. Max Lindley started the IB inquiry-based approach to learning in Year 3. “I find the freedom and independence given to students through the Internal Assessments

“I have been supported well on this journey, which I am grateful for.”

and self-structured exam approach allows them to make the mountain of tasks to complete throughout the year more enjoyable. I believe that the exams are often structured in an intuitive way; the exam timings are more realistic than those in the HSC, and the tasks value critical thinking skills, often rendering the exams more interesting and intellectually stimulating than those simply grounded in memorisation,” he says.

Max says his parents chose for him to study at Cranbrook because their values aligned with Cranbrook’s philosophy of bringing the best out of every student, allowing students to pursue all interests and personal developments.

Leo Hara has been at Cranbrook since St Michael’s Pre-School and is one of the first students in Australia to have studied the IB across all years of his Schooling. He says the decision to study the IBDP was daunting. “Being the first ever time the School has run the IB programme, there was naturally some concern about the uncertainty of it being a new

experience for everyone. Though, I can honestly say the School has put in a lot of effort to support the IB programme. From organising Extended Essay writing retreats to Wolgan Valley, to the fortnightly IB cohort meetings, the School has ensured that we are as well informed and prepared as possible. I particularly appreciate the teachers and Mr Hanrahan who have been immensely supportive by being always available to offer guidance and answer questions. Despite this new challenge for everyone, I have been supported well on this journey, which I am grateful for.”

The Credential Pathways: In their words

“I have found that it has rewarded hard work and effort above all else, and thus when striving for academic excellence, a sharp focus and dedication towards study has been a pre-requisite.”

Accelerated Studies

Students Lachlan Harris and Jerry Hong completed several units of study in Year 11, with Lachlan coming first in the State in Mathematics Advanced while he was in Year 11.

Lachlan Harris says the HSC has been a test of continual focus rather than intellectual ability. “I have found that it has rewarded hard work and effort above all else, and thus when striving for academic excellence, a sharp focus and dedication towards study has been a pre-requisite.” As such, the HSC has provided fertile ground for the development of a strong work ethic, but dually has been a test of motivation, especially when receiving diminishing returns on your efforts as your desired marks increase. Nonetheless, the satisfaction upon completing the course is immense and hopefully greatly rewarding,” he says.

Director of Curriculum Adrian Harrison says boys who have shown excellence in Mathematics in Year 7 are accelerated in Year 8, to combine Year 8 and 9 Maths studies so they are a year ahead and are able to sit their Year 12 HSC Mathematics exam in Year 11.

“This gives the most able Mathematics students the opportunity to be pushed with the view that they are better positioned to study Extension 2 Maths. This benefits students regardless of whether they choose to study the HSC or the IB Diploma,” he says.

Hugo Walsh completed the Advanced Maths stream up until the end of Year 10, before selecting the IB pathway of study. “The accelerated Maths stream was very helpful for Year 11 since some of the content had already been covered which allowed me to go through the content relatively easily. Additionally, the

accelerated course taught me how to learn difficult concepts and how to properly study for Maths. I would argue that these skills were the most beneficial. Similarly, the accelerated course meant that the speed at which we learnt content in the IB Maths course was of no surprise, as I had already become accustomed to the speed expected of Year 11 and 12 students,” he says.



“Cranbrook is made up of the extraordinary people, the kind people, the dedicated and caring people that make it what it is.”

Beyond the Curriculum

Lachlan Harris says relaxing is important. “On a psychological basis, ensuring that you dedicate adequate time to relaxing and socialising, exercise and study will ensure that you don’t get burnt out too early, and gives you something to look forward to after your study. Also, ensure that you are fully committed to however you spend your time, so when studying actually study rather than half-heartedly scrolling through notes and using your phone, and when relaxing, actually relax and take a break from your study,” he says.

Sebastian Koelsch echoes this saying: “Care for your mental wellbeing, take breaks during long study sessions, and get outside for a walk or something else, like a short bit of sport or exercise. Keep in touch with your friends, as this can improve your and your friends’ mental wellbeing, as well as help alleviate potential feelings of isolation, which can also be reduced through collaborative study sessions with friends and peers and coming into School when you can.”

Cranbrook’s Teachers

James Saywell says Cranbrook’s teachers were very supportive and helped him with his study immensely. “My advice to the next cohort is to study as much as you can, and results will show,” he says.

Cranbrook Head Prefect John Coleman says the teachers at Cranbrook are “genuinely some of the best people you’ll ever meet”.

“Like Mr Bray, sure he is a Modern History guru, but what always struck me about his classroom was his emphasis on respecting each other and everyone on a human level, about manners, politeness, about being the best person we can be. I remember so clearly after the trial exam, some people were really happy about their marks, and others weren’t. But Mr Bray said to our class, “Boys, I know it can be hard not to be upset about marks sometimes, but please remember you are all great humans and good people, please remember that.”

John Coleman says this extraordinary influence and attitude is not just confined to Mr Bray “but to every teacher in Cranbrook, as I would guarantee every boy in this room would have a similar story of a teacher having an impact on them as well,” he says.

“Yes, Cranbrook has amazing facilities, but those new spaces are just walls and lights without people to fill them. And Cranbrook isn’t made of walls and lights, it’s made up of the extraordinary people, the kind people, the dedicated and caring people that make it what it is. I believe in those people, because they believed in us.”

Our Performance across the Arts

Our performance across the Arts is to be highly commended once more this year with a series of student nominations for possible inclusion in the following NESAs Showcases and Exhibitions.

Shape

The programme of exemplary major works from Design & Technology:

Jack Dawson – ChillGrip

James Scott Brown – Rota Oar

(selected for inclusion in Shape, to be exhibited at the Powerhouse Museum from March - May 2023)



OnSTAGE

The programme of exemplary performances from Drama:

Individual Performances

Oscar Corah – Terrorist Tantrum

Angus Hutcheon – Les' Tale of Woe

Finn McCulloch – Assassins

Thomas Scriven – Curse of the Starving Class

Luke Sinden – Thrill of the Chase

Kasra Tavakoli – The Servant of Two Masters

Group Performances

Max Collison, Finn McCulloch, Luke Sinden, Kasra Tavakoli – Fully Dressed Without a Smile

Jack Mayo, Jackson Schutzinger, Thomas Scriven, Max Wenck, Joshua Wong – Life of Pi-rates



InTech

The programme of exemplary major works from Industrial Technology:

Isaac Dunn – Traditional Dresser



ENCORE

The programme of exemplary performances from Music courses:

Milo Ledvinka

Luke Sinden



HSC Distinguished Achievers List

(Band 6 or 90%+ in at least one course)

Guy Alder	Lachlan Harris	Tom Marr	Felix Swan
Andre Anderson	Jasper Hayes	Brody Masnick	Toby Symons
Nicholas Bellas	Angus Hayman	Jack Mayo	Arnold Tan
Will Bromley	Joon Heimann	Finn McCulloch	Kasra Tavakoli
Charles Bruce	Jasper Hemmes Angelucci	Max McEgan	Jet Taylor
Zacharia Callaghan	Tobey Holland	Sebastian Miller	Ching Hei To
Luca Cantwell	Rick Honda	Darcy Moffet	Harry Vasudeva
Matthew Carter	Jerry Hong	Sebastian Ng	Thomas Walshe
Myles Chow	Angus Hutcheon	Taylor Nock	Dylan Ward
John Coleman	Felix Johnson	James Olsen	Arlo Weeks
Ashley Collins	Ethan Jones	Thomas Plunkett	Max Wenck
Oscar Corah	Samuel Jones	Axel Purcell	Hugh Whitfield
Luke Cullen	Thomas Keith	Sebastian Robson	Alexander Wilson
Harrison Cunningham	Alex Latimer	Nicolas Rodgers	Luc Wohlsen
Jack Dawson	Thomas Laverty	William Saunders	Liam Wolfenden
Archie Dunn	Charles Lawrenson	James Saywell	William Wright
Jacob Durante	Milo Ledvinka	Jackson Schutzinger	Chin Wu
Jack Earwaker	Edward Lee	James Scott Brown	Alexander Xylas
Nathan Farah	Joshua Lindon	Thomas Scriven	David Yetton
James Finkelstein	Ethan Liu	Harley Sergis	Edward Zahra
Louis Fletcher	Finn Lockett	Luke Sinden	Jack Zheng
Cooper Flint	Samuel Lotter	Koda Sissian	Julian Zogg
Thomas Fraser	William Lyon	Luis Soncini	
Jupiter Grant-Klar	Henry Ma	Oliver Spira	
Guy Guiney	James Maguire	Edward Strickland	
David Harris	Daniel Maher	Max Summerhayes	



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