

KNOX GRAMMAR SCHOOL

Annual Report 2008

Prepared for the NSW Board of Studies



[In compliance with Section 3.10 Educational and Financial Reporting of the Registration and Accreditation Requirements for Independent Schools under the Education Act 1990 (NSW) AND Requirements for Publishing School Performance Information as set out in Regulations under the Schools Assistance Act 2004 (Commonwealth)]



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Table of Contents

Section Number

1. Messages from Key School Bodies/Personnel
2. Value Adding at Knox
3. Knox Performance in State-wide Tests and Examinations
4. Professional Learning and Teacher Standards
5. Teacher Attendance and Teacher Retention Rates
6. Student Attendance and Senior School Retention Rates
7. Post School Destinations
8. Enrolment Policies and Profiles
9. School Policies
10. School-determined Improvement Targets
11. Initiatives Promoting Respect and Responsibility
12. Parent, Student and Teacher Satisfaction
13. Summary Financial Information

1. MESSAGE FROM KEY SCHOOL BODIES

Headmaster's Opening Remarks

It is my pleasure to present Knox Grammar School's Annual Report for 2008

Knox Grammar School seeks to be an exemplary school developing, within a caring Christian environment, young men of integrity, wisdom, compassion and faith; men with a sure knowledge of who they are and how they should live.

Knox is committed to a comprehensive range of strategies to create conditions which empower boys to achieve to the best of their ability in all areas of endeavour during their time at Knox.

In 2008 both the Senior School and Preparatory School continued to review their academic and pastoral care structures and implemented refinements to the new changes designed to improve the pastoral care structures for students and to aim towards greater academic excellence from all students. It is anticipated that more significant structural changes K – 12 will occur in 2009 with the appointment of two new Deputy Headmasters K – 12 to commence from the start of 2009.

Restructuring in the Preparatory School saw the Deputy move to a mainly administrative role. This allowed him to focus more on the day to day management of the school and also to help strengthen the pastoral care and welfare co-ordination in conjunction with the class teachers and pastoral care team.

In the Senior School in 2008 the three new Senior Academic Masters for Stage 4, 5, and 6 continued to define their roles and to work in conjunction with the School Executive Team, Deans and the Year Masters and Tutors.



Knox Anzac Day Parade 2008

The School Council Property Committee continued to work on the Knox Grammar School Master Plan for the Senior and Preparatory School sites.

The plans for Stage 2 of the Master Plan, the new Knox Boarding Centre, were presented to the school community in June 2008 with commencement of the Knox Boarding Centre anticipated by January 2009. However, unexpected developments have meant that further stages of the Master Plan will now be finalised some time in 2009.

Changes to Boarding in 2008 saw new Housemasters employed for Gillespie and MacNeil House. Preparations were made for the relocation of Gillmore House Years 7 and 8 Boarders into Gillespie House and the amalgamation of the Year 9 and Year 10 Boarding Houses into MacNeil House for 2009 to allow for the demolition of Gillmore House to make way for the new Boarding Centre.

The Preparatory School (K-6) had another successful year with the usual excellent academic results in the Years 3 and 5 National Assessment Program Literacy and Numeracy (NAPLAN) tests and many successes in other academic and cultural competitions and on the sporting fields. An additional class was created in Year 5 and Year 6 to cater for the increased demand for places.

Knox Senior School students continued to achieve outstanding results in all areas of academic endeavour in 2008 including the Higher School Certificate, School Certificate and Years 7 and 9 NAPLAN tests with the Knox average well above the state average. Full details of these academic achievements can be found in Section 3 of this Annual Report.

Comprehensive details of the full achievements at Knox Grammar School in 2008 can be found in the 2008 Headmaster's Report and the Head of Preparatory School's Report available on request by contacting the School.

John W Weeks
Headmaster 2008

A Message from the School Council

Knox Grammar School Council continued under the leadership of Chairman Rob Wannan. At the AGM in May 2008 a new Deputy Chairman and Secretary were elected to office and Council farewelled some long serving Council members and welcomed the newly elected members to their first meeting.

There were ten meetings of the whole School Council in 2008 together with regular Property, Boarding, and Finance and Audit sub-committee meetings.

All governance requirements in relation to statutory, legal, finance and audit, education, and the environment were completed.

Fundraising for the Capital Campaign called "Honouring our Past – Building the Future" continued to assist with the funding of the new Great Hall and swim centre project.

Preparations were made for the commencement of Stage 2 of the Knox Grammar School Master Plan which includes the construction of the new Boarding Centre on the senior school site and the re-deployment of Ewan House back to the Preparatory School. Construction of the new Boarding Centre is expected to commence in early 2009.

Additional senior school classrooms were set up at the end of 2008 in what was the Paterson Centre Foyer, providing three new state of the art teaching rooms to accommodate the increased enrolments in 2009.

The Senior School Academic Administration Centre was created in two former classrooms on the ground floor of the Main Building and links were created between these rooms and the Headmaster's Office and Conference Room and existing Administration offices.

The establishment of these offices released two rooms that were refurbished at the end of 2008 as new Visual Arts Rooms and this allowed for a re-modelling and expanding of the photographic centre in the main art building.

These new facilities are of benefit to every student, member of staff and the entire community.

The School Council plan to continue to work towards the upgrading and expansion of the school's teaching facilities in 2009 and beyond as a matter of priority.

Secretary
Knox Grammar School Council 2008



Fencing surrounding the old Dining Hall, Gillmore Boarding House and the old Clinic in preparation for demolition to make way for the new Knox Boarding Centre due for completion early 2010.

Knox Parents Association (KPA) Report 2008

The Knox Parents Association (KPA) is the parent body for both Prep and Senior Schools. It aims to assist parents in friend-raising and support the School through fund-raising activities.

A large welcome event is held by the KPA at the start of the School year. The aim of “Knox At Home” is to bring parents across both campuses together to celebrate the new School year and to welcome new parents to the Knox School Community.

In 2008, Year Committees organised morning teas and suppers for each year group. In addition, the KPA and affiliated groups arranged lunches, BBQs, dinners and other social events aimed at helping parents meet each other and fostering a close community within the School.

A forum, with guest speaker Celia Lashlie, was a very popular event, open to all parents to attend.

The KPA also assists the School by organising the Valedictory Dinner for Year 12 boys and other special events for Year 6 and Year 12 as their final years in the Prep and Senior Schools.

The main fund-raising events are Gala Day, held in May to celebrate the start of the Winter Sports season, and Garden Day, held in September. These events aim to be both a celebration of School traditions and community, and to raise funds for the KPA to give gifts to the School that enhance the boys’ School experience.

Secretary
Knox Parents Association 2008



The Boarder’s Country Fair Stall, one of the popular attractions
At the Knox Parent Association’s Annual Gala Day

2. VALUE ADDING AT KNOX

The school's academic results continue to demonstrate the high standard of academic achievement across the school.

Student's performance in the National Assessment Program Literacy and Numeracy (NAPLAN) tests for Year 3, 5, 7 and 9 and the external Year 10 School Certificate and Year 12 Higher School Certificate examinations are discussed on page 7 onwards of this report.

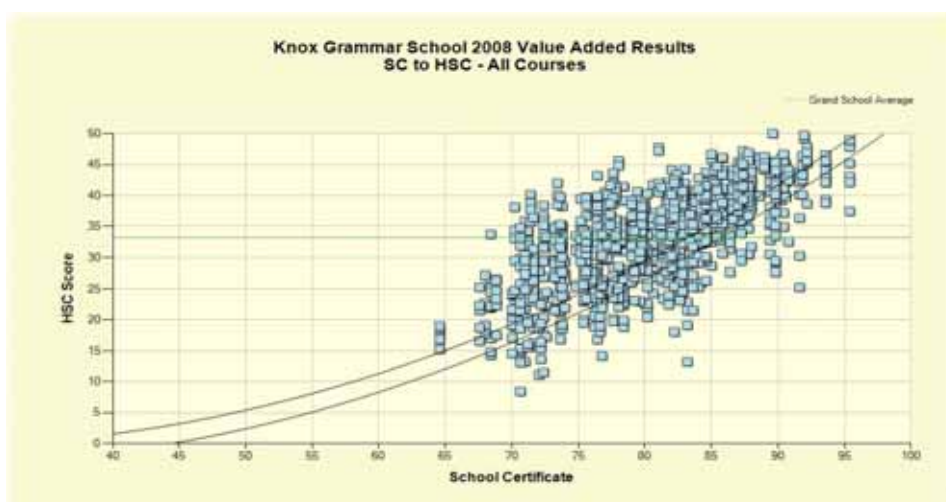
Every year the school's Higher School Certificate (HSC) results are analysed by an external company known as Academic Profiles. This company analyses HSC results for over 44 schools including nearly all of the GPS and CAS schools as well as many other independent schools.

Two measures are used to determine the relative success of HSC results within the school. One is the Grand School Average (GSA), which is the school's average mark out of 50, and the second is a graph of value adding achieved when the Year 12 cohort's Higher School Certificate (HSC) results are compared with their Year 10 School Certificate (SC) Results.

The Grand School Average (GSA) refers to the total average mark for every subject for every student when expressed as a mark out of 50. The State Average is 25 out of 50. Of the schools analysed by Academic Profiles the highest Grand School Average achieved by any independent school in NSW is 34 out of 50. The Knox Grand School Average in 2008 was 33.24 out of 50. The 2008 Knox GSA was an increase on the 2007 GSA of 33.1.

Value adding is calculated by comparing the student's overall HSC results with their School Certificate results. The results are plotted on a graph with a set of lines indicating where their HSC results should fall given their SC results. These lines are referred to as "train tracks". Students who achieve HSC results at or above their expectations compared to their School Certificate results will be plotted within or above the "train tracks".

In 2008 91% of Year 12 student's results fell within or above the "train tracks". This means that 91% of Year 12 students at Knox in 2008 achieved results that were as good as or better than expected given their School Certificate results. This was an increase from the 87% of students in the 2007 HSC. These results can be seen plotted on the graph below.



91% of the tracked students (see above) in the 2008 HSC were at or above the Value Added Benchmark

Both the Grand School Average and the Value Added graph indicate that at Knox most students are achieving results at or better than would be expected given their School Certificate results.

3. KNOX PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate Results 2008

Knox Grammar School Year 12 students achieved outstanding results in the 2008 Higher School Certificate. The information below outlines the student's results in their Higher School Certificate (HSC) subjects and in the University Admission Index (UAI) which is calculated from those HSC subjects.

HSC Commentary on Subject Results and State Comparisons

From the Year 12 cohort of 2008, four Knox students were recognised on the Premier's All Rounder list for obtaining Band 6 (a mark of 90/100 or higher) in ten or more of the units they studied. This constituted a slight decrease in the number of Knox students on the list from 2007.

However, seven Knox students were placed in the top 10 places in the state in one of their HSC courses. Two students in Business Studies, two in Software Design and Development and one each in Music Course 2, the Philosophy Distinction Course and Mathematics 2 Unit. These were outstanding results.

In all the subjects studied by Year 12 students for the HSC, Knox students scored a Band 6 or equivalent (90/100 or higher or an E4 in extension subjects or a "Notional Band 6" in Extension 2 Mathematics) 228 times. This result was an increase on the 2007 results.

The table below is a summary of all the HSC results in all subjects over the last five years. Of the 39 subjects studied for the HSC at Knox in 2008, students in 33 of the 38 subjects scored a Band 3 (60/100) or higher (in Extension subjects this means scoring an Extension Band 2 (E2) or higher). In 35 of the 38 subjects the Knox average score was higher than the state average.

UAI and University Entry

Of the total 211 students eligible to receive a University Admission Index (UAI) and to apply for university entry, seven students scored a UAI of 99 or higher, placing them in the top 1% of the state. This result is the same as the 2007 cohort. Almost 40% of students received a UAI of 90 or higher (top 10% in the state), 65% scored a UAI of 80 or higher, placing them in the top 20% of the state and 82% of students achieved a UAI of 70 or higher. Overall the 2008 UAI scores were better than 2007 and the strongest achieved in recent years by Knox students. The middle student achieved a UAI of 85.

3. KNOX PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS (cont'd)

HIGHER SCHOOL CERTIFICATE RESULTS

HSC Course	No. of Students	Knox Av Mark /100	State Av Mark /100	Knox % in Bands 3 - 6	State % in Bands 3 - 6	Knox % in Bands 1 - 2	State % in Bands 1 - 2
Agriculture 2008	16	82.2	72.34	100.00%	86.67%	0.00%	13.33%
Agriculture 2007	21	75.7	73.43	95.24%	88.68%	4.76%	11.32%
Agriculture 2006	16	75.68	71.2	100.00%	85.85%	0.00%	14.15%
Agriculture 2005	14	76.1	73.27	100.00%	87.69%	0.00%	12.31%
Agriculture 2004	19	71.84	71.75	89.48%	84.35%	10.52%	15.65%
Ancient History 2008	51	82.05	72.49	100.00%	81.46%	0.00%	18.54%
Ancient History 2007	36	84.86	72.26	100.00%	82.09%	0.00%	17.91%
Ancient History 2006	32	81.26	74.66	96.88%	87.94%	3.12%	12.06%
Ancient History 2005	20	84.41	74.16	95.00%	87.35%	5.00%	12.65%
Ancient History 2004	17	81.53	70.74	100.00%	78.41%	0.00%	21.59%
Biology 2008	20	79.75	73.22	100.00%	89.47%	0.00%	10.53%
Biology 2007	46	76.57	73.26	89.95%	10.95%	10.05%	89.05%
Biology 2006	40	74.8	71.92	90.00%	85.24%	10.00%	14.76%
Biology 2005	38	81.87	73.85	100.00%	89.94%	0.00%	10.06%
Biology 2004	32	77.51	73.11	93.75%	85.90%	6.25%	14.10%
Business Studies 2008	79	81.52	72.21	100.00%	86.17%	0.00%	13.83%
Business Studies 2007	53	79.06	69.78	100.00%	80.08%	0.00%	19.92%
Business Studies 2006	56	79.87	73.52	97.88%	83.63%	2.12%	16.37%
Business Studies 2005	59	78.54	69	98.31%	79.61%	1.69%	20.39%
Business Studies 2004	79	78.65	69.62	94.94%	79.75%	5.06%	20.25%
Chemistry 2008	35	82.37	74.72	100.00%	89.04%	0.00%	10.96%
Chemistry 2007	44	81.57	74.81	100.00%	91.41%	0.00%	8.59%
Chemistry 2006	56	79.87	73.52	100.00%	89.69%	0.00%	10.31%
Chemistry 2005	73	79.03	72.52	90.43%	86.59%	9.57%	13.41%
Chemistry 2004	52	78.81	71.5	100.00%	85.81%	0.00%	14.19%
Design & Tech 2008	10	86.58	74.94	100.00%	95.88%	0.00%	4.12%
Design & Tech 2007	16	80.64	72.63	100.00%	92.94%	0.00%	7.06%
Design & Tech 2006	21	77.97	72.56	90.48%	92.62%	9.52%	7.38%
Design & Tech 2005	27	76.04	70.57	96.30%	88.21%	3.70%	11.79%
Design & Tech 2004	17	77.84	70.97	100.00%	89.87%	0.00%	10.13%
Drama 2008	17	87.38	78.27	100.00%	97.81%	0.00%	2.19%
Drama 2007	21	83.22	76.22	100.00%	94.11%	0.00%	5.89%
Drama 2006	20	84.81	76.17	100.00%	94.64%	0.00%	5.36%
Drama 2005	23	82.08	74.7	100.00%	93.18%	0.00%	6.82%
Drama 2004	16	83.01	75.68	100.00%	95.46%	0.00%	4.54%
Earth & Env. Sci. 2008	12	76.28	76.11	100.00%	92.00%	0.00%	8.00%
Earth & Env. Sci. 2007	18	83.18	77.52	100.00%	93.76%	0.00%	6.24%
Earth & Env. Sci. 2006	9	75.8	75.08	100.00%	90.21%	0.00%	9.79%
Earth & Env. Sci. 2005	30	79.26	77.18	100.00%	93.64%	0.00%	6.36%
Earth & Env. Sci. 2004	15	80.56	77.07	100.00%	94.78%	0.00%	5.22%

3. **KNOX PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS (cont'd)**

HIGHER SCHOOL CERTIFICATE RESULTS (continued)

HSC Course	No. of Students	Knox Av Mark /100	State Av Mark /100	Knox % in Bands 3 - 6	State % in Bands 3 - 6	Knox % in Bands 1 - 2	State % in Bands 1 - 2
Economics 2008	38	82.44	75.45	99.00%	87.42%	1.00%	12.58%
Economics 2007	41	78.59	75.64	100.00%	88.10%	0.00%	11.90%
Economics 2006	42	79.07	76.42	97.62%	91.06%	2.38%	8.94%
Economics 2005	56	79.35	76.16	96.43%	89.14%	3.57%	10.86%
Economics 2004	37	85.17	77.16	100.00%	92.25%	0.00%	7.75%
Engin. Studies 2008	8	76.03	73.16	100.00%	90.84%	0.00%	9.16%
Engin. Studies 2007	11	71.96	72.43	100.00%	88.46%	0.00%	11.54%
Engin. Studies 2006	No Class						
Engin. Studies 2005	10	79.62	76.16	100.00%	96.01%	0.00%	3.99%
Engin. Studies 2004	21	82.3	73.56	100.00%	88.76%	0.00%	11.24%
English Standard 2008	37	71.09	65.55	100.00%	79.50%	0.00%	20.50%
English Standard 2007	26	68.86	65.16	88.47%	77.69%	11.53%	22.31%
English Standard 2006	41	71.18	65.15	95.13%	80.87%	4.87%	19.13%
English Standard 2005	46	68.06	65.1	95.66%	79.51%	4.34%	20.49%
English Standard 2004	42	69.89	65.41	95.24%	80.24%	4.76%	19.76%
English Advanced 2008	175	82.29	79.03	100.00%	99.07%	0.00%	0.93%
English Advanced 2007	206	80.18	78.6	100.00%	98.98%	0.00%	1.02%
English Advanced 2006	182	77.58	76.61	99.46%	98.29%	0.54%	1.71%
English Advanced 2005	174	81.56	78.46	100.00%	98.95%	0.00%	1.05%
English Advanced 2004	173	81.22	78.85	99.43%	99.20%	0.57%	0.80%
English Ext. 1 2008	35	38.95/50	39.77/50	100.00%	99.30%	0.00%	0.70%
English Ext. 1 2007	51	39.69	39.02	100.00%	99.00%	0.00%	1.00%
English Ext. 1 2006	40	39.5	38.91	100.00%	98.83%	0.00%	1.17%
English Ext. 1 2005	46	42.48	39.71	100.00%	98.80%	0.00%	1.20%
English Ext. 1 2004	62	36.61	39.14	100.00%	98.28%	0.00%	1.72%
English Ext 2 2008	8	39.8/50	39.78/50	100.00%	98.70%	0.00%	1.30%
English Ext 2 2007	14	40.59	39.48	100.00%	97.58%	0.00%	2.42%
English Ext 2 2006	18	42.11	39.28	100.00%	96.80%	0.00%	3.20%
English Ext 2 2005	11	36.76	39.56	100.00%	97.75%	0.00%	2.25%
English Ext 2 2004	24	38	40.77	95.84%	97.72%	4.16%	2.28%
Geography 2008	14	83.13	76.35	100.00%	91.04%	0.00%	8.96%
Geography 2007	43	82.1	76.97	97.68%	93.48%	2.32%	6.52%
Geography 2006	64	81.06	76.66	100.00%	93.25%	0.00%	6.75%
Geography 2005	48	78.47	74.92	97.92%	91.94%	2.08%	8.06%
Geography 2004	48	72.17	71.62	93.76%	85.70%	6.24%	14.30%
Industrial Tech. 2008	17	84.53	72.47	100.00%	86.51%	0.00%	13.49%
Industrial Tech. 2007	11	89.8	73.02	100.00%	86.59%	0.00%	13.41%
Industrial Tech. 2006	14	81.63	72.83	100.00%	88.72%	0.00%	11.28%
Industrial Tech. 2005	20	85.51	72.18	100.00%	86.86%	0.00%	13.14%
Industrial Tech. 2004	14	81.11	70.88	100.00%	84.99%	0.00%	15.01%

HIGHER SCHOOL CERTIFICATE RESULTS (continued)

HSC Course	No. of Students	Knox Av Mark /100	State Av Mark /100	Knox % in Bands 3 - 6	State % in Bands 3 - 6	Knox % in Bands 1 - 2	State % in Bands 1 - 2
IPT 2008	17	84.53	72.47	100.00%	84.25%	0.00%	15.75%
IPT 2007	No Class						
IPT 2006	9	79.11	72.14	88.89%	84.72%	11.11%	15.28%
IPT 2005	14	78.69	72.16	100.00%	85.94%	0.00%	14.06%
Legal Studies 2008	14	84.79	75.43	100.00%	90.61%	0.00%	9.39%
Legal Studies 2007	31	84.49	73.76	100.00%	86.24%	0.00%	13.76%
Legal Studies 2006	16	81.81	73.86	100.00%	89.41%	0.00%	10.59%
Legal Studies 2005	25	83.54	73.73	100.00%	90.03%	0.00%	9.97%
Legal Studies 2004	35	78.95	71.98	97.15%	85.44%	2.85%	14.56%
General Maths. 2008	90	82.74	70.13	97.78%	82.89%	2.22%	17.11%
General Maths. 2007	92	81.31	70.64	98.92%	83.74%	1.08%	16.26%
General Maths. 2006	75	77.67	67.72	93.34%	77.22%	6.66%	22.78%
General Maths. 2005	61	77.61	70.52	95.10%	85.83%	4.90%	14.17%
General Maths. 2004	58	76.07	68.67	94.83%	81.16%	5.17%	18.84%
Mathematics 2U 2008	74	78.16	75.69	97.30%	88.00%	2.70%	12.00%
Mathematics 2U 2007	84	78.38	74.67	95.24%	87.98%	4.76%	12.02%
Mathematics 2U 2006	84	77.9	72.61	97.62%	83.64%	2.38%	16.36%
Mathematics 2U 2005	126	79.81	72.93	96.04%	83.29%	3.96%	16.71%
Mathematics 2U 2004	116	83.53	74.45	98.28%	86.64%	1.72%	13.36%
Maths. Ext. 1 2008	65	79.98	79.59	96.93%	96.07%	3.07%	3.93%
Maths. Ext. 1 2007	74	80.64	77.91	100.00%	95.85%	0.00%	4.15%
Maths. Ext. 1 2006	88	72.66	75.64	87.50%	91.34%	12.50%	8.66%
Maths. Ext. 1 2005	82	81.56	78.46	95.13%	93.79%	4.87%	6.21%
Maths. Ext. 1 2004	97	78.14	75.21	97.94%	90.88%	2.06%	9.12%
Maths. Ext 2 2008	40	79.6	83.16	100.00%	98.39%	0.00%	1.61%
Maths. Ext 2 2007	33	80.93	80.99	100.00%	98.56%	0.00%	1.44%
Maths. Ext. 2 2006	43	78.18	79.12	100.00%	95.31%	0.00%	4.69%
Maths. Ext. 2 2005	44	82.95	81.08	100.00%	97.92%	0.00%	2.08%
Maths. Ext. 2 2004	54	78.89	79.13	100.00%	96.37%	0.00%	3.63%
Modern History 2008	71	83.97	75.77	100.00%	92.54%	0.00%	7.46%
Modern History 2007	103	80.74	74.71	98.06%	88.35%	1.94%	11.65%
Modern History 2006	76	83.51	75.49	98.69%	91.85%	1.31%	8.15%
Modern History 2005	57	83.23	76.69	98.34%	94.95%	1.66%	5.05%
Modern History 2004	59	83.98	75.24	100.00%	92.31%	0.00%	7.69%
Hist. Extension 2008	11	39.91/50	37.95/50	100.00%	95.57%	0.00%	4.43%
Hist. Extension 2007	19	36.07	37.51	84.22%	93.90%	15.78%	6.10%
Hist. Extension 2006	17	39.71	36.3	100.00%	92.75%	0.00%	7.25%
Hist. Extension 2005	15	36.35	34.2	100.00%	91.12%	0.00%	8.88%
Hist. Extension 2004	23	39.23	35.56	100.00%	90.45%	0.00%	9.55%

HIGHER SCHOOL CERTIFICATE RESULTS (continued)

HSC Course	No. of Students	Knox Av Mark /100	State Av Mark /100	Knox % in Bands 3 - 6	State % in Bands 3 - 6	Knox % in Bands 1 - 2	State % in Bands 1 - 2
Music 1 2008	7	86.54	79.15	100.00%	97.38%	0.00%	2.62%
Music 1 2007	6	88.57	78.94	95.00%	96.96%	5.00%	3.04%
Music 1 2006	5	91	77.77	100.00%	96.07%	0.00%	3.93%
Music 1 2005	6	90.63	79.26	100.00%	97.71%	0.00%	2.29%
Music 1 2004	No Class						
Music 2 2008	9	91.64	84.85	100.00%	100.00%	0.00%	0.00%
Music 2 2007	5	94	84.31	100.00%	99.57%	0.00%	0.43%
Music 2 2006	8	86.6	84.87	100.00%	100.00%	0.00%	0.00%
Music 2 2005	6	88.13	84.79	100.00%	99.70%	0.00%	0.30%
Music 2 2004	5	84.28	83.31	100.00%	99.67%	0.00%	0.33%
Music Extension 2008	5	46.96/50	43.05/50	100.00%	99.78%	0.00%	0.22%
Music Extension 2007	4	49.7	42.86	100.00%	99.52%	0.00%	0.48%
Music Extension 2006	4	46.05	43.38	100.00%	100.00%	0.00%	0.00%
Music Extension 2005	3	47.4	43.73	100.00%	97.23%	0.00%	2.77%
Music Extension 2004	4	39.08	42.81	100.00%	99.45%	0.00%	0.55%
PDHPE 2008	47	79.06	72.64	100.00%	86.11%	0.00%	13.89%
PDHPE 2007	28	78.99	73.03	96.43%	86.32%	3.57%	13.68%
PDHPE 2006	55	79.36	72.81	98.19%	84.67%	1.81%	15.33%
PDHPE 2005	13	81.25	74.11	100.00%	92.65%	0.00%	7.35%
PDHPE 2004	30	77.91	72.44	100.00%	91.53%	0.00%	8.47%
Physics 2008	43	76.52	73.1	95.35%	89.43%	4.65%	10.57%
Physics 2007	39	80.18	73.31	100.00%	89.19%	0.00%	10.81%
Physics 2006	54	77.51	74.53	98.15%	91.56%	1.85%	8.44%
Physics 2005	51	80.48	74.18	100.00%	89.95%	0.00%	10.05%
Physics 2004	62	78.69	75.19	96.78%	91.94%	3.22%	8.06%
Senior Science 2008	6	79.43	75.19	100.00%	93.81%	0.00%	6.19%
Senior Science 2007	10	86.2	74.93	100.00%	93.52%	0.00%	6.48%
Soc. And Culture 2008	14	79.26	73	100.00%	86.28%	0.00%	13.72%
Soc. And Culture 2007	20	78.26	72.98	100.00%	88.98%	0.00%	11.02%
Soc. and Culture 2006	No Class			100.00%	100.00%		
Soc. and Culture 2005	20	79.74	71.74	100.00%	86.93%	0.00%	13.07%
Soc. and Culture 2004	15	78.91	74.75	100.00%	90.46%	0.00%	9.54%
Software Design 2008	7	84.77	75.3	100.00%	92.29%	0.00%	7.71%
Software Design 2007	7	79.6	73.98	85.72%	86.71%	14.28%	13.29%
Software Design 2006	14	84.4	73.51	100.00%	90.07%	0.00%	9.93%
Software Design 2005	9	81.33	74.13	100.00%	90.12%	0.00%	9.88%
Software Design 2004	31	79.44	73.84	100.00%	90.55%	0.00%	9.45%

HIGHER SCHOOL CERTIFICATE RESULTS (continued)

HSC Course	No. of Students	Knox Av Mark /100	State Av Mark /100	Knox % in Bands 3 - 6	State % in Bands 3 - 6	Knox % in Bands 1 - 2	State % in Bands 1 - 2
Studies of Rel. II 2008	No Class						
Studies of Rel. II 2007	No Class						
Studies of Rel. II 2006	7	80.29	76.42	100.00%	92.96%	0.00%	7.04%
Studies of Rel. II 2005	14	82.11	77.2	100.00%	96.26%	0.00%	3.74%
Studies of Rel. II 2004	5	71.6	71.71	80.00%	86.37%	20.00%	13.63%
Visual Arts 2008	22	90.55	80.72	100.00%	99.02%	0.00%	0.98%
Visual Arts 2007	30	89.6	79.51	100.00%	99.28%	0.00%	0.72%
Visual Arts 2006	16	92.26	80.19	100.00%	99.51%	0.00%	0.49%
Visual Arts 2005	18	92.54	79.1	100.00%	98.71%	0.00%	1.29%
Visual Arts 2004	18	90.42	78.49	100.00%	98.80%	0.00%	1.20%
French Contin. 2008	4	91.75	81.51	100.00%	88.96%	0.00%	11.04%
French Contin. 2007	6	73.23	79.93	95.00%	93.72%	5.00%	6.28%
French Contin. 2006	9	83.91	80.73	100.00%	94.63%	0.00%	5.37%
French Contin. 2005	6	80.47	78.2	100.00%	95.19%	0.00%	4.81%
French Contin. 2004	2	89.9	76.83	100.00%	90.68%	0.00%	9.32%
French Extension 2008	2	45.85/50	42.20/50	100.00%	99.53%	0.00%	0.47%
French Extension 2007	3	41.97	41.54	100.00%	99.10%	0.00%	0.90%
French Extension 2006	1	41.3	41.64	100.00%	99.49%	0.00%	0.51%
French Extension 2005	1	36.8	41.73	100.00%	87.88%	0.00%	12.12%
French Extension 2004	1	36.8	40.96	100.00%	98.97%	0.00%	1.03%
German Cont. 2008	6	86.7	78.27	100.00%	77.67%	0.00%	22.33%
German Cont. 2007	10	81.18	80.77	100.00%	96.47%	0.00%	3.53%
German Cont. 2006	6	85.7	80.94	100.00%	97.00%	0.00%	3.00%
German Cont. 2005	8	84.3	79.8	100.00%	95.00%	0.00%	5.00%
German Cont. 2004	10	78.72	77.97	100.00%	93.05%	0.00%	6.95%
German Ext. 2008	4	41.03/50	42.47/50	100.00%	99.07%	0.00%	0.93%
German Ext. 2007	1	40.3	41.8	100.00%	99.20%	0.00%	0.80%
German Ext. 2006	1	41.4	39.55	100.00%	98.12%	0.00%	1.88%
German Ext. 2005	5	35.58	39.77	100.00%	100.00%	0.00%	0.00%
German Ext. 2004	1	45.2	41.6	100.00%	97.30%	0.00%	2.70%
Japanese Cont. 2008	3	87	78.76	100.00%	93.51%	0.00%	6.49%
Japanese Cont. 2007	4	84.65	78.4	100.00%	90.03%	0.00%	9.97%
Japanese Cont. 2006	5	67.56	77.06	100.00%	89.12%	0.00%	10.88%
Japanese Cont. 2005	5	70.84	79.09	100.00%	92.55%	0.00%	7.45%
Japanese Cont. 2004	4	82.75	79.99	100.00%	94.76%	0.00%	5.24%
Japanese Ext. 2008	3	36.10/50	37.40/50	100.00%	95.89%	0.00%	4.11%
Japanese Ext. 2007	1	45	39.88	100.00%	99.15%	0.00%	0.85%
Japanese Ext. 2006	1	30.6	38.4	100.00%	99.62%	0.00%	0.38%
Japanese Ext. 2005	No Class						
Japanese Ext. 2004	1	43.1	42.33	100.00%	99.27%	0.00%	0.73%

SCHOOL CERTIFICATE RESULTS

In the external examinations, Knox students consistently perform above the state average in all areas. The results in the table below show the average (mean) for Knox and the state in the School Certificate examinations for the past five years. The School vs State Variation indicates that the Knox average is above the state average in all examinations. In recent years overall there is very little change from year to year in these figures.

Knox School Certificate Results Compared to State Results

Subject	Knox Mean /100	State Mean /100	School vs State Variation (+ the number indicates by how much the Knox average mark was above State Mean or average)
English Literacy 2008	80.90	74.76	+6.14
English Literacy 2007	80.90	74.76	+6.14
English Literacy 2006	81.65	74.10	+7.55
English Literacy 2005	80.56	73.14	+7.42
English Literacy 2004	81.65	73.95	+7.70
Mathematics 2008	81.43	69.38	+12.05
Mathematics 2007	81.43	73.48	+6.95
Mathematics 2006	79.10	67.87	+11.23
Mathematics 2005	80.34	71.01	+9.33
Mathematics 2004	79.77	71.09	+8.68
Science 2008	81.89	73.48	+8.41
Science 2007	79.78	72.14	+8.64
Science 2006	79.55	72.85	+6.70
Science 2005	81.08	74.57	+6.51
Science 2004	79.72	74.10	+5.62
Aust. Hist. 2008	79.78	72.14	+7.64
Aust. Hist. 2007	80.74	74.60	+6.14
Aust. Hist. 2006	77.09	71.00	+6.09
Aust. Hist. 2005	79.69	73.59	+6.10
Aust. Hist. 2004	79.20	70.78	+8.42
Aust. Geog. 2008	80.74	74.60	+6.14
Aust. Geog. 2007	89.88	80.28	+9.60
Aust. Geog. 2006	81.93	74.37	+7.56
Aust. Geog. 2005	80.28	72.76	+7.52
Aust. Geog. 2004	80.84	72.65	+8.19

SCHOOL CERTIFICATE RESULTS (continued)

The table below demonstrates the consistently high level of performance of Knox students over the past five years in the School Certificate examinations with the percentage Knox students always achieving higher results in the Band 3 to 6 in every subject compared to the state.

Performance Band by % of Students

Subject	No of Students	Performance Band by % of Students			
		Bands 3- 6		Bands 1- 2	
		Knox Results	State Results	Knox Results	State Results
English 2008	214	100%	97.60%	0%	2.40%
English 2007	229	99.13%	92.28%	0.87%	7.72%
English 2006	226	100%	88.53%	0%	11.47%
English 2005	236	100%	85.84%	0%	14.16%
English 2004	232	99.57%	90.81%	0.43%	9.19%
Mathematics 2008	214	99.07%	80.46%	0.93%	19.54%
Mathematics 2007	229	98.26%	77.18%	1.74%	22.82%
Mathematics 2006	226	98.68%	70.6%	1.32%	29.4%
Mathematics 2005	236	99.58%	80.61%	0.42%	19.39%
Mathematics 2004	232	99.57%	84.93%	0.43%	15.07%
Science 2008	214	100%	88.20%	0%	11.80%
Science 2007	229	99.13%	90.18%	0.87%	9.82%
Science 2006	226	99.56%	89.67%	0.44%	11.33%
Science 2005	236	100%	92.12%	0%	7.88%
Science 2004	205	98.54%	90.85%	1.46%	9.15%
Aust. History, Civics and Citizenship 2008	214	100%	84.29%	0%	15.71%
Aust. History, Civics and Citizenship 2007	229	97.83%	84.80%	2.17%	15.20%
Aust. History, Civics and Citizenship 2006	226	100%	82.74%	0%	17.26%
Aust. History, Civics and Citizenship 2005	236	100%	91.92%	0%	8.08%
Aust. History, Civics and Citizenship 2004	232	97.85%	83.06%	2.15%	16.94%
Aust. Geog., Civics Citizenship 2008	214	100%	90.65%	0%	9.35%
Aust. Geog., Civics Citizenship 2007	229	98.69%	89.08%	1.31%	10.92%
Aust. Geog., Civics Citizenship 2006	226	100%	90.32%	0%	9.68%
Aust. Geog., Civics Citizenship 2005	236	99.16%	92.88%	0.84%	7.12%
Aust. Geog., Civics Citizenship 2004	232	99.57%	91.5%	0.43%	8.5%

LITERACY AND NUMERACY ASSESSMENTS IN YEARS 3, 5, 7 & 9

National Assessment Program Literacy and Numeracy (NAPLAN) Year 3 & 5 2008 Basic Skills Testing Program Year 3 and Year 5 2004 - 2007

In 2008 100% of Year 3 students and 100% of Year 5 students participated in the National Assessment Program Literacy and Numeracy, known as NAPLAN.

In Year 3, 100% of students achieved skill bands 2 or higher in Overall Literacy compared to 98% of the state and 99% achieved skill bands 2 or higher in Numeracy compared to 97% of the state. Students performed consistently across all aspects of numeracy and in the literacy component they achieved at an equally high level in writing and reading. Achievement in the Writing section of the Literacy Test was 100% at band 2 or higher compared to 92% of the state.

In Year 5, 100% of students achieved skill bands 4 or higher in Overall Literacy as compared to 96% of the state and 100% achieved skill bands 4 or higher in Basic Skills Numeracy compared to 95% of the state. Achievement in the writing section of the Literacy Test was 99% at band 4 or higher compared to 95% of the state. The achievement of this group shows an improvement in Writing since they were tested in Year 3.

Comparison of the 2008 results with those from previous years shows generally a slight decline by 1% in one area in each year group.

Year 3 NAPLAN results Percentages of Knox students above literacy and numeracy benchmark, State Comparisons and Percentage Change in Knox Results

NAPLAN Component	Percentage of students achieving above literacy and numeracy benchmarks		
	Year 3 Knox	Change in Knox Results compared to previous year's performance	Year 3 State
Reading			
Reading 2008	99%	N/A	96%
Writing			
Writing 2008	100%	N/A	98%
Spelling			
Spelling 2008	100%	N/A	97%
Grammar			
Grammar 2008	100%	N/A	96%
Literacy			
Literacy 2008	100%	N/A	98%
Numeracy			
Numeracy 2008	99%	N/A	97%

Year 3 BST and PWA results to 2007
Percentages of Knox students above literacy and numeracy benchmark,
State Comparisons and Percentage Change in Knox Results

Basic Skills 2004 - 2007	Percentage of students achieving above literacy and numeracy benchmarks		
	Year 3 Knox	Change in Knox Results compared to previous year's performance	Year 3 State
Literacy			
Literacy 2007	100%	0%	91%
Literacy 2006	100%	+3%	92%
Literacy 2005	97%	-3%	92%
Literacy 2004	100%	+4%	89%
Writing			
Writing 2007	100%	+2%	92%
Writing 2006	98%	+1%	93%
Writing 2005	97%		
Writing 2004			
Numeracy			
Numeracy 2007	100%	0%	91%
Numeracy 2006	100%	+1%	91%
Numeracy 2005	99%	+2%	91%
Numeracy 2004	97%	-3%	90%

Year 5 NAPLAN results
Percentages of Knox students above literacy and numeracy benchmark,
State Comparisons and Percentage Change in Knox Results

NAPLAN Component	Percentage of students achieving above literacy and numeracy benchmarks		
	Year 5 Knox	Change in Knox Results compared to previous year's performance	Year 5 State
Reading			
Reading 2008	99%	N/A	92%
Writing			
Writing 2008	99%	N/A	95%
Spelling			
Spelling 2008	98%	N/A	94%
Grammar			
Grammar 2008	99%	N/A	94%
Literacy			
Literacy 2008	100%	N/A	96%
Numeracy			
Numeracy 2008	100%	N/A	95%

3. KNOX PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS (cont'd)

Year 5 BST and PWA results 2004 - 2007
Percentages of Knox Students above literacy and numeracy benchmark,
State Comparisons and Percentage Change in Knox Results

Basic Skills 2004 - 2007	Percentage of students achieving above literacy and numeracy benchmarks		
	Year 5 Knox	Change in Knox Results compared to previous year's performance	Year 5 State
Literacy			
Literacy 2007	100%	+1%	95%
Literacy 2006	99%	0%	94%
Literacy 2005	99%	+1%	93%
Literacy 2004	98%	0%	93%
Writing			
Writing 2007	100%	+1%	95%
Writing 2006	99%	0%	93%
Writing 2005	99%		
Writing 2004			
Numeracy			
Numeracy 2007	100%	+1%	93%
Numeracy 2006	99%	+2%	94%
Numeracy 2005	97%	0%	94%
Numeracy 2004	97%	-3%	94%

3. KNOX PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS (cont'd)

**National Assessment Program Literacy and Numeracy (NAPLAN)
Summary of Results for Year 3, 5, 7, and 9 2008**

2008 NAPLAN Results Summary for Year 3, 5, 7, and 9

Year 3 2008	Writing	Literacy	Numeracy
Percentage of Knox Students in top 20% of the State	46%	59%	54%
Percentage of Knox Students in the top 50% of the state	85%	89%	85%
Percentage of Knox students above National Benchmarks in each area	100%	100%	99%
Year 5 2008	Writing	Literacy	Numeracy
Percentage of Knox Students in top 20% of the State	32%	38%	57%
Percentage of Knox Students in the top 50% of the state	78%	83%	88%
Percentage of Knox students above National Benchmarks in each area	99%	100%	100%
Year 7 2008	Writing	Literacy	Numeracy
Percentage of Knox Students in top 20% of the State	30%	39%	50%
Percentage of Knox Students in the top 50% of the state	73%	81%	84%
Percentage of Knox students above National Benchmarks in each area	100%	100%	100%
Year 9 2008	Writing	Literacy	Numeracy
Percentage of Knox Students in top 20% of the State	46%	44%	51%
Percentage of Knox Students in the top 50% of the state	76%	83%	83%
Percentage of Knox students above National Benchmarks in each area	97%	99%	100%

**National Assessment Program Literacy and Numeracy Year 7 & 9 2008
Literacy and Numeracy National Assessment Year 7 2007
ELLA and SNAP Results Year 7 2004 - 2006**

From 2004 - 2006 Knox Year 7 students participated in statewide literacy and numeracy testing referred to as ELLA and SNAP (English Language and Literacy Assessment ELLA and Secondary Numeracy Assessment Program SNAP)

In 2007 Knox Year 7 students participated in the Literacy and Numeracy National Assessment (LANNA) program.

In 2008 Knox Year 7 and Year 9 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN) program.

In Year 7, 100% of students achieved above the National Benchmark in Overall Literacy compared to 96% of the state and 99% achieved skill bands 2 or higher in Numeracy compared to 97% of the state. Students performed consistently across all aspects of numeracy and in the literacy component they achieved at an equally high level in writing and reading. Achievement in the Writing section of the Literacy Test was 100% at band 2 or higher compared to 92% of the state.

In Year 9, 99% of students achieved skill bands 4 or higher in Overall Literacy as compared to 96% of the state and 100% achieved skill bands 4 or higher in Basic Skills Numeracy compared to 95% of the state. Achievement in the writing section of the Literacy Test was 97% at band 4 or higher compared to 95% of the state.

Comparison of the 2008 results with those from previous years shows generally a slight decline by 1% in one area in each year group.

**Year 7 NAPLAN results
Percentages of Knox students above literacy and numeracy benchmark,
State Comparisons and Percentage Change in Knox Results**

NAPLAN Component	Percentage of students achieving above literacy and numeracy benchmarks		
	Year 7 Knox	Change in Knox Results compared to previous year's performance	Year 7 State
Reading			
Reading 2008	100%	N/A	96%
Writing			
Writing 2008	100%	N/A	93%
Spelling			
Spelling 2008	98%	N/A	94%
Grammar			
Grammar 2008	99%	N/A	93%
Literacy			
Literacy 2008	100%	N/A	96%
Numeracy			
Numeracy 2008	100%	N/A	97%

3. **KNOX PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS (cont'd)**

**Year 9 NAPLAN results
Percentages of Knox students above literacy and numeracy benchmark,
State Comparisons and Percentage Change in Knox Results**

NAPLAN Component	Percentage of students achieving above literacy and numeracy benchmarks		
	Year 9 Knox	Change in Knox Results compared to previous year's performance	Year 9 State
Reading			
Reading 2008	100%	N/A	94%
Writing			
Writing 2008	97%	N/A	90%
Spelling			
Spelling 2008	99%	N/A	98%
Grammar			
Grammar 2008	99%	N/A	89%
Literacy			
Literacy 2008	99%	N/A	94%
Numeracy			
Numeracy 2008	100%	N/A	95%

Historic Data from 2004 – 2007 (Pre- NAPLAN)

In 2008 the Federal Government introduced a national testing scheme (NAPLAN see page above) for all students in Year 3, 5, 7, and 9 in all school systems (State, Catholic and Independent) across Australia. This national testing replaced all previous state and national tests but because of the different ages of students in these year groups in each state the reporting of the student's performance on these tests was still compared to the cohort of the student's home state.

The data below relates to the ELLA and SNAP and LANNA tests held prior to 2008.

ELLA and SNAP and LANNA results – percentages above elementary performance 2004-2007, State Comparisons and Percentage Change in Knox Results

English Language & Literary Assessment (ELLA) 2004 – 2006 LANNA 2007	Percentage of students achieving above National Benchmarks		
	Year 7 Knox	Change in Knox Results compared to previous year's performance	Year 7 State
Writing			
Writing 2007 LANNA	95%	-5%	92%
Writing 2006 ELLA	100%	0%	95%
Writing 2005 ELLA	100%	+1%	95%
Writing 2004 ELLA	99%	N/A	96%
Reading			
Reading 2007 LANNA	100%	0%	96%
Reading 2006 ELLA	100%	0%	96%
Reading 2005 ELLA	100%	+1%	95%
Reading 2004 ELLA	99%	N/A	94%
Language			
Language 2006 ELLA	100%	0%	95%
Language 2005 ELLA	100%	+1%	94%
Language 2004 ELLA	99%	N/A	92%
Secondary Numeracy Assessment Program (SNAP) 2004 – 2006 LANNA 2007 NAPLAN 2008	Percentage of students achieving above National Benchmarks		
	Year 7 Knox	Change in Knox Results compared to previous year's performance	Year 7 State
Numeracy			
Numeracy 2007	99%	0%	94%
Numeracy 2006	99%	-1%	93%
Numeracy 2005	100%	0%	96%
Numeracy 2004	100%	N/A	94%

Brett Gore Dean of Studies June 2009

4. PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional Learning

The School Executive participated in Leadership Seminars conducted by the Association of Independent Schools, AHISA and other providers. Courses included: AHISA Directors of Studies Conferences; AIS Compliance Courses; Headmaster's Conferences; National and International Conferences on Pastoral Care, Senior Executive and Headmaster's conferences on Boys Education.

All teaching staff K-12 participated in professional development during the school development days in Terms 1-4. Professional Development Activities and Topics included: Child Protection Updates, Occupational Health and Safety; Risk Management; CPR Update of Qualifications; HSC Analysis, etc.

In addition most staff K-12 undertook independent professional development activities during the year. Some of the courses attended by staff included: ANSTO study day; Economics and Business Studies Study Days and Annual Conferences in many subject areas.

Expenditure on Professional Learning

The average expenditure per teacher on professional learning was \$715.

Teaching Standards 2008

	Category	Number of Teachers
1	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines, or	168
2	Teachers who have teaching qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines but lack formal teacher education qualifications, or	2
3	Teachers who do not have qualifications as described in (1) or (2) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	1

Note: all teachers in Category 3 have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all undertaking study to complete their teaching requirements.

5. TEACHER ATTENDANCE AND TEACHER RETENTION RATES 2008

Teacher Attendance

The average daily staff attendance rate was 95.85%.

Staff absences included in this calculation are staff absent due to illness. This does not include staff absent on approved leave (family or long service leave) or attending professional development courses or on tours or excursions with students.

Teacher Retention Rate

The proportion of staff retained from the previous year was 86%. A large number of Senior School English staff accepted promotion positions in other schools to commence from the start of the 2009 school year and this impacted on the overall retention rate of staff.

6. STUDENT ATTENDANCE AND SENIOR SCHOOL RETENTION RATES

Student Attendance

Ninety four percent of students attended school on average each school day in 2008. This was a similar percentage to the daily attendance in 2007.

Senior School Retention Rates

Of the 220 students in Year 10 in 2002, 197 were still enrolled at Knox Grammar School in Year 12 in 2004. These figures are based on the number of students who completed the School Certificate in Year 10 at Knox Grammar School in 2002 compared with the Year 12 2004 HSC candidature.

Of the 222 students in Year 10 in 2003, 216 were still enrolled at Knox Grammar School in Year 12 in 2005. These figures are based on the number of students who completed the School Certificate in Year 10 at Knox Grammar School in 2003 compared with the Year 12 2005 HSC candidature.

Of the 232 students in Year 10 in 2004, 217 were still enrolled at Knox Grammar School in Year 12 in 2006. These figures are based on the number of students who completed the School Certificate in Year 10 at Knox Grammar School in 2004 compared with the Year 12 2006 HSC candidature. Students left to attend other schools offering vocational HSC courses, moved interstate or overseas, entered TAFE and/or the work force or armed forces.

Of the 236 students in Year 10 in 2005, 215 were still enrolled at Knox Grammar School in Year 12 in 2007. These figures are based on the number of students who completed the School Certificate in Year 10 at Knox Grammar School in 2005 compared with the Year 12 2007 HSC candidature. Students left to attend other schools offering vocational HSC courses, moved interstate or overseas, entered TAFE and/or the work force or armed forces.

Of the 226 students in Year 10 in 2006, 212 were still enrolled at Knox Grammar School in Year 12 in 2008. These figures are based on the number of students who completed the School Certificate in Year 10 at Knox Grammar School in 2006 compared with the Year 12 2008 HSC candidature. Students left to attend other schools offering vocational HSC courses, moved interstate or overseas, entered TAFE and/or the work force or armed forces.

Table of Retention Rates from Year 10 to Year 12

Years Compared	Year 10 total Enrolment	Year 12 total Enrolment	Year 10 enrolment remaining in Year 12	Apparent retention rate	Actual retention rate (comments above)
2006/2008	226	212	204	94%	90%
2005/2007	236	232	215	98%	91%
2004/2006	232	223	217	96%	94%
2003/2005	222	221	216	99%	98%
2002/2004	220	217	197	99%	91%

7. POST SCHOOL DESTINATIONS

Comments: Post Compulsory Schooling

On the whole, Knox Grammar School retention rate is solid from Years 10-12.

We find that prior to Year 12 students leave the School primarily due to family circumstances (these are mainly for financial and relocation reasons) and to pursue alternate post Year 10 study options.

An extremely small number of students who leave the School at the end of Year 10 or during Year 11 do so because they want a change of environment for the final years of their schooling, or they leave to attend a school that offers a vocational or different education other than that offered at Knox, or they leave to commence TAFE or to enter the work force.

Post Year 12 Destinations

Of the Year 12 cohort who completes the Higher School Certificate, the vast majority apply for and gain successful entry to tertiary institutions, the vast majority entering university to study a degree course or enrol at TAFE or in private colleges in certificate or diploma courses.

Prior to commencing their study at university a number of students take a gap year, several applying through the School to participate in the School's Gap Program in the United Kingdom. The remaining students enter the work force in a number of ways including apprenticeships.

Very few Knox Year 12 students are not in the work force or studying at tertiary level or both in the second year after the completion of their Higher School Certificate.

8. ENROLMENT POLICIES AND PROFILES

Enrolment Policy

Knox Grammar School is an independent Uniting Church, day and boarding school for boys from Kindergarten to Year 12 providing an education underpinned by Christian values. It is registered and accredited by the New South Wales Board of Studies.

Knox has approximately 2000 boys of whom about 1400 are in the Senior School and 600 in the Preparatory School. Knox is a school which offers its boys challenging academic and co-curricula programs in order that individual talents and interests are fully developed. Students come from a wide range of backgrounds including students from non English speaking backgrounds. Knox Grammar School endeavours to offer an education which is appropriate for your son. While Knox enrolls boys across a wide range of abilities it is not a Special School equipped to serve students with complex physical or intellectual disabilities. The School allocates resources for specific needs of students. This allocation takes into account the capacity of the School to ensure appropriate resources for all enrolled students. In addition, the School enrolls some overseas full fee paying international students for senior years.

Consideration will be given to the applicant's support for the ethos of the School, the sons of Old Boys, siblings already attending the School and other criteria determined by the School from time to time. Additional information for enrolments by International and Exchange Students is outlined below.

Once enrolled, students and their parents are expected to support the School's ethos and comply with the School rules to maintain the enrolment.

8. ENROLMENT POLICIES AND PROFILES (cont'd)

The School may cancel an enrolment at any time. Details concerning this are contained in the School's Discipline Policy and under "Discipline" in the Conditions of Entry – Business Notices on the Application for Enrolment form.

Three (3) calendar months notice is required, in writing to the Headmaster, of the withdrawal of a student. If three (3) months notice is not given, a full term's fees will be charged.

Enrolment Procedures

1	All applicants will be processed according to this Enrolment Policy and the "Conditions of Entry – Business Notices" outlined on the Application for Enrolment form. Parents are required to complete the form and return it to the School with the Application Fee and additional documents as indicated on the Application for Enrolment form.
2	<p>On receipt of the completed Application for Enrolment form and subject to the School's assessment boys may have their names added to the Wait List for their anticipated year of entry.</p> <p>Parents are required to provide at the time of enrolment all information and where appropriate any documents that will enable the school to make a reasonable assessment to meet the educational and other needs of the child while attending the school. The School will consider each applicant's documents regarding their ability and willingness to support the School's ethos. Boys' names will be added to the Wait List once the enrolment fee is paid.</p> <p>Students Enrolling from Interstate: Compliance with ISDTN Protocols and Process: Knox Grammar School supports the MCEETYA interstate Student Data Transfer Note (ISDTN) protocols. Where students enrol from interstate an ISDTN Consent form will be obtained from the parent and student (if the student is 16 years of age or over) and forwarded to the previous school together with the ISDTN Form 3. The Student's previous school will complete Form 3 and return it to Knox together with the appropriate documentation as requested.</p>
3	<p>Boys and their parent/s will be required to attend a final enrolment interview at the School. This will usually take place two years before entry.</p> <p>Following the interview the School will consider each applicant's interview responses, documents and educational or special needs. To do this, the School may need to gather further information and consult with the parents/family and other relevant persons.</p> <p>Further interviews may be required to identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the final enrolment is made.</p> <p>The School will inform the applicant, in writing, of the outcome of their application. Successful applicants will be provided with a letter confirming a position for their requested year of entry.</p> <p>On receipt of such offer, the entrance fee is required to secure the position.</p>

Additional Enrolment Procedures for International Students (Overseas Full Fee Paying)

1	International Students must comply with all of the above requirements and with the requirements of the International Application for Enrolment form prior to the School considering their Application for Enrolment.
2	International Students must also complete English and ability testing through AEAS or other testing agencies. The reports from this testing and translations of school reports may be provided to the School prior to their Application for Enrolment being considered.
3	In all instances the final decision concerning the offering of student visas to International Students rests with the headmaster.
4	International Student Numbers cannot exceed 10% of any year group.

Additional Enrolment Procedures for Exchange Students

1	Knox accepts Enrolment from Exchange Students who are coming to Australia as part of the Student Exchange Program.
2	Exchange students must abide by all conditions for enrolment as set out in the Enrolment Policy and in the Application for Enrolment and the School's Exchange Student Policy.
3	Exchange students must complete and submit to Knox Grammar School an Application of Enrolment and provide evidence of appropriate Travel, Accident and Medical Insurance for the duration of their exchange prior to departing their home country.
4	Exchange students are bound by the School's Discipline Policy for the duration of their Exchange.
5	The exchange student's host family is responsible for the supervision and welfare of exchange students while they are not at Knox Grammar School.
6	In the case of Exchange Students attending Knox for an extended period of time they may be required to pay the appropriate Activity Fee for their Year Group to cover the cost of excursions, activities and School Camps. The decision to levy such fees will be made by the Headmaster and these fees should be paid in advance.

Enrolment Conditions of Entry – Business Notices

The terms and conditions of enrolment are listed below:

1. Application

To be able to process this application, all sections of the Application for Enrolment form must be completed and returned to the School, together with an application fee of \$250.00 per applicant.

2. Enrolment

- 2.1 Upon receipt of the Application for Enrolment, the school will consider the student's application and a place may be offered on the Waiting List. To secure this position on the Waiting List an enrolment fee of \$1,750 is to be paid.
- 2.2 The School requires all applicants and their parents/guardians to present for an interview prior to final enrolment. This is usually two years before the anticipated entry date.
- 2.3 The School will inform the applicant in writing of the outcome of their interview. Successful applicants will be provided with a Letter of Offer and be required to sign and return the copy of the Letter of Offer together with the Entrance Fee of \$1,250.00.
- 2.4 Once a student has been accepted and the Entrance fee paid, the student will be deemed to be enrolled.
- 2.5 No refund of the enrolment or entrance fees will be made if the application is withdrawn prior to the commencement of the student.

3. Fee Accounts

- 3.1 Tuition fees are billed three times per year. Payment of these fees is due and payable as per the School's Fee Collection Policy. (Refer Parents' Handbook, Schedule of Fees).
- 3.2 All planned absences must be notified in advance to the Headmaster. In exceptional cases, an application may be made to the Headmaster for remission of fees due to planned absences.
- 3.3 The Headmaster may authorise particular expenditure (for example medical expenses, excursions, camps, school materials) to be billed to family accounts.
- 3.4 Parents/Guardians may be responsible for payment for avoidable breakage or damage to School property caused by a student.

8. ENROLMENT POLICIES AND PROFILES (cont'd)

4. Medical

Parents/Guardians are required to advise the School of emergency contact details for students. In the event of an accident or incident where it is impractical or not possible to communicate with a parent or guardian, the Headmaster may authorise medical or other treatment considered necessary by a medical authority.

5. Withdrawal of a Student

Three (3) calendar months notice is required, in writing to the Headmaster, of the withdrawal of a student. If three (3) months is not given, a full term's fees will be charged.

6. Discipline

6.1 The student will attend punctually all lessons, classes and examinations and submit all assessment tasks for the courses in which he/she is enrolled.

6.2 The student will abide by the rules and regulations of the School at all times.

6.3 Knox Grammar School prohibits the use of corporal punishment nor does it sanction the administering of corporal by non-school persons, including parents, to enforce discipline at the School.

6.4 The Headmaster (or his Deputy) reserves the right to suspend or expel any student who fails to meet (without good reason) the requirements of the above clauses, if this action is in the interest of the student or for the good of the School. This right extends to non-payment of school fee accounts.

6.5 Where circumstances permit the School will inform the student, parent and/or guardian that the student is in danger of suspension/expulsion so as to allow the student to make good.

6.6 In the event that a student is expelled any refund is entirely at the discretion of the School.

7. Parent/Guardian Agreement and Indemnity

I understand and accept the conditions for enrolment at Knox Grammar School.

I further agree to give permission for my son to attend and participate in activities organised by the school.

I understand that every reasonable care will be taken of my child but in the event of any accident occurring, I shall not hold the school responsible or any other person liable, except where negligence on the part of any employee of the school is proven in a court of law in Australia.

Signature of Mother/Guardian

Signature of Father/Guardian

Signature of Student/Applicant

Student Population

The student school population consists of approximately 2000 students in total, 600 students attend our Preparatory School (Kindergarten through to Year 6) and 1400 students attend our Senior School (Year 7 through to Year 12). Consistent with our non-selective enrolment policy, our students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs. Knox Grammar School implements policies and procedures which comply with the Disability Discrimination Act. In addition, the School is registered with CRICOS which permits us to enroll overseas full fee paying students.

Knox Grammar School Fees for 2008

Tuition			
PREPARATORY SCHOOL			
Kindergarten	3 x \$3,980	=	\$11,940 per annum
Years 1- 2	3 x \$4,590	=	\$13,770 per annum
Year 3	3 x \$4,770	=	\$14,310 per annum
Years 4- 6	3 x \$5,210	=	\$15,630 per annum
SENIOR SCHOOL			
Years 7- 10	3 x \$6,130	=	\$18,390 per annum
Year 11-12	3 x \$6,500	=	\$19,500 per annum

Boarding (In addition to tuition)			
All Levels	3 x \$5,880	=	\$17,640 per annum*
*Excludes GST of \$390			
Full-fee paying Overseas Students on Student Visas add 25% to Tuition Fee			

PAYMENT POLICY	
All School fees and other charges are due and payable at the time specified on the account being rendered unless other arrangements are agreed with the School.	

APPLICATION, ENROLMENT AND ENTRANCE FEES	
Application Fee (to be sent with Application)	\$ 250
Enrolment Fee	\$1,750
Entrance Fee (two years prior to commencement)	\$1,250

Application, Enrolment and Entrance Fees are non-refundable.

9. SCHOOL POLICIES

A. Pastoral Care (Student Welfare)

B. Student Discipline (Code of Conduct)

C. Policies for Complaints and Grievances Resolution

All major school policies and procedures are contained in the Pre School and Senior School Handbook available on the Docushare section of the School's Scholaris portal. At Docushare/Preparatory School OR Docushare/Senior School.

A. Pastoral Care (Student Welfare)

The School seeks to provide a safe and supportive environment which:

- Minimizes risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Pastoral Care Policy Changes in 2008

Policy	Changes In 2008	Access To Full Text
<ul style="list-style-type: none">• Pastoral care system	New policies refined following 2007 amendments.	Docushare section of the School's Scholaris portal
<ul style="list-style-type: none">• Availability of and access to services• Counselling• Outside Counselling• School Chaplain	<ul style="list-style-type: none">- Changes to the roles of the new General Duties Masters and Intervention Case Manager working within the pastoral care system in both discipline and counselling.- Two Chaplains appointed for 2008 took over the role and changes to some of the Chapels and Boarder Chapels were seen as positive initiatives.	Docushare section of the School's Scholaris portal
<ul style="list-style-type: none">• The role of student leadership system	Refinement of the changes from 2007 in relation to the selection and roles and duty statements of student leaders in the School to increase their visibility and significance to students and to assist staff in their duties outside of the classroom.	Docushare section of the School's Scholaris portal

B. Student Discipline (Code of Conduct)

Students are required to abide by the school's rules and to follow the directions of teachers, sports coaches, student leaders, and other people with authority delegated by the school.

Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student including lunchtime, before or after school or Saturday detentions, suspension, or expulsion provides processes based on procedural fairness.

The full text of the School's discipline policy and associated procedures is provided to all members of the school community through

- The School Handbooks on the Docushare section of the School's Scholaris portal.
- The Student Diary

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

During 2008 the school's policies and procedures were refined following the new policies implemented in 2007.

Student Discipline Policy Changes in 2008

Policy	Changes in 2008	Access to full text
<ul style="list-style-type: none"> • Code of Conduct for students • Behaviour Management 	Code of Conduct and Behaviour management procedures strengthened with greater understanding and better implementation through education of the Heads of Dept. and through them to their staff.	Student Diary Docushare section of the School's Scholaris portal
<ul style="list-style-type: none"> • Attendance Policies 	Policies and Practices relating to attendance were reviewed and further refined.	Student Diary Docushare section of the School's Scholaris portal

C. Policies for Complaints and Grievances Resolution

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the School's policy and processes for complaints and grievance resolution is provided in the School Handbook available on the Docushare section of the School's Scholaris portal.

10. SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of 2008 Priorities as set out in 2007 Annual Report

Area	Priorities
Student Code of Conduct and Student Levels	Code was refined in 2008 with ongoing restructuring of pastoral care, management of student issues. Refinement of new “Levels system” during 2008 in conjunction with advice from the General Duties Masters.
Student Merit System	Implemented and refined in 2008 in line with the Conduct Levels to reward students inside and outside of the classroom.
Teaching and Learning	Implementation of new report format and reporting system for implementation in 2008 including a new 1 – 5 Application/Effort system. Development of new Assessment and Application to Work Policies incorporating new reward system and N Award system across Year 7 – 12.
Facilities and Resources	Planning for new projects involving the Prep & Senior School, Boarding and Sporting facilities.

2009 Priority Areas for Improvement

Area	Priorities
Student Code of Conduct and Student Levels	With the new Deputy Headmaster Student Management and Administration changes will be envisaged in the Code of Conduct as he inherits these areas of responsibility in 2009
Student Merit System	This will be refined and strengthened through discussions with students and staff and the new Counsellors.
Teaching and Learning	Ongoing implementation of academic tracking and intervention with students using the new reporting system including a new 1 – 5 Application/Effort system. Refining the new Assessment and Application to Work Policies incorporating new reward system and N Award system across Year 7 – 12 and the new Academic Tracking and Intervention Strategies using the 1 – 5 Application Scales.
Facilities and Resources	Planning and commencement of new projects involving the Prep & Senior School, Boarding and Sporting facilities.

11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Respect and Responsibility

The School wants all students to recognise that they are valued and integral parts of the School Community.

The School expects students to treat all members of the community with mutual respect and for students to also be treated with respect and to be granted full rights in any issues that relate to them. In all dealings with students the School accepts that procedural fairness will be applied.

There is much scope to develop talents and to learn through experiences. The School works with staff, students and parents in both the Prep and Senior School on a consistent policy that insists on the highest standards of behaviour in the interaction between students, staff, parents and the community.

Students are required to address all adults as either "sir" or "ma'am" in most situations but can use the person's name in less formal settings.

Formal assemblies and chapel are held each week in the Prep and Senior School and appropriate behaviour is expected and modelled in the running of these events to reinforce the requirements for students.

Students are expected to adhere to the School dress code and to wear the appropriate School Uniform correctly at all times.

The tipping of the boater or cap is to occur when students are entering and leaving the School grounds through the gates as a mark of respect for former students of the School who have gone

before them, including those who gave their lives in the service of their country. Cadets in uniform are to salute when entering and leaving the School grounds. The boater or cap is also to be tipped at pedestrian crossings where cars are stopped to allow students to cross to thank the drivers for their courtesy.

Students are to be treated with respect and staff are required to maintain their composure when dealing with students no matter what the situation.

All Year 9 students are required to participate in the School's Cadet program. The Knox Grammar School Cadet Unit (KGSCU) operates within the Australian Defence Force Cadet Scheme and is a particular feature of every Knox boy's education. It has a central role in helping to define the essential nature and character of the School and reinforces respect and responsibility.

The KGSCU is currently the largest in Australia with over 500 cadets and more than 20 adult officers. It forms a distinctive and essential part of the character and ethos of the School in assisting to make the Knox boy a well-rounded person. All students are required to join the Cadet Unit in Year 9 and complete at least one year of training.

The goal of the Australian Defence Force Cadets is to provide opportunities for all young Australians to experience comprehensive personal challenges and growth, enhanced self-esteem and self-discipline and adventurous enjoyment in a military setting. The training does not have as much of a military orientation as it did in the past, the emphasis now is on leadership, and living and surviving in the outdoor environment.

12. PARENT, STUDENT AND TEACHER SATISFACTION

Knox Grammar School is an independent school and as such parents can decide at any time whether their children should remain at the School. Parent and student satisfaction can thus be determined in one way by the number of student withdrawals where parents choose to enrol their sons in another similar independent school as an indicator of parent dissatisfaction. The percentage of student leavers in this category each year is always very small when compared to the total school population which suggests a high degree of parent and student satisfaction.

Similarly, staff turnover at the School is very low with nearly all staff members remaining at the School from year to year. The figures for this year can be found in Section 5 of this Annual Report. The greatest percentage of staff leaving are for the following reasons: retirement, maternity leave, moving interstate or overseas or taking a promotion position in other schools. This low staff turnover would indicate a high degree of teacher satisfaction with the School.

The School has an open channel of communication with the parents who can phone, email, write or visit the School at most times and with Saturday sport fixtures in both summer and winter there is a weekly opportunity for parents to informally meet with staff, especially senior management who are at the sporting fields each week, to raise any matters of concern. A table providing an overview of the communication mechanisms within the School can be found later in this section of the Report.

The School also has a number of formal organisations and committees within the School that provide an opportunity for parent, teacher and student feedback and involvement in the School. These are set out below.

Knox Parents Association (KPA)

The Knox Parents Association was formed with the following aims:

- To maintain and foster the goodwill and interest of parents and friends of the School amongst themselves and in and towards the School

- To encourage and conduct amongst and through parents and friends of the School such activities as may, in the judgement of the School Council, contribute to the well being of the School
- To support and assist the School in a material, practical and financial manner.

Every parent is automatically a member of the KPA.

The Mothers' Groups

Mothers' groups operate within both the Prep and Senior Schools. The Knox Senior School Mothers' Group (KSSMG) conducts meetings twice a year and these meetings are preceded by a Chapel Service. The Prep Mothers' Group conducts four meetings a year and all parents are warmly invited to attend. The names and contact phone numbers of the executive members of both mothers' groups are printed in The Knoxonian or Prepside during Term 1.

Knox Boarder Parents Association

All Knox boarder parents are automatically members of the Knox Boarder Parents Association. The BPA meets once per term to discuss matters relevant to boarding. The Association has two central aims:

- to promote and support a friendship network for boarder parents
- to engage in activities to develop and promote boarding at Knox.

Student Representative Council (SRC)

The Student Representative Council is an integral part of the student body and provides a voice for all students to raise any concerns and issues they may have and it also operates as a charity fund raising group for nominated charities. A report from the SRC is contained in Section One of this report.

Students are elected to the Student Representative Council (SRC) through the Year Masters from every Year Group, with two representatives from Years 7- 9, three from Year 10 and four from Year 11. The SRC is chaired by a Year 11 student elected by the SRC body. The School is represented on the SRC by one of the senior executive staff, the Dean of Students.

Year Committee

One student is elected from each of the twelve Tutor Groups in each year to Year Committee for that year. From these twelve students a chairman, secretary and treasurer are elected. The committee meets at least once a term with the Year Master and Assistant Year Master to plan fund raising for the year group's chosen charity, to raise matters submitted by students for discussion and to generally act as a leadership opportunity and avenue of communication for students in the year group.

Boarder Leadership Team

The Boarder Leadership Team meets fortnightly with the Director of Boarding to discuss issues within, or affecting the boarding community, and to assist by putting solutions in place to improve the Boarding environment at Knox.

The BLT Committee consists of:

- The Senior Boarder – Chairman
- School Prefects in Boarding
- Two other Year 12 and two 11 Boarders appointed by the DOB
- One boarder representative from each of Years 7-10

HODs Meetings

The Heads of Department within the School meet every two weeks to discuss academic matters and matters relating to teachers in connection with the curriculum. Informal feedback from teachers through discussions with Heads of Departments indicates staff was generally satisfied in most areas of the School, particularly in terms of relationships, staff morale, school operations, work roles and work value/recognition.

Year Masters' Meetings

The Year Masters and Assistant Year Masters meet every two weeks with the Pastoral Care team to discuss pastoral care and student welfare matters. Informal feedback from tutors through discussions with Year Masters indicates students were generally satisfied in all areas of the school, particularly in terms of relationships among the students and with the staff.

The Common Room

All Knox Grammar School teaching staff are automatically members of the Common Room. The Common Room Committee is elected by the Common Room members and organises meetings once a term. Matters raised by the Common Room are then taken by the Chairman to the Headmaster for discussion, action, responses or resolution.

Old Knox Grammarians' Association (OKGA)

The ex-students of Knox, generally known as the "Old Boys", form a vital sector of the Knox Community. Their umbrella group, the Old Knox Grammarians' Association Inc (OKGA), is an active one whose committee meets monthly at the School. Its objectives are to:

- Maintain contact among Old Boys of the School.
- Promote and foster the interest of Old Boys in the School.
- Promote and foster the welfare of the School.

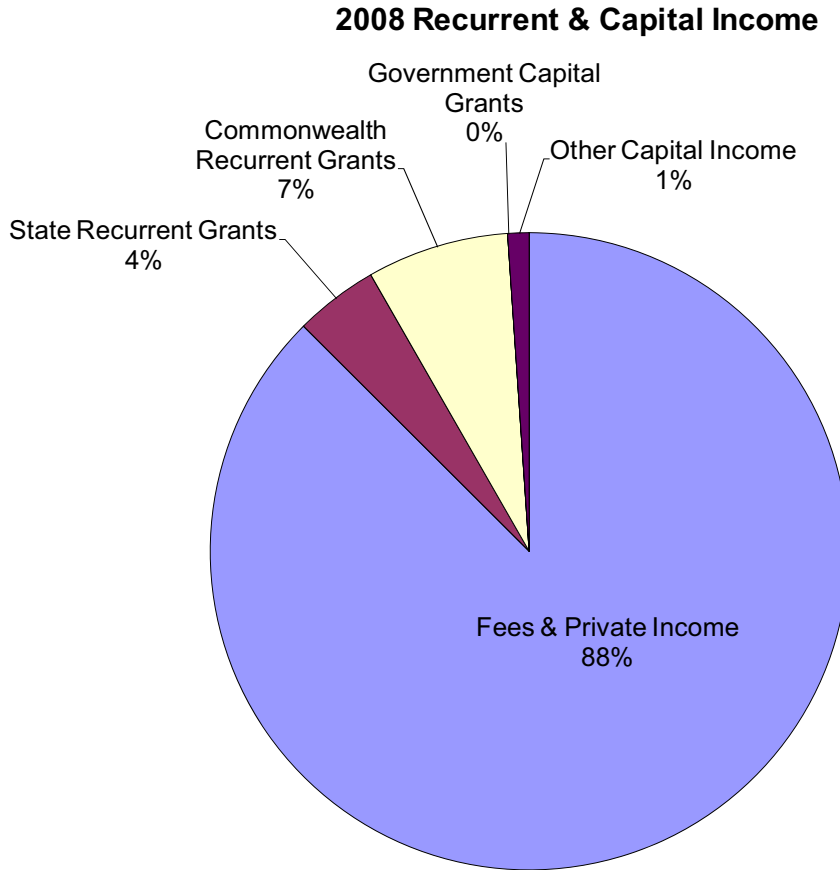
The School is very proud of its 'open door policy' with parent involvement welcomed and encouraged.

Mechanisms for Communication at Knox Grammar School

Mechanism	Purpose
School Council	To keep the governing body aware of happenings within the community that will enhance or detract from the School's greater vision.
Knox Parents' Association (KPA) & Knox Mothers' Group	To provide ongoing opportunities for parents/carers to be involved in and informed of Knox activities and to provide fundraising support and assistance at school functions.
Knox Website and Docushare	To provide information about the School, and its programs and achievements and access to programs, files and learning materials.
Student Diary	To allow for two way communication between class teachers and parents
Weekly Newsletters "The Knoxonian" and "Prepside"	To communicate key events, policies, ideas and achievements to the Knox Community
The Thistle	A biannual colour publication providing a snapshot of events at Knox since the previous publication.
The Grammarian	An annual publication detailing the every aspect of the previous year at Knox
The School Handbook	To provide a comprehensive overview of Knox and its policies and procedures. Available in paper and electronic copy.
Term Calendar	To provide details of all events at Knox in the coming term including sporting and co-curricular activities.
Meet the Teacher/Tutor Evenings	K-6 Meet the teacher and Year 7 and Year 12 Meet the Tutor evenings allow the school to communicate with parents of specific year groups and to provide parents with the opportunity to inform staff of special needs and interests of students in their class or tutor group.
Parent Teacher Interviews	Parents and teachers meet to discuss student achievement, progress and concerns.
Weekly Assemblies	To recognise and share achievements and information with students and parents.
Staff Meetings	To provide information, raise issues, plan and discuss school management, and activities and programs.
Senior Executive Meetings	To ensure whole School cohesion, planning and management.
Academic Reports	To provide a formal comprehensive report about students' academic progress, achievements, social development and work habits.
Weekly Chapel	To focus each week on the Christian purposes of the School.
Notice Boards	To notify students of news, and to recognise and display student work samples and achievements.
Information Evenings	For Years 7, 8, 10 each year. To provide information about curriculum and other matters and to prepare for selection of electives for Year 9 & Year 11
Surveys	From time to time it may prove useful to survey sections of the Knox community providing opportunity for parties concerned to offer feedback with anonymity.

13. SUMMARY FINANCIAL INFORMATION

Graphical representation of income and expenditure



2008 Recurrent & Capital Expenditure

