

Success Beyond University Acceptance

One of the reasons for Mulgrave's commitment to 'best fit' universities for our graduates is our strong desire for students to thrive throughout their post secondary education and beyond. We do not consider 'success' to simply be measured by university acceptance.

Additionally, education requires a focus on key competencies that students will need to flourish, developing their uniquely human qualities that are unlikely to be replaced by technology. These competencies are deeply embedded in the IB approach and align with Mulgrave's strategic direction and values:

- critical thinking
- analytical thinking
- ethical thinking
- intercultural understanding
- creative thinking
- student agency
- empathy
- international-mindedness

Anecdotally, alum return to the school and share stories of the positive impact of their Mulgrave and IB experience. This is corroborated by a 2022 study at the University of Toronto and UBC that examined outcomes of DP graduates against those with French Immersion or traditional high school diplomas. Key findings include:

- At both universities, DP graduates produced higher grades
- At both universities, DP graduates dropped out less frequently
- At both universities, DP graduates in nearly every cohort graduated in a timelier manner
- At University of Toronto, DP graduates more frequently earned merit awards
- At UBC, DP graduates more frequently participated in cooperative education programmes

The accelerated nature of IB curriculum can also translate into university transfer credits for students, meaning an accelerated path to a degree, or a strategic approach in taking first-year courses to set a strong GPA foundation for entry into competitive post-grad programmes.

Yuheng (Patrick) Wang

Class of 2019

Master of Chemical Physics '24

University of Edinburgh

Doctor of Philosophy '27
Physical and Theoretical
Chemistry

University of Oxford



Mulgrave's small class sizes provided a level of personalised support that would have been difficult to replicate elsewhere. The enthusiasm and professionalism of the teachers not only sparked my interest in chemistry, but also motivated me to pursue further study and research - and ultimately to take on a teaching role myself.

A particularly formative experience was the chemistry IA, a cornerstone of the IB Diploma Programme, which offered a degree of autonomy and hands-on experience that many of my undergraduate peers did not encounter during their secondary education. My chemistry teacher, Mr Ruse, encouraged and supported me in reaching out to professors at Simon Fraser University to carry out the experiment I had designed, as the required reagents and equipment exceeded what was available in a typical school laboratory.

This experience has remained especially meaningful to me, and it played a significant role in shaping both my choice of subject at university and my subsequent academic and professional direction.

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One of the greatest privileges at Mulgrave is the ability to take the IB programme. It's quite rigorous in its framework and allows students to be exposed to all types of disciplines, so they can explore distinct paths for university and find the one that suits them best. As someone who's deeply passionate about music, the Music HL curriculum was greatly beneficial for me. The programme not only featured extensive solo and chamber performance projects, but also tackled world music and cultures that were, at the time, unfamiliar to me. This collectively expanded my knowledge of music and the ways to make my musical interpretations more convincing as I transitioned to music college.

Aside from the programme itself, the extensive writing projects required by IB (Extended Essay, IA, etc) were absolutely essential. During my years at both Eastman School of Music and Yale University, academic writing components were equally as heavy as individual piano practice and lessons. I strongly believe that the writing portions in IB prepared me well to manage the academic workload and balance with my practice sessions, so I could be successful at school in both realms.



Zixu (Daniel) Qin
Class of 2020

Bachelor of Music '24
Piano Performance, Eastman
School of Music, University of
Rochester

Master of Music '26
Yale School of Music, Yale
University

Doctoral Candidate
Musical Arts in Piano
Bienen School of Music at
Northwestern University
(beginning in Fall of 2026)

Behbod Panahandeh
Class of 2020



Bachelor of Science
Medical Science '24
Western University

Doctor of Medicine
MD '28
The University of Queensland

Mulgrave really helped me develop the skills I needed to do good research and write academic essays. During both of my degrees, these have proven to be invaluable skills, particularly in undergrad, where I noticed that a lot of my peers not only did not possess the required skills to find good sources and create good citations for their research, but had not even completed an academic essay prior to that class. It really made me appreciate the skills that I got to learn and practice during my time at Mulgrave, and particularly in the DP programme.

I think the biggest things I've taken away are resilience and planning. The IB programme is tough, and it teaches you from a young age to be okay with small failures, to show resilience in times of stress, and as a consequence of that, to develop strong planning skills to distribute workload so you never get caught by surprise. This has been extremely useful in Medicine, as we are constantly under pressure academically and clinically, and being resilient to making small mistakes can really help shape you into a strong clinician in the future, especially if you make the mistakes early and get good feedback. Planning has been such a necessity with the large workload that Medicine imparts on students; if I hadn't learned how to manage my time earlier, I would be struggling.