



**KNOX**  
**GRAMMAR**  
**SCHOOL**



**ANNUAL REPORT FOR NESA 2018**



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# SCHOOL CONTEXT AND VALUES

## FAITH WISDOM INTEGRITY COMPASSION COURAGE

Knox Grammar School is located at Wahroonga, Sydney, NSW. The history of Knox formally began in 1924 when it opened as a Presbyterian boys' school after founding members John Gilmore, William McIlrath, Robert Gillespie and Andrew Reid purchased what is now Gillespie Heritage House as the first Knox School building.

The School offers an outstanding range of educational and developmental opportunities from Kindergarten, through to the NSW Higher School Certificate in Year 12, both to boarding and day students.

Knox is a School of the Uniting Church of Australia. Knox values its strong heritage, its close relationship with parents and the local community and exceptionally high educational standards. Underpinning these values is a deep and lasting commitment to our students' future.

Knox has three campuses, Knox Preparatory School (boys, Kindergarten to Year 6), Wahroonga Prep (girls and boys, Pre-Kindergarten to Year 6) and the Senior School (boys, Years 7 to 12). In educating Knox students, we seek to develop their character and confidence and teach them to value commitment, actively recognise and reward those endeavours which lead to success, encourage innovation, and foster valued School traditions. Our secure environment and strong framework of values help our students to become valuable, responsible members of the wider community.

Many opportunities are available to challenge and enrich those who experience an education at Knox. At Knox, we strive to develop young men and women with a well-rounded education, encompassing an excellent curriculum and exceptional co-curricular opportunities. Our aim is to prepare students for a successful life beyond their Knox school years.

The School's vision is based on the premise that excellence comes when each boy and girl achieves his or her best in both the curricular and co-curricular environments and is well prepared for their future beyond Knox. The School believes this vision can be realised within a supportive and stimulating educational environment that values and nurtures the wellbeing of its staff and students.



# MESSAGE FROM KEY SCHOOL BODIES

## MESSAGE FROM THE SCHOOL COUNCIL

In consultation with the Headmaster, the Knox Council provides leadership and guidance in areas associated with the School's Master Plan, Building Program, Financial Management, Risk Management and Strategic Vision.

Our School Council provides the governance for the School and is appointed by and responsible to the Uniting Church in Australia (NSW Synod). We are comprised of professionals from across a wide variety of fields, including the church, business, education, finance, media, law and technology.

These Council members generously volunteer their time, knowledge and expertise to ensure that Knox continues to provide outstanding educational opportunities for boys, now and into the future.



2018 was an important year in the life of the School with the School Council, in partnership with the Headmaster, adopting a new Strategic Direction for the School. As outlined in the Strategic Direction, the aims of Knox Grammar School are:

- Supporting the spiritual growth of each student through Uniting Church faith and leadership
- Developing within each student their self-identity and wellbeing by providing a rich diversity of cultural, sporting, academic and service-learning experiences so they can explore their passions
- Providing an exciting, challenging and enriching curriculum through which students develop creative, critical thinking, problem solving and leadership skills in a variety of contexts
- Fostering a culture of serving others and making a difference to the lives of others through social justice
- Developing accomplished, well-resourced and inspirational staff, committed to the students under their care and imbued with a strong ethos of service, professional learning and responsibility
- Creating a safe, caring and inclusive environment that supports an outstanding education for all students
- Maintaining and developing outstanding facilities required to support a high-quality education
- Fostering close, authentic relationships with our parents and the wider community
- Developing key partnerships with alumni, business communities and universities to enrich the education of our students and staff

In 2018, our students achieved outstanding academic results:

- **ATAR and University Entry:** More than 160 boys achieved over 90 for their ATAR and 27 boys achieved 99+. In 2018, the middle boy at Knox achieved an ATAR of approximately 89.
- **2018 Higher School Certificate:** The HSC cohort achieved outstanding results. In 2019, our students achieved 659 Band 6 results and 37 students were placed on the All Rounders' Honour List for achieving 90 or higher in their best ten units.
- **NAPLAN:** NAPLAN results were impressive, with excellent results for boys and girls from Knox Prep and Wahroonga Prep in Years 3, 5, 7 and 9.

Achieving and continuing to support the wellbeing of students, staff and parents with best practice structures and programs as well as contributing to fulfil the aims and objectives of the Uniting Church remain of high importance to the Council and Knox.

We would like to thank staff and parents for their continuing commitment in supporting the School and the wellbeing of students.



On behalf of the School Council, I would like to congratulate and thank former Mr John Weeks and Mrs Denise Weeks for their service to the School over more than 15 years.

Mr Weeks retired from the role of Headmaster in March 2018. Since commencing as Headmaster in 2004, Mr Weeks has been a truly visionary leader of Knox. He has transformed Knox from a great school to be a global leader in education.

The School Council congratulates Mr Scott James in his appointment as the eighth Headmaster of Knox Grammar School.

**Peter Roach**  
**Chairman**  
**Knox Grammar School Council**



## MESSAGE FROM THE HEADMASTER

2018 has been a year of planning and progress for the School, with School Council and me launching a new Strategic Direction to outline our vision and chart our course for the next five years.

The vision outlined in the Strategic Direction 2018-2022 shows our aspirations in the areas of 'Dynamic Leadership', 'Staff Excellence', 'Learning Excellence', 'Global Mindfulness' and 'Knox Total Fitness'.

Significantly, we have made the decision to add 'Courage' to our core values of 'Faith', 'Wisdom', 'Integrity' and 'Compassion'. Courage and being courageous underpins all aspects of our vision for Knox Grammar School and its students and staff.

This Annual Report provides a snapshot of our work across the Knox Prep, Wahroonga Prep and Senior School in 2018. There have been many highlights throughout the year including:

- Excellent HSC results for the Class of 2018, with Knox ranked 23rd out of approximately 650 Schools (Sydney Morning Herald ranking, December 2018)
- Three students achieving an ATAR of 99.95 - Cory Aitchison, Chan Lee and Andrew Uen
- Approximately 160 boys with ATARs of 90+, 27 boys with an ATAR of 99+, 660 Band 6 results (90+) and 37 boys placed on the All Rounders Achiever's List for achieving 90 or higher in their best ten units
- Senior School Battle of the Bands and the 'Knox Flix' Film Festival
- Knox Pipes & Drums Band winning the Australian Pipe Band Championships at Brisbane
- Visits by special guests including cricketer Steve Smith, broadcaster Gus Worland, basketballer Andrew Gaze, Victoria Cross recipient Daniel Keighran and swimmer Ian Thorpe.
- A huge da Vinci Decathlon competition with more than 10,000 students taking part across the country
- Wahroonga Prep students achieving a silver medal and a bronze medal in the NSW WriteOn Competition
- Raising more than \$10,000 for the Leukaemia Foundation's World's Greatest Shave
- Welcoming His Excellency General The Honourable David Hurley AC DSC (Ret'd), Governor of New South Wales for the Knox Anzac Service and Parade
- The Knox Swim Team winning the CAS Swimming Championships (the Thyne Challenge Shield)
- Knox Surf Life Savers receiving an award for Northern Beaches Surf Life Saving 'Rescue of The Year' for a rescue at Whale Beach.
- Achieving the following results in the CAS sports competition: Summer 2017/18: Basketball – 2nd, Diving – 3rd, Swimming – 1st, Cricket – 6th and Tennis – 1st; Winter 2017: Rugby – 5th, Football – 2nd, Tennis – 1st
- The Knox Prep AFL Team winning the NSW/ACT Paul Kelly Cup
- Successful Knox Parents' Association events including Knox Gala Day and Christmas Markets
- A wide range of performing arts events including 'The Wiz', 'Boy Overboard', 'Knox in Concert', 'Seussical Jr', 'The Pirates of Penzance' and 'Twelve Angry Men'
- Trips and tours to Papua New Guinea (Social Justice), New Caledonia (Languages), USA (Science), USA (Texas), Enngonia (Social Justice), Europe (History), Spain and Portugal (Music)

To my great team, congratulations on the fabulous work you do to build and sustain the unique culture of Knox Grammar School. To our School Council, Knox parents and Old Boys for the work you do so faithfully to support the ongoing programs of the School, please accept our thanks.

A very special thank you to our outgoing Chairman of School Council, Mr Peter Roach, for his service and loyalty to the School over many years.

To mums and dads, my sincere thanks from all the staff for your continued support and faith in us.

**Scott James**  
**Headmaster**



## MESSAGE FROM THE KNOX PARENTS' ASSOCIATION (KPA)

The Knox Parents' Association (KPA) is a very active and incredibly enthusiastic parent group made up of volunteers from across all year groups within the school. All parents of Knox students are automatically members of the KPA and are encouraged to participate in its many activities whether in a small way or in a more involved way by being a member of a committee or a Year Convenor.

The KPA has a strong heritage and plays an important role in fostering the Knox sense of community. Its purpose is to:

- Maintain and foster the goodwill and interests of parents and friends of the School amongst themselves and in and towards the school;
- Support the School in a material, practical and financial manner;
- Encourage and conduct activities which contribute to the wellbeing of the School;
- Foster the Christian ethos and be bound by the rules and regulations of the School.

The KPA delivers on this mandate through a number of social, community building and fundraising events and activities throughout the year.

The KPA meet once per term on a rotational basis between the Senior and Prep School. The leadership team, including Headmaster Mr Scott James, regularly attend the meetings to deliver informative school updates, as well as guest speakers on special topics of interest to the parent community.

Among an array of year group morning teas, parent get-togethers, Grandparents' Day and other social events, the two main annual community and fundraising events are Knox Gala Day in Term 2 and the Christmas Market in Term 4. Net funds are returned to the school in the form of pledges for various items of equipment that will be used by the boys for both academic, sporting, music and co-curricular activities.

The items pledged include musical equipment for the Prep and Senior School, robotics kits, furniture for the Boarding House, sport equipment, a Visual Arts printing press and many more resources to be used by the boys.

Over the past six years, funds have been set aside for the KPA to purchase a major, significant and lasting capital item in the school's centenary year. The sixth instalment of ten instalments pledged has been made.

The KPA is a wonderful parent body made up of very dedicated and hard working parents. The KPA only succeeds through such people giving up their time to support their son's school. Thank you.

Amanda MacLean

**President Knox Parents' Association 2018**





# EDUCATIONAL PERFORMANCE

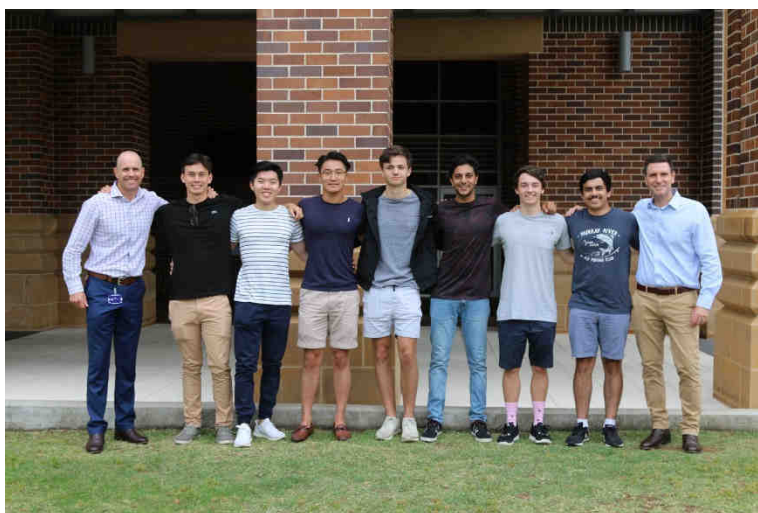
## HIGHER SCHOOL CERTIFICATE RESULTS 2018

Congratulations to our Year 12 students on their outstanding results in the 2018 HSC.

This cohort has demonstrated persistence and adopted the principles of a growth mindset and it has paid positive dividends in their final results.

Our most recent graduates made a wonderful contribution to the School and we remember their initiatives as much as their commitment to studies.

As measured by the *Sydney Morning Herald's* Top 100 Schools Report, this year Knox Grammar School is ranked at number 23 on the list. The boys of 2018 have achieved 659 Band 6 (90+) results.



As a non-selective boys' school, we are extremely pleased with the ATAR ranks. A Knox education, however, is much more than examination results. We aim to develop young men with a sure knowledge of who they are and how they should live.

Even as we recognise and celebrate their success, we know that the value of these young men is neither described nor determined by their marks, and we celebrate in seeing them enter a rich and rapidly changing world, to enjoy it fully and in due course leave their mark upon it.

As a school community, we are extremely proud of each boy's achievement. In 2018 the middle boy at Knox achieved an ATAR of approximately 89. This year, 27 boys achieved an ATAR of 99 or above, and more than 160 boys attained an ATAR of 90 or above.

Thirteen boys were placed on the NSW Education Standards Authority's Top Achievers List for placing in the top 20 in NSW in a course.

- Cory Aitchison – 6th in Economics, 12th in Chemistry
- James Taylor – 5th in Business Studies
- Noah Derwent – 2nd in Business Studies
- Michael Gee – 3rd in Software Design and Development
- Andrew Gu – 10th in Economics
- Mathew Hildebrand – 17th in Business Studies
- Harrison Penn – 10th in Business Studies
- Leon MacAlister – 9th in Economics
- Keshav Manaktala – 10th in Legal Studies
- Thomas Pancino – 20th in Mathematics General
- Dylan Pathirana – 2nd in Engineering Studies, 4th in Industrial Technology
- Mitchell Symons – 16th in Mathematics General
- Raymond Tian – 16th in Business Studies'

Thirty-seven boys were placed on the All Rounders Honour List for achieving 90 or higher in their best ten units.



Several boys were also nominated or selected for NESA's showcases.

### **Artexpress (Visual Arts)**

Selected:

- Henry Partridge, 'Intertwine' (Wagga Wagga Art Gallery)
- Sattrapattana (Euro) Ruangvanish, 'Floral Intricacies' (Blue Mountains Cultural Centre, Tamworth Regional Gallery)
- Maxwell Zagorski, 'Absence' (The Armory, Sydney Olympic Park) NOMINATED:
- Eric Bang, 'MIRROR MIRROR'
- Jordan de Vries, 'Uprise'
- Oscar Ley Native, 'Oxidation'
- Joshua McInerney, 'Intertwined Presence'
- Henry Partridge, 'Intertwine'
- Sattrapattana (Euro) Ruangvanish, 'Floral Intricacies'
- Cooper Ruthven, 'A Death in the Family'
- Maxwell Zagorski, 'Absence'

### **InTech (Industrial Technology) and Shape 2018 (Design and Technology)**

Selected: Industrial Technology

- Dylan Pathirana – Whiskey cabinet

Nominated: Design & Technology

- Gil Garrett – Healthy helmet
- Jack Gutmann – Gutter cleaner 4000
- Oliver Heys – IRB kill switch
- Thomas Lee – IRB footstrap
- Patrick O'Day – Get up cup stand
- Joshua Owens – Re-design of Ku-ring-gai Hockey Centre
- Sattrapattana (Euro) Ruangvanish – Thai microfarm
- Ben Sterrett – Empress Mayfair recumbent trike
- Felix Walsh – Home assistance trolley
- Harrison Ward – Swash pump Industrial Technology
- Joseph Asnicar – Motorbike trailer
- Finn Harricks – Stand-up paddleboard
- Dylan Pathirana – Whiskey cabinet
- Aiden Robertson – Corner desk
- Conor Rockwell – Box trailer
- Zachary Stewart – Writing table

### **Encore (Music)**

Selected:

- Jason Henery (Composition)

Nominated:

- Hamish Cole (Drum Kit - Music 1)
- William Hordern (Clarinet - Music 2 and Music Extension)
- Jason Henery (Double Bass - Music 2 and Music Extension)
- Kevin Sun (Piano - Music 1) (Composition)
- Julian Tso (Composition)

## OnSTAGE (Drama)

Nominated (Individual Performance):

- Arthur Lees (Salome)
- Crawford Lees (Network)
- Oscar Ley (Latrine)

Selected (Group Performances):

- 'Cuckoo' by Barney Allen, Toby Buchner, Hamish Cole, Noah Derwent and Peter Sherlock

Selected (Individual Project):

- Ricky Somaiya (Theatre Review)

## VOCATIONAL EDUCATION AND TRAINING IN 2018

Year 11 – Six Year 11 students were enrolled in a TVET course with TAFE NSW (Northern Sydney Institute) in 2018 – Property Services - Agency; Information and Digital Technology - Digital Animation/Games Development; Construction Pathways; Tourism, Travel and Events - Tourism

Year 12 – Three Year 12 students were enrolled in a TVET course with TAFE NSW (Northern Sydney Institute) in 2018 – Hospitality - Food and Beverage; Primary Industries - Horticulture; Electrotechnology - Electrical

Three students (two in Year 11 and one in Year 12) were enrolled in a School Based Apprenticeship and Traineeship (SBAT), both undertaking their Certificate III in Retail.

## HIGHER SCHOOL CERTIFICATE RESULTS IN COMPARISON TO STATE IN ALL SUBJECTS 2014 – 2018

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 2018	16	83.83	71.39	100.00%	80.49%	0.00%	17.73%
Agriculture 2017	25	80.85	70.58	100.00%	79.82%	0.00%	18.03%
Agriculture 2016	18	79.77	71.49	100.00%	83.42%	0.00%	16.58%
Agriculture 2015	21	80.33	71.79	100.00%	83.10%	0.00%	15.12%
Agriculture 2014	16	76.68	70.03	87.5%	79.31%	6.25%	20.66%
Ancient History 2018	46	83.90	72.76	100.00%	84.00%	0.00%	14.92%
Ancient History 2017	57	81.59	71.67	98.25%	80.46%	1.75%	18.12%
Ancient History 2016	66	78.90	71.16	100.00%	82.76%	0.00%	17.24%
Ancient History 2015	88	84.10	71.34	100.00%	82.58%	0.00%	16.60%
Ancient History 2014	83	82.20	71.68	100.00%	82.95%	0.00%	17.01%
Biology 2018	62	80.51	74.09	100.00%	89.40%	0.00%	9.69%
Biology 2017	59	81.10	74.30	100.00%	87.43%	0.00%	11.86%
Biology 2016	42	77.68	71.16	100.00%	90.30%	0.00%	9.70%
Biology 2015	40	77.12	71.13	100.00%	83.74%	0.00%	15.63%
Biology 2014	58	77.65	71.65	100.00%	85.55%	0.00%	14.45%
Business Studies 2018	133	88.22	73.62	100.00%	86.60%	0.00%	12.20%
Business Studies 2017	129	86.48	73.17	100.00%	85.97%	0.00%	12.52%
Business Studies 2016	107	84.89	73.21	99.70%	87.32%	.93%	12.68%
Business Studies 2015	83	85.07	73.65	100.00%	87.46%	0.00%	11.31%
Business Studies 2014	87	83.41	74.00	96.54%	87.58%	3.46%	12.42%



<b>HSC Course</b>	<b>No. of Students</b>	<b>Knox Av Mark /100</b>	<b>State Av Mark/100</b>	<b>Knox % in Bands 3-6</b>	<b>State % in Bands 3-6</b>	<b>Knox % in Bands 1-2</b>	<b>State % in Bands 1-2</b>
Chemistry 2018	109	83.19	74.83	98.17%	88.58%	1.83%	11.02%
Chemistry 2017	82	82.82	75.28	100.00%	90.36%	0.00%	9.20%
Chemistry 2016	63	84.29	75.59	100.00%	94.38%	0.00%	5.62%
Chemistry 2015	55	81.00	75.81	100.00%	93.14%	0.00%	6.46%
Chemistry 2014	78	83.45	76.13	98.72%	91.51%	1.28%	8.49%
Design and Tech 2018	22	87.29	77.91	100.00%	96.40%	0.00%	3.28%
Design and Tech 2017	23	81.83	76.75	100.00%	94.41%	0.00%	5.03%
Design and Tech 2016	29	81.76	76.41	100.00%	95.53%	0.00%	4.47%
Design and Tech 2015	23	85.68	76.25	100.00%	94.44%	0.00%	4.82%
Design and Tech 2014	11	85.53	75.86	100.00%	94.96%	0.00%	5.04%
Drama 2018	38	85.28	77.71	100.00%	97.47%	0.00%	2.29%
Drama 2017	45	86.82	77.68	100.00%	97.78%	0.00%	2.08%
Drama 2016	26	86.53	77.83	100.00%	98.09%	0.00%	1.91%
Drama 2015	26	83.02	77.81	100.00%	97.94%	0.00%	1.83%
Drama 2014	20	88.83	77.90	100.00%	98.39%	0.00%	1.61%
Earth and Env. Science 2018	17	80.29	74.31	100.00%	89.92%	0.00%	9.53%
Earth and Env. Science 2017	10	81.52	74.60	100.00%	81.05%	0.00%	8.29%
Earth and Env. Science 2016	18	76.74	73.36	100.00%	89.31%	0.00%	10.69%
Earth and Env. Science 2015	26	79.79	75.10	100.00%	90.75%	0.00%	8.81%
Earth and Env. Science 2014	21	78.48	74.80	95.24%	90.86%	4.76%	9.14%
Economics 2018	73	87.90	76.25	98.64%	92.01%	1.36%	7.61%
Economics 2017	76	85.69	76.60	98.69%	91.93%	1.31%	7.52%
Economics 2016	58	84.77	76.55	100.00%	94.41%	0.00%	5.59%
Economics 2015	53	81.81	76.12	100.00%	92.02%	0.00%	2.77%
Economics 2014	57	82.18	75.73	100.00%	91.05%	0.00%	8.95%
Engineering Studies 2018	25	76.83	74.55	100.00%	90.22%	0.00%	8.72%
Engineering Studies 2017	14	84.47	74.21	100.00%	88.85%	0.00%	10.41%
Engineering Studies 2016	12	79.72	75.27	100.00%	94.79%	0.00%	5.21%
Engineering Studies 2015	22	75.73	75.00	100.00%	93.24%	0.00%	5.78%
Engineering Studies 2014	19	75.17	73.13	94.74%	89.47%	5.26%	10.53%
English Standard 2018	10	66.50	68.66	90.00%	84.41%	10.00%	14.98%
English Standard 2017	21	74.17	69.19	100.00%	85.74%	0.00%	13.56
English Standard 2016	33	67.38	68.70	90.91%	87.42%	9.09%	12.58%
English Standard 2015	14	67.57	67.10	100.00%	84.15%	0.00%	15.22%
English Standard 2014	26	67.00	67.46	76.93%	85.15%	23.07%	11.58%
English Advanced 2018	321	82.67	80.60	99.69%	98.41%	.31%	1.39%
English Advanced 2017	291	83.32	80.96	99.66%	98.46%	.34%	1.36%
English Advanced 2016	247	83.08	80.72	100.00%	98.96%	0.00%	1.04%
English Advanced 2015	244	81.84	80.43	100.00%	99.45%	0.00%	0.86%
English Advanced 2014	255	81.97	80.53	99.22%	99.06%	0.78%	0.94%
ESL 2018	14	81.74	70.56	100.00%	84.13%	0.00%	15.16%
ESL 2017	11	77.78	69.72	100.00%	81.81%	0.00%	17.35%
ESL 2016	5	72.68	70.31%	100.00%	84.47%	0.00%	15.53%
ESL 2015	10	73.56	70.86%	90.00%	82.33%	10.00%	16.27%
ESL 2014	12	79.50	72.67	100.00%	88.63%	0.00%	11.37%
English Extension 1 2018	30	43.64/50	42.08/50	100.00%	95.43%	0.00%	4.21%
English Extension 1 2017	34	43.20/50	41.26/50	94.11%	93.27%	5.88%	6.46%
English Extension 1 2016	28	42.91/50	41.91/50	100.00%	95.17%	0.00%	4.83%
English Extension 1 2015	30	43.57/50	41.80/50	100.00%	94.08%	0.00%	5.72%
English Extension 1 2014	21	45.33/50	41.19/50	100.00%	92.99%	0.00%	7.01%

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
English Extension 2 2018	4	40.53/50	37.46/50	100.00%	71.72%	0.00%	28.53%
English Extension 2 2017	11	41.81/50	38.68/50	90.91%	77.38%	9.09%	22.36%
English Extension 2 2016	11	39.53/50	38.47/50	90.91%	79.17%	9.09%	20.83%
English Extension 2 2015	8	40.34/50	39.54/50	100.00%	82.37%	0.00%	17.33%
English Extension 2 2014	7	42.96/50	38.49/50	100.00%	79.31%	0.00%	20.69%
Geography 2018	21	84.61	74.71	100.00%	87.24%	0.00%	11.55%
Geography 2017	43	81.54	74.87	100.00%	88.29%	0.00%	10.66%
Geography 2016	29	77.32	74.73	100.00%	90.06%	0.00%	9.94%
Geography 2015	32	82.87	73.85	100.00%	86.70%	0.00%	12.53%
Geography 2014	44	81.16	73.64	95.46%	84.34%	4.54%	15.66%
Industrial Technology 2018	13	91.72	68.01	100.00%	76.05%	0.00%	23.32%
Industrial Technology 2017	16	89.96	67.54	100.00%	74.35%	0.00%	24.86%
Industrial Technology 2016	20	90.63	69.02	100.00%	61.43%	0.00%	38.57%
Industrial Technology 2015	16	83.28	69.94	100.00%	78.58%	0.00%	20.66%
Industrial Technology 2014	16	89.78	70.66	100.00%	81.96%	0.00%	18.04%
IPT 2018	17	81.49	73.25	100.00%	86.14%	0.00%	12.48%
IPT 2017	17	82.31	71.71	100.00%	80.47%	0.00%	18.06%
IPT 2016	30	79.03	71.35	100.00%	82.98%	0.00%	17.02%
IPT 2015	32	82.49	72.36	100.00%	83.96%	0.00%	14.47%
IPT 2014	15	83.28	72.94	100.00%	87.70%	0.00%	12.30%
Legal Studies 2018	47	86.14	75.05	100.00%	84.76%	0.00%	14.04%
Legal Studies 2017	34	90.85	75.86	100.00%	90.04%	0.00%	8.20%
Legal Studies 2016	36	86.79	75.01	100.00%	89.18%	0.00%	10.82%
Legal Studies 2015	34	85.59	74.60	100.00%	88.87%	0.00%	9.95%
Legal Studies 2014	48	83.53	73.36	95.84%	83.55%	4.16%	16.45%
General Mathematics 2018	179	84.83	69.92	98.89%	79.12%	1.11%	19.95%
General Mathematics 2017	177	85.44	68.51	98.31%	73.83%	1.69%	25.14%
General Mathematics 2016	159	84.61	68.51	98.75%	75.99%	1.25%	24.01%
General Mathematics 2015	144	85.44	68.64	99.31%	74.19%	.69%	24.83%
General Mathematics 2014	137	82.80	68.89	97.10%	74.96%	2.90%	25.00%
Mathematics 2U 2018	131	90.36	78.20	100.00%	92.36%	0.00%	7.42%
Mathematics 2U 2017	111	91.37	77.96	100.00%	90.56%	0.00%	9.07%
Mathematics 2U 2016	93	90.74	77.84	100.00%	92.23%	0.00%	7.77%
Mathematics 2U 2015	85	87.50	77.89	100.00%	90.48%	0.00%	9.21%
Mathematics 2U 2014	120	85.39	78.37	96.67%	91.30%	3.33%	8.70%
Mathematics Extension 1 2018	80	89.35	79.29	100.00%	79.60%	0.00%	20.07%
Mathematics Extension 1 2017	70	90.93	81.09	98.56%	81.06%	1.42%	18.02%
Mathematics Extension 1 2016	58	91.21	79.68	100.00%	79.65%	0.00%	20.35%
Mathematics Extension 1 2015	62	86.82	81.20	93.54%	84.11%	6.45%	15.64%
Mathematics Extension 1 2014	80	83.84	80.58	98.75%	84.40%	1.25%	15.60%
Mathematics Extension 2 2018	27	93.01	81.36	100.00%	85.41%	0.00%	14.41%
Mathematics Extension 2 2017	24	90.43	81.17	100.00%	84.00%	0.00%	15.86%
Mathematics Extension 2 2016	25	91.70	81.03	100.00%	85.51%	0.00%	14.49%
Mathematics Extension 2 2015	35	85.82	82.28	97.15%	86.14%	2.85%	13.71%
Mathematics Extension 2 2014	34	83.04	81.58	100.00%	86.39%	0.00%	13.61%
Modern History 2018	122	81.53	73.88	97.54%	84.41%	2.44%	14.61%
Modern History 2017	113	83.43	73.33	99.12%	85.59%	00.08%	13.38%
Modern History 2016	91	83.92	74.45	100.00%	86.03%	0.00%	13.97%
Modern History 2015	72	84.17	75.29	100.00%	89.37%	0.00%	9.69%
Modern History 2014	99	83.25	74.95	100.00%	89.51%	0.00%	10.49%
History Extension 2018	16	37.36/50	38.85/50	81.25%	78.68%	18.75%	21.08%
History Extension 2017	19	40.25/50	38.74/50	89.48%	79.62%	10.52%	20.14%
History Extension 2016	14	39.94/50	38.93/50	100.00%	80.82%	0.00%	19.18%
History Extension 2015	21	42.90/50	38.64/50	100.00%	78.14%	0.00%	21.73%



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
History Extension 2014	15	44.34/50	38.71/50	100.00%	77.70%	0.00%	22.30%
Music 1 2018	14	92.56	81.50	100.00%	97.89%	0.00%	1.55%
Music 1 2017	16	89.34	81.45	100.00%	97.95%	0.00%	1.32%
Music 1 2016	7	92.83	80.91	100.00%	98.13%	0.00%	1.69%
Music 1 2015	22	90.61	80.60	100.00%	97.47%	0.00%	1.93%
Music 1 2014	13	89.51	80.29	100.00%	96.95%	0.00%	3.05%
Music 2 2018	8	90.03	87.55	100.00%	91.42%	0.00%	8.56%
Music 2 2017	10	90.28	86.72	100.00%	100.00%	0.00%	0.00%
Music 2 2016	9	93.38	86.97	100.00%	99.87%	0.00%	.13%
Music 2 2015	5	92.20	86.68	100.00%	99.70%	0.00%	0.28%
Music 2 2014	4	94.25	86.26	100.00%	87.33%	0.00%	12.67%
Music Extension 2018	6	46.75/50	44.78/50	100.00%	96.00%	0.00%	3.98%
Music Extension 2017	8	48.60/50	44.19/50	100.00%	94.86%	0.00%	5.13%
Music Extension 2016	7	48.16/50	43.17/50	100.00%	93.60%	0.00%	6.40%
Music Extension 2015	5	44.82/50	43.60/50	100.00%	93.15%	0.00%	6.83%
Music Extension 2014	5	49.76/50	45.82/50	100.00%	98.85%	0.00%	1.05%
PDHPE 2018	55	81.55	72.29	100.00%	85.49%	0.00%	13.46%
PDHPE 2017	41	80.38	71.03	97.54%	80.51%	2.53%	18.47%
PDHPE 2016	40	80.18	72.13	95.00%	83.68%	5.00%	16.32%
PDHPE 2015	35	78.82	73.10	100.00%	90.38%	0.00%	8.92%
PDHPE 2014	43	78.28	72.86	100.00%	88.27%	0.00%	11.73%
Physics 2018	104	80.72	73.18	97.12%	86.74%	2.88%	12.91%
Physics 2017	95	81.75	73.45	98.92%	88.01%	1.05%	11.43%
Physics 2016	65	79.37	72.65	100.00%	88.49%	0.00%	11.51%
Physics 2015	63	78.90	72.66	98.42%	89.76%	1.58%	10.12
Physics 2014	65	78.83	73.49	96.93%	90.60%	3.07%	9.40%
Society and Culture 2018	No Class						
Society and Culture 2017	No Class						
Society and Culture 2016	No Class						
Society and Culture 2015	No Class						
Society and Culture 2014	14	73.73	76.65	92.86%	93.38%	7.14%	6.62%
Software Design 2018	16	86.34	74.12	100.00%	88.43%	0.00%	10.38%
Software Design 2017	15	84.65	73.67	100.00%	87.59%	0.00%	11.12%
Software Design 2016	27	79.38	74.63	100.00%	92.91%	0.00%	7.09%
Software Design 2015	11	84.87	73.53	100.00%	88.40%	0.00%	10.35%
Software Design 2014	6	83.20	73.09	100.00%	90.30%	0.00%	9.70%
Studies of Religion II 2018	15	72.83	74.63	86.67%	90.22%	13.33%	9.24%
Studies of Religion II 2017	8	77.50	76.27	87.5%	92.3%	12.5%	7.11%
Studies of Religion II 2016	4	84.20	75.58	100.00%	94.92%	0.00%	5.08%
Studies of Religion II 2015	2	86	74.20	100.00%	89.22%	0.00%	9.95%
Studies of Religion II 2014	1	82.6	76.30	100.00%	93.82%	0.00%	6.18%
Visual Arts 2018	23	88.19	79.80	100.00%	99.14%	0.00%	.50%
Visual Arts 2017	27	88.51	79.74	100.00%	98.65%	0.00%	.42%
Visual Arts 2016	33	88.02	79.55	100.00%	98.15%	0.00%	1.85%
Visual Arts 2015	14	87.39	79.21	100.00%	97.96%	0.00%	1.70%
Visual Arts 2014	19	92.40	78.30	100.00%	97.07%	0.00%	2.93%
French Continuers 2018	8	80.10	81.75	100.00%	96.53%	0.00%	3.29%
French Continuers 2017	2	78.60	81.75	100.00%	97.27%	0.00%	9.16%
French Continuers 2016	3	92.80	82.11	100.00%	96.80%	0.00%	3.20%
French Continuers 2015	5	86.12	82.16	100.00%	97.50%	0.00%	2.47%
French Continuers 2014	4	84.95	82.60	100.00%	97.35	0.00%	2.65%
French Extension 2018	No Class						
French Extension 2017	No Class						
French Extension 2016	1	48/50	41.36/50	100.00%	88.78%	0.00%	11.22%

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
French Extension 2015	2	36.50/50	41.50/50	100.00%	90.95	0.00%	9.03%
French Extension 2014	2	42.40/50	42.15/50	100.00%	95.00%	0.00%	5.00%
German Continuers 2018	12	77.58	81.50	100.00%	98.88%	0.00%	1.09%
German Continuers 2017	3	85.47	81.17	100.00%	97.77%	0.00%	2.21%
German Continuers 2016	10	83.50	79.05	100.00%	95.19%	0.00%	4.81%
German Continuers 2015	3	82.20	80.19	100.00%	95.36	0.00%	4.62%
German Continuers 2014	11	79.78	81.13	100.00%	96.03%	0.00%	3.97%
German Extension 2018	6	40.68/50	42.33/50	100.00%	97.55%	0.00%	2.43%
German Extension 2017	No Class						
German Extension 2016	4	41.73/50	42.42/50	100.00%	95.92%	0.00%	4.08%
German Extension 2015	2	39.85/50	41.27/50	100.00%	97.05%	0.00%	1.94%
German Extension 2014	3	42.43/50	41.69/50	100.00%	96.73%	0.00%	3.27%
Japanese Beginners 2018	4	78.00	75.09	100.00%	85.43%	0.00%	13.98%
Japanese Continuers 2018	10	85.48	81.20	100.00%	95.27%	0.00%	4.55%
Japanese Continuers 2017	4	87.55	80.59	100.00%	94.01%	0.00%	5.73%
Japanese Continuers 2016	5	84.64	79.33	100.00%	94.08%	0.00%	5.92%
Japanese Continuers 2015	5	79.52	78.91	100.00%	95.90%	0.00%	3.77%
Japanese Continuers 2014	6	83.27	79.02	100.00%	95.84%	0.00%	4.16%
Japanese Extension 2018	4	42.50/50	41.67/50	100.00%	90.25%	0.00%	9.73%
Japanese Extension 2017	1	42.00/50	41.25/50	100.00%	89.56%	0.00%	9.81%
Japanese Extension 2016	2	47.70/50	41.09	100.00%	90.01%	0.00%	9.99%
Japanese Extension 2015	1	40/50	40.69/50	100.00%	87.97%	0.00%	12.01%
Japanese Extension 2014	3	41.33/50	41.50/50	100.00%	95.84%	0.00%	4.16%



## NAPLAN YEAR 3, 5, 7 AND 9 2014 – 2018

It is important to acknowledge that at Knox all students sit the NAPLAN test irrespective of ability. We are not a selective school and we do not exclude any student from sitting the test.

Knox students continue to be very strong in Numeracy outperforming State, Regional and NSW AIS (Association of Independent Schools) Schools. In all other areas, the students perform well above the State in the top two bands, and above Northern Sydney Region Schools. The mean for Literacy and Numeracy continues to be well above the State, Northern Sydney Region Schools and AIS Schools.

### Knox Preparatory School Year 3 NAPLAN 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 2018	98.9%	-1.1%	96%
Reading 2017	100%	+1.2%	94%
Reading 2016	98.8%	-1.2%	96.9%
Reading 2015	100%	0%	94%
Reading 2014	100%	0%	93%
Writing 2018	99.1%	-.9%	98%
Writing 2017	100%	0%	97%
Writing 2016	100%	0%	98.8%
Writing 2015	100%	+4%	96%
Writing 2014	96%	-2.8%	95%
Spelling 2018	100%	0%	96.6%
Spelling 2017	100%	0%	95%
Spelling 2016	100%	0%	96.9%
Spelling 2015	100%	0%	94%
Spelling 2014	100%	0%	95%
Grammar 2018	100%	0%	95.8%
Grammar 2017	100%	0%	92%
Grammar 2016	100%	0%	97%
Grammar 2015	100%	+1%	94%
Grammar 2014	99%	+2.4%	95%
Numeracy 2018	100%	0%	96.6%
Numeracy 2017	100%	0%	95%
Numeracy 2016	100%	0%	96.9%
Numeracy 2015	100%	0%	96%
Numeracy 2014	100%	0%	95%

### Wahroonga Preparatory School Year 3 NAPLAN Results

NAPLAN Component	Percentage of Students Achieving Above Literacy and Numeracy Benchmarks		
	Year 3 Wahroonga	Change in Wahroonga Results Compared to Previous Year's Performance	Year 3 State
Reading 2018	100%	0%	96%
Reading 2017	100%	0%	94%
Reading 2016	100%	NA	96.9%
Writing 2018	100%	0%	98%
Writing 2017	100%	0%	97%
Writing 2016	100%	NA	98.8%



NAPLAN Component	Percentage of Students Achieving Above Literacy and Numeracy Benchmarks		
	Year 3 Wahroonga	Change in Wahroonga Results Compared to Previous Year's Performance	Year 3 State
Spelling 2018	100%	0%	96.6%
Spelling 2017	100%	0%	95%
Spelling 2016	100%	NA	96.9%
Grammar 2018	100%	0%	95.8%
Grammar 2017	100%	0%	92%
Grammar 2016	100%	NA	97%
Numeracy 2018	100%	0%	96.6%
Numeracy 2017	100%	0%	95%
Numeracy 2016	100%	NA	96.9%

### Knox Preparatory School Year 5 NAPLAN 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 2018	100%	+1%	94.9%
Reading 2017	99%	+3%	94%
Reading 2016	98.7%	-.3%	94.7%
Reading 2015	99%	+1%	94%
Reading 2014	98%	-2%	93%
Writing 2018	99%	0%	93.7%
Writing 2017	99%	-.3%	92%
Writing 2016	99.3%	+1.3%	94.7%
Writing 2015	98%	+2%	93%
Writing 2014	96%	-2.6%	95%
Spelling 2018	100%	+1%	95%
Spelling 2017	99%	-.3%	93%
Spelling 2016	99.3%	+3%	94.9%
Spelling 2015	99%	0%	94%
Spelling 2014	99%	+6%	93%
Grammar 2018	100%	+1%	94.4%
Grammar 2017	99%	-.3%	92%
Grammar 2016	99.3%	+3%	96%
Grammar 2015	99%	0%	92%
Grammar 2014	99%	-1%	93%
Numeracy 2018	100%	+1%	96.2%
Numeracy 2017	99%	-1%	95%
Numeracy 2016	100%	0%	95.7%
Numeracy 2015	100%	+3%	95%
Numeracy 2014	97%	-3%	93%

### Wahroonga Preparatory School Year 5 NAPLAN Results

NAPLAN Component	Percentage of Students Achieving Above Literacy and Numeracy Benchmarks		
	Year 5 Wahroonga	Change in Wahroonga Results Compared to Previous Year's Performance	Year 5 State
Reading 2018	93.7%	-6.3%	94.9%
Reading 2017	100%	0%	92%

NAPLAN Component	Percentage of Students Achieving Above Literacy and Numeracy Benchmarks		
	Year 5 Wahroonga	Change in Wahroonga Results Compared to Previous Year's Performance	Year 5 State
Reading 2016	100%	NA	94.7%
Writing 2018	100%	0%	93.7%
Writing 2017	100%	0%	93%
Writing 2016	100%	NA	94.7%
Spelling 2018	100%	0%	95%
Spelling 2017	100%	0%	93%
Spelling 2016	100%	NA	96%
Grammar 2018	100%	0%	94.4%
Grammar 2017	100%	0%	92%
Grammar 2016	100%	NA	96%
Numeracy 2018	100%	0%	96.2%
Numeracy 2017	100%	0%	95%
Numeracy 2016	100%	NA	95.7%

### Knox Senior School Year 7 NAPLAN 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 2018	99.7%	-.3%	95.4%
Reading 2017	100%	+.7%	93%
Reading 2016	99.3%	-.7%	95.2%
Reading 2015	100%	+1%	96%
Reading 2014	100%	0%	95%

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
Writing 2018	99.4%	+1.4%	90.2%
Writing 2017	98%	-.7%	90%
Writing 2016	98.7%	+1%	91.9%
Writing 2015	97%	-2%	88%
Writing 2014	99%	0%	90%
Spelling 2018	99.3%	+.3%	94.1%
Spelling 2017	99%	-.7%	94%
Spelling 2016	99.7%	+.7%	94.6%
Spelling 2015	99%	0%	92%
Spelling 2014	99%	+.4%	93%
Grammar 2018	100%	+1%	93.7%
Grammar 2017	99%	-.3%	91%
Grammar 2016	99.3%	+.3%	94.8%
Grammar 2015	99%	-1%	91%
Grammar 2014	100%	+2.1%	92%
Numeracy 2018	100%	0%	97.8%
Numeracy 2017	100%	+.3%	96%
Numeracy 2016	99.7%	-.3%	97%
Numeracy 2015	100%	0%	97%
Numeracy 2014	100%	+.3%	96%

### Knox Senior School Year 9 NAPLAN 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 2018	99.7%	+.7%	94.9%
Reading 2017	99%	0%	93%
Reading 2016	99%	-1%	94.4%
Reading 2015	100%	0%	92%
Reading 2014	100%	+1.4%	91%
Writing 2018	97.6%	-.4%	81.3%
Writing 2017	98%	+1.5%	82%
Writing 2016	96.5%	+1.5%	83.7%
Writing 2015	95%	-2%	78%
Writing 2014	97%	+.8%	80%
Spelling 2018	99.1%	+.1%	91.6%
Spelling 2017	99%	+.9%	92%
Spelling 2016	98.1%	-.9%	91.5%
Spelling 2015	99%	0%	90%
Spelling 2014	99%	-.2%	91%
Grammar 2018	99.7%	+.3%	93.1%
Grammar 2017	99%	+1.9%	90%
Grammar 2016	97.1%	-1.9%	90%
Grammar 2015	99%	0%	88%
Grammar 2014	99%	-.2%	88%
Numeracy 2018	99.7%	-.3%	97.5%
Numeracy 2017	100%	0%	97%
Numeracy 2016	100%	0%	97.7%
Numeracy 2015	100%	0%	96%
Numeracy 2014	100%	0%	96%





# PROFESSIONAL LEARNING AND TEACHING STANDARDS

## PROFESSIONAL LEARNING

Knox Grammar School is committed to providing high quality professional learning opportunities for all teachers to support their ongoing growth and development and to build a vibrant learning community. Teachers work in Learning and Research teams to develop targeted teaching and learning approaches with the aim of lifting student and teacher performance. The approach to professional learning is evidence informed, grounded in improving pedagogical content knowledge and enriched through collaboration.

We have developed a Research Institute for Innovation and Professional Learning (RiiPL). RiiPL is committed to being a collaborative, innovative and altruistic institution that fosters student and teacher excellence to achieve equity in classrooms. All professional learning is evidence informed and grounded in best practice. It is about ensuring that Knox is drawing upon current research and generating new research into how we can provide professional learning that enhances our teachers' capabilities to develop powerful pedagogies that make a difference to the learning and dispositions of our students. RiiPL has established a research partnership with the University of Newcastle. The school has several teaching staff undertaking a Master's degree in Philosophy or a Doctor of Philosophy. Our teachers undertaking further study have grounded their research in our school context. For example, research is being conducted into how to enhance a teacher's capability to develop powerful pedagogies evident through higher-order, innovative and student-centred programs and assessment that promote student excellence. We aim to create a site of inquiry where research can be undertaken that will inform best practice at Knox and beyond.

During 2018, the School ran regular NESA endorsed professional learning sessions for the Learning and Research teams, workshops and conferences, including an Aspiring Leaders Course and a conference on student and teacher wellbeing. The School is a NESA endorsed provider for Proficient and Highly Accomplished.

All teaching staff K-12 participated in five staff professional development days during 2018. The staff professional development days incorporated guest speakers, workshops, planning activities, meeting times and training in compliance-related areas of activity. In addition, Knox staff was able to access a range of professional in-services during 2018, provided internally and externally.

The School's four Directors of Professional Learning supported the Learning and Research teams across the three campuses and provided support and expertise to teachers undertaking formal programs of accreditation, such as Proficient and ISTAA Experienced Teacher. All teachers have their lessons observed and are provided with feedback.

In terms of accreditation of teachers, all Provisional teachers were provided with mentoring and coaching support. All teachers new to Knox were provided with a mentor and completed an induction program.

## EXPENDITURE ON PROFESSIONAL LEARNING

The average expenditure per teacher for professional development in 2018 was \$2,545.







## TEACHING STANDARDS

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.	297
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.	0
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.	0

## SCHOOL GOVERNANCE AND MANAGEMENT

The Knox Grammar School Council provides the governance for the School and is appointed by and responsible to the Uniting Church in Australia (NSW Synod).

In consultation with the Headmaster, the Knox Grammar School Council provides leadership and guidance in areas associated with the School's Master Plan, Building Program, Financial Management, Risk Management and Strategic Vision.

The members of Knox Grammar School Council are professionals within their chosen fields i.e. Church, business, education, finance, infrastructure, law, media and technology. Some Council members have had a long association with the School either as parents and/or Old Boys.

Council members generously volunteer their time, knowledge and expertise to uphold the mission of the School.

The members of Council oversee the development, implementation and evaluation of strategic goals, future directions and matters of School policy.



## SCHOOL LEADERSHIP

The School is led by senior staff who work collaboratively to ensure key portfolio areas of operation are effectively led and managed.

- **The Headmaster** is involved in all aspects of School life and culture, especially strategic development, the implementation of School policy and educational leadership K-12.
- **Deputy Headmaster K-12 Student and Teacher Excellence** is responsible for the academic performance and curriculum programs K-12, and the professional learning of the teaching staff to enhance the quality of teacher performance as well as teacher accreditation. This includes ensuring compliance with all NESA registration, accreditation and compliance requirements. This involves working closely with the Directors of Professional Learning, Heads of Department and Directors of Studies. The Heads of Academy and the ICT Integrators also work with the Deputy Head.
- **Deputy Headmaster 7-12 Students** is directly responsible for student management Years 7-12 together with the General Duties Master and also for the day to day administration of Senior School routines as well as the leadership and management of the Boarding Houses, the co-ordination of student welfare through the School Counsellors, General Duties Master, Mentor Team Leaders, Mentors and the Student Administration Office. The Heads of Academy and the ICT Integrators also work with the Deputy Head.
- **Head of the Knox Preparatory School** is responsible for the leadership and management of the Preparatory School.
- **Deputy of the Knox Preparatory School** supports the Head in the leadership and management of the school.
- **Head of the Wahroonga Preparatory School** is responsible for the leadership and management of the Wahroonga Preparatory School.
- **Deputy of the Wahroonga Preparatory School** supports the Head in the leadership and management of the school.
- **Director of Staff Support K-12 (Staffing)** is responsible for staffing and compliance issues at the School. This includes the recruitment, selection, orientation and reviewing of all staff K-12 and monitoring of all compliance issues related to the School.
- **Head of IT** is responsible for the coordination of technology infrastructure and IT services K-12.
- **Director of Co-curricular Operations** is responsible for the co-ordination of all co-curricular activities, including sport and musical calendars and planners, excursions and trips. The Knox Sports and Aquatic Academy (KSAA) and the Knox Academy of Performing Arts (KAPA) fall within the Dean of Co-curricular and Planning's portfolio of responsibility.
- **Director of Operations** is responsible for the daily operations in the school as well as timetabling and data analytics. This involves working with the Operations Team 7-12.
- **Head of the Senior Academy** is responsible for the management and organisation of the Knox Senior Academy and the wellbeing of the students in Stage 6.
- **Head of Middle Academy** is responsible for the management and organisation of the Stage 5 approach to teaching and learning and the wellbeing of the students.
- **Head of Junior Academy** is responsible for the management and organisation of the Stage 4 approach to teaching and learning and the wellbeing of the students.
- **Directors of Professional Learning** are responsible for the professional learning needs and accreditation of teachers.
- **Director of Studies Stage 6** is responsible for the academic needs and performance of the Stage 6 students. They work closely with the Head of the Senior Academy and the Deputy Headmaster K-12 Student and Teacher Excellence to ensure compliance with all NESA requirements.
- **Director of Studies Stage 5** is responsible for the academic needs and performance of the Stage 5 students. They work closely with the Head of the Middle School Academy and the Deputy Headmaster K-12 Student and Teacher Excellence to ensure compliance with all NESA requirements and the organisation of NAPLAN and PAT testing.
- **Director of Studies Stage 4** is responsible for the academic needs and performance of the Stage 4 students. They work closely with the Head of the Junior Secondary School Academy and the Deputy Headmaster K-12

Student and Teacher Excellence to ensure compliance with all NESA requirements and the organisation of NAPLAN and PAT testing.

- **Director of Students K-6** is responsible for student management and the co-ordination of student welfare through the Preparatory School Counsellor, Chaplain and the Well Being and House Master teams.
- **K-2 Co-ordinator** is responsible for the running of the K-2 Centre. This includes all curriculum and pastoral areas.
- **Director of Learning K-6** is responsible for the co-ordination of all academic programs in the Preparatory School. This includes class placement and student reports.
- **Chaplains (Prep and Senior School)** plays a major role in the spiritual life of the whole K-12 communities.
- **Chief Financial Officer** is responsible for the School's financial affairs and administrative services for the School.





# STUDENT INFORMATION

## STUDENT ATTENDANCE

On average, the student attendance for 2018 was 96% (Semester 1, 2018) and 95% (Term 3, 2018) – this data is published on the 'My School' website.

Knox monitors and manages school attendance through the student administration system TASS. The rolls are marked each lesson. Parents are contacted regarding absences via the School Administration Officers allocated to each year group in the Senior School and an Administration Officer in each Prep School campus. Any unexplained absences are also followed up by Team Leaders. Any serious non-attendance issues are dealt with by the Senior Management Team.

### Total students at attendance census data – August 2018

Knox Prep (K-6): 728

Wahroonga Prep (K-6): 154

Knox Senior (7-12): 2,116

## SENIOR SCHOOL RETENTION RATES

### 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
2016/2018	348	347	329	99.7%	94.5%
2015/2017	316	324	303	100.0%	95.9%
2014/2016	283	285	273	100.0%	96.5%
2013/2015	270	265	253	98.1%	93.7%
2012/2014	283	294	274	100%	96.8%
2011/2013	256	267	255	100%	99.6%
2010/2012	237	259	235	100%	99%

## Retention Rate Summary

Overall, Knox Grammar School retention rate is steady. Prior to Year 12, students leave the School primarily due to family circumstances 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 SCHOOL DESTINATIONS

Of the Year 12 cohort who completed the Higher School Certificate, the vast majority applied for and gained successful entry to tertiary institutions, such as university to study a degree course, TAFE or private colleges to participate in certificate or diploma courses.

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

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



# ANNUAL REPORT POLICIES AND PROCEDURES

## ANNUAL REPORT

The School is required to complete and publish an Annual Report for NESA. The report is to be submitted to NESA by 30 June each year and to be available to the general public on the School's website and in paper form from the main office.

In order to meet the requirements of the Annual Reporting, the School will maintain all relevant data electronically and in paper form and will comply with reporting requirements of the NSW Government. This reporting will include public disclosure of the educational and financial performance measures and policies of the School as required from time to time.

### Coordination and Production of the Annual Report

The Deputy Headmaster K-12 Student and Teaching Excellence in consultation with the other senior executive is responsible for the coordination of the annual report. All information for inclusion in the annual report is to be submitted electronically by the due date to the office of the Deputy Headmaster for collation and inclusion in the final document.

### Data Collection

At the end of each year the people responsible (as listed below) are reminded by the Deputy Headmaster K-12 Student and Teaching Excellence of the information required for the annual report, the format their information is to take and the due date for submission of their information to the office of the Deputy Headmaster K-12 Student and Teaching Excellence. Where appropriate, pro-formas for completion are to be supplied to these people.

### Annual Report Planning Areas

1. Message from key School bodies School Council, KPA, SRC (Deputy Headmaster K-12 Student and Teaching Excellence co-ordinates)
2. Student performance in state-wide or equivalent tests and examinations (Deputy Headmaster K-12 Student and Teaching Excellence)
3. Professional learning and teacher standards (Deputy Headmaster K-12 Student and Teaching Excellence)
4. Teacher attendance and retention (Deputy Headmaster 7-12)
5. Student attendance and retention rates in secondary Schools (Deputy Headmaster 7-12)
6. Post-School destinations (Deputy Headmaster K-12 Student and Teaching Excellence)
7. Enrolment policies and profiles (Director of Enrolment)
8. School policies (Deputy Headmaster K-12 Student and Teaching Excellence and Deputy Headmaster Students 7-12)
9. School-determined improvement targets (Headmaster with Deputy Headmaster K-12 Student and Teaching Excellence; Deputy Headmaster Students 7-12)
10. Initiatives promoting respect and responsibility (Headmaster)
11. Parent, student and teacher satisfaction (Headmaster)
12. Summary financial information (Corporate Financial Officer)

### Publication and Distribution of the Annual Report

Advertising Publication of the Annual Report: The School will make the Annual Report available for download on the School's website or in paper form from Reception in Borambil St Wahroonga.

### Requests for Additional Data from the NSW Minister for Education and Training

Any requests from the Minister for additional data from the School are to be directed to the Headmaster or the Deputy Headmaster K-12 Student and Teaching Excellence, who will, in consultation with the Senior Executive, allocate to the appropriate staff member the request and ensure that the relevant data is collected and provided to NESA in an appropriate electronic or online form within 30 days of receipt of such request. The Deputy Headmaster K-12 Student



and Teaching Excellence will be responsible for coordinating the School's response in consultation with the Headmaster and where appropriate, other members of the senior executive.

### **DEEWR Annual Financial Return**

The School's finance department, in consultation with the Headmaster, is responsible for completing the DEEWR (Department of Education, Employment and Workplace Relations <http://www.deewr.gov.au/Pages/default.aspx>) Annual Financial Return questionnaire and for submitting it to DEEWR in an appropriate form.

## **ENROLMENT POLICY AND OVERSEAS STUDENT POLICY**

These documents can be found on the School's website at [www.knox.nsw.edu.au/policies](http://www.knox.nsw.edu.au/policies).

## **PASTORAL CARE POLICY**

Knox has in place policies related to the wellbeing of students that:

- Either expressly prohibit corporal punishment or clearly and exhaustively list the School's discipline methods so as to plainly exclude corporal punishment
- Do not explicitly or implicitly sanction the administering of corporal punishment by non- School persons, including parents, to enforce discipline at the School.

The goals of the Wellbeing Policy are:

- to create a positive, caring and educative climate within a whole School environment that protects and nurtures learning;
- to encourage and educate students to become self-disciplined, empathetic and co-operative, as well as
- to create an effective integration of the pastoral, academic and spiritual welfare of the student body.

## **DEVELOPING A POSITIVE FUTURE**

When Knox began the journey with Positive Education, it was one of the first in Australia. Whilst Positive Education is still an innovative approach, for Knox it is certainly innovation wrapped in tradition. It represents a continuous journey from Knox's founding in 1924 to today's 21st Century perspective: Positive Education as an idea and practice underpinned the establishment and early life of Knox, as articulated by founding Headmaster Neil MacNeil's championship of "creating and living the purposeful life".

Knox Grammar School has developed Total Fitness; a ground-breaking holistic program and vision that supports and educates all students across four distinct domains; Academic, Spiritual, Physical and Social. To date, more than 600 Knox staff from both campuses have been trained in Total Fitness, incorporating the principles of Positive Psychology, and its practical application through Positive Education and coaching, with the training including teaching, administrative and support staff.

The design and delivery of the Knox Total Fitness program is the most comprehensive of its kind, providing a proactive, multi-level approach to creating a positive School climate to support all aspects of life and wellbeing at Knox for both students and staff.

The program includes the development of explicit and implicit integrated components, including a specially designed scope and sequence and curriculum, aimed at providing staff, students and the community specific strengths-based, solution-focused knowledge and skills to apply in their School work and life.

Through the combination of Positive Psychology, coaching and mentoring, Knox Mentoring teams work closely with all students to help them develop and flourish, attain their academic and personal goals and to assist them on the journey towards a life rich with meaning and purpose.

## TOTAL FITNESS MODEL

Total Fitness is based on the principles of Positive Psychology and evidence-based practices and enables staff and students to grow in Spiritual Fitness, Academic Fitness, Social and Emotional Fitness, and Physical Fitness, so students can attain their personal bests across all areas. The Total Fitness model gives direction to the mentoring system and Total Fitness Mentor Program which was updated in 2019 specifically for Knox's culture and context as well as focussing on a K-12 progression, allowing for age-related activities, programs and growth.

There is a focus on preparing students for life beyond Knox. It facilitates broader input from the various areas of the School and allows for contributions from staff across key disciplines. A significant component of the Total Fitness program is the Total Fitness Mentor Program which has been co-designed by Psychologists, staff and the students themselves.



## Total Fitness, Positive Education and Psychology

Positive Education incorporates the principles of Positive Psychology within an educational context. This combines excellent teaching practices with educational programs that allow students to optimise their development and flourish within the School environment. The primary goal of Positive Education is to promote a culture where students can flourish in an environment with positive mental health. This does not imply that students in a Positive Educational environment will not experience psychological distress, pain or mental illness, however, with the influence and practice of Positive Psychology and other evidence based intervention and skills, a proactive approach aims to see a lessening of these conditions as students utilise their strengths, positive support networks and optimism to become more resilient, thrive and flourish.

Positive Psychology works on the principle of what is working well with people and expanding on authentic engagement in activities that promote the many aspects of wellbeing.

The following table highlights examples of activities or programs done in the four pillars:

ACADEMIC	SPIRITUAL	PHYSICAL	SOCIAL
<ul style="list-style-type: none"> <li>Academic classes</li> <li>Library resources</li> <li>Teacher training</li> <li>After School tutorial rooms</li> <li>Boarding tutors</li> <li>Cadets</li> <li>History &amp; Music Tour</li> <li>Academic Prefects</li> <li>Da Vinci Decathlon, Future Problem Solving, Tournaments of the Mind &amp; debating</li> </ul>	<ul style="list-style-type: none"> <li>Year group Chapel</li> <li>Wisdom Life &amp; Faith</li> <li>CRU</li> <li>Community Service activities</li> <li>Immersion               <ul style="list-style-type: none"> <li>Cambodia</li> <li>PNG</li> <li>Enngonia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>PDHPE</li> <li>Camps</li> <li>Year group camps</li> <li>Cadet camp</li> <li>Duke of Edinburgh</li> <li>Immersion</li> <li>PNG &amp; Nepal</li> <li>Competitive &amp; non-competitive school sport</li> <li>Endurance and Weights training</li> </ul>	<ul style="list-style-type: none"> <li>ABBOX</li> <li>Skills taught in Mentor Program</li> <li>Peer Support</li> <li>Community Service</li> <li>Immersion &amp; Social Justice</li> <li>Music &amp; Drama</li> <li>After School clubs               <ul style="list-style-type: none"> <li>Computer</li> <li>Chess</li> <li>Titration]</li> </ul> </li> <li>Service Learning</li> </ul>

The program is delivered in a range of formats as shown below:

EXPLICIT – TEACH IT (Formal)	IMPLICIT – LIVE IT (Informal)	COMMUNAL (Embedded)
Mentor Program VIA Strengths Social Emotional Learning	Peer Mentoring Coaching Tutoring	Camps Chapel Assemblies



## SCOPE AND SEQUENCE

Over the past few years, a collaboration of Knox School leaders and expert academic and practitioner consultants have helped identify and define a broad range of values and social-emotional skills/attitudes that are taught across stages of Schooling.

As seen in the following table, the content of the Total Fitness curriculum falls within two broad categories:

1. Values and 2. Personal and Social Capabilities.

**Table 1. Content of Program**

VALUES	PERSONAL AND SOCIAL CAPABILITIES (SELS)
<ul style="list-style-type: none"><li>• Knox Values</li><li>• Australian Values</li><li>• Character Strengths</li></ul>	<ul style="list-style-type: none"><li>• Social-Emotional Skills</li><li>• Attitudes</li></ul>

The values and social-emotional skills and attitudes are drawn from diverse sources of knowledge and influence. For a detailed description of each value and personal-social competence taught, ***see Part 3. Glossary: Values and Social-Emotional Skills/Attitudes of the Total Fitness Scope and Sequence.***

## GUIDING, SUPPORTING AND CARING FOR OUR STUDENTS: THE KNOX MENTORING PROGRAM

An endearing component of Knox's success are the enduring positive relationships fostered across many areas of the School and local community. The relationships that exist between Mentors and their students are one of our most prized.

The privileged role of a Mentor is one that supports the School's most valuable individuals – our students. Whilst all staff have the responsibility of caring for our boys, the Mentor's role is unique in that each Mentor is provided three allocated periods of time each fortnight to develop, build and maintain a mentoring role that supports each student through to their final HSC exams and in many cases, well beyond.

Through the combination of Positive Psychology, Positive Education and Knox Total Fitness, Knox Mentors are dedicated to the enhancement, wellbeing and optimal functioning of each student in their care as they strive towards their journey and goals for a purposeful, meaningful life that matters.

### The Role of the Total Fitness Mentor

The Total Fitness Mentor's role is integral to the success and vitality of the School's pastoral care system and the Knox Total Fitness program. The Mentor Program is an integral component of the School's broader Positive Psychology Program.

The Mentor is committed to the personal progress and development of each student's Total Fitness. Ideally, the Mentor will stay with their Mentees as they progress through the three Academies thus ensuring a smooth transition as the students grow, mature and evolve through their School journey.

Knox Grammar School aspires to promote student wellbeing through social competence and attaining personal bests across all areas of involvement. As such, the position of Mentor will generally be the first point of contact for the students in their Mentor Group. The Mentor is in a prime position to help, guide, direct and foster each student's unique intellectual,

academic, spiritual, emotional, moral and social development and accordingly will often know their Mentees better than any other staff member.

The Mentor will build relationships based upon respect, compassion, trust and open-mindedness as they deliver and manage Total Fitness Program. The Mentor will aim to establish in their students a sense of belonging and connectedness in their lives and further seek to provide optimism and hope for their students' future.

It is important to recognise that the Mentor's relationship with their students is not based in isolation rather it involves an integral positive connection and partnership with the Total Fitness Team. It includes the:

- Students and their parents
- Team Leader and Assistant Team Leader
- School Psychologist, Wellbeing Leader and Chaplain
- Student Administration Officer and Student Management Officer
- Head of Academy
- Director of Studies
- Teaching, Learning Enhancement and co-curricular staff
- Boarding and the Clinic (when applicable)



# KNOX DA VINCI PROGRAM AND GATS POLICY

## Purpose

The purpose of the Gifted and Talented Policy is to guide and inform the practices of the teaching staff at Knox Grammar School, Wahroonga Preparatory School and Knox Preparatory School. It is the responsibility of all schools to identify and cater for the needs of gifted and talented students. According to ACARA “Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals.”

The intent of the policy and the da Vinci Program is to ensure that Knox:

- Implements effective and equitable identification procedures
- Implements appropriate programs for gifted and talented students
- Foster collaborative home–school partnerships to support gifted and talented students
- Provide professional learning and support for teachers to cater for gifted and talented students

## Scope

The policy applies to all teaching staff across the three campuses.

## Background

Gagné’s model provides the most generally accepted definition of both giftedness and talent. According to Gagné, gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability:

- intellectual
- creative
- social
- physical.

Talented students are those whose skills are distinctly above average in one or more areas of human performance. Talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities. Gagné’s model encompasses a range of abilities and acknowledges that giftedness is only potential and that it must go through a transformative process in order to become a talent.

As a result, the da Vinci program and targeted co-curricular programs such as the da Vinci Decathlon, Future Problem Solvers, Titration Club, Chess Club and Science Club are designed to ensure that students are supported to develop their gifts or high abilities into talents or high achievements. Knox has also established 'Pathways for Elite Athletes at Knox' (PEAK) to assist high performing student-athletes to achieve excellence in sport, whilst achieving their best in the academic environment.

Students are able to access courses at higher levels, such as Mathematics and Languages, if the student is able to meet the demands of the course and it is approved by the relevant Head of Department, parents and student.

## Da Vinci Program

The da Vinci placement program exists to capture the interest and talents of the most academically able students. The program seeks to stimulate thought and interest in learning by responding to the learning and social needs of each student and challenge each student to realise their potential.



Students are identified for the da Vinci Program in a variety of ways, such as through:

- external data such as NAPLAN, Allwell and PAT testing;
- academic results and ranking; and,
- self, peer, teacher and/or parent recommendation.

Knox Grammar School acknowledges that some students who are gifted can be underachievers. We rely on parents to inform us if they believe that their son who has not been achieving the academic results necessary for inclusion in the da Vinci Program, should be considered. External bodies such as Gerric do provide extensive testing for giftedness.

### **Pathway for Elite Athletes at Knox (Peak)**

PEAK is available for an individual athlete or member of a team who demonstrates potential for a pathway into:

- A scholarship at a tertiary institution (domestic and international)
- A professional sporting career
- Representing Australia at the Commonwealth Games, Olympic Games or Paralympics.

All potential PEAK candidates must meet the Knox Grammar School Code of Conduct Policy in order to be considered for selection and retention in the program.

‘Eligibility’ does not necessarily guarantee a position in the PEAK Program. This will be dependent on the number of positions available and athletes will need to gain the necessary recommendation from the relevant Director of Sport and the Head of Knox Sports and Aquatics Academy. To be eligible, the student MUST represent Knox in the same sport, at the highest level selected, as the external state/national program of which they are a part. Students participating in a state or national program for a sport that is not offered at Knox may also be eligible, if they meet both the PEAK eligibility criteria and adhere to the policy of Knox school sports commitments.

### **Teaching and Learning**

We acknowledge that teachers have a responsibility to select and implement a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their classes. Knox recognises that gifted and talented students have specific learning needs that require adjustments to content (what students learn), process (how students learn), product (how students demonstrate their learning), and learning environment, according to personal characteristics such as readiness, interest and learning preference.

Teachers are aware that to maximise the learning potential of gifted and talented students in the classroom that the following adjustments could be made (based on ACARA recommendations):

- Content may need to be made more complex, abstract or varied or it may need to be organised differently.
- Process may be made to the level of thinking required, the pace of teaching and the type of approach used, such as higher-order thinking, problem solving, and a focus on critical and creative thinking and student choice.
- The nature of products - the ways in which gifted and talented students are able to demonstrate what they have learnt, may also be adjusted to be more appropriate.
- The learning environment to encourage independence and intrinsic learning.

## Underachievement and students with learning difficulties

Gifted and talented students are not a homogeneous group and may require different adjustments according to their individual learning needs, interests, strengths and goals.

Underachieving gifted students who are not working to their potential in school and gifted students with disabilities are identified and supported through Learning Enhancement. The student and parents meet with the Learning Enhancement teacher to develop an Independent Learning Plan. The student will have in-class support in some subjects.

## Responsibilities

Campus	Position	Person
Senior School	Deputy Headmaster K-12 Student & Teacher Excellence: Overseeing Senior and Prep School programs	Karen Yager
	Director of Studies	Stage 4: Janelle Charlton Stage 5: Jake Plaskett Stage 6: Greg Nunan
	Dean of Operations Assessment and Tracking Team	John Nelson Matthew Clagnan Ian Bradford
Knox Preparatory Schools	Head of School Knox Preparatory School	Sue Floro
	Director of Teaching and Learning	Ann Prentice
	Coordinator	Anne Felton
Wahroonga Preparatory School	Head of School Wahroonga Preparatory School	Julie Wiseman
	WPS Deputy Head	Tanya Lorimer

## Definitions

NAPLAN:	The National Assessment Program
NESA:	NSW Education Standards Authority
PAT:	Progressive Achievement Testing
PEAK:	Pathways for Elite Athletes at Knox
ALLWELL:	Achievement Testing

## Related legislation and resources

Key related documents utilised in this policy include:

- 2005 Disability Standards for Education - <https://www.education.gov.au/disability-standards-education-2005>
- Gagné, F. (2003). Transforming gifts into talents: e DMGT as a developmental theory. In N. Colangelo & G.A. Davis (Eds.), Handbook of gifted education (3rd ed., pp. 60–74). Boston: Allyn & Bacon.





## POLICIES AND PROCEDURES AGAINST BULLYING

### Purpose

At Knox Grammar School we believe that all members of the community have the right to a learning and working environment that is free from intimidation, humiliation and hurt. We all share a responsibility to create a culture of caring which does not tolerate bullying. This policy builds on the School's pastoral care policy to provide clear and agreed procedures and strategies for combating bullying in the School, responding to bullying behaviours and protecting and supporting all parties involved.

### Policy Framework

Knox is a Uniting Church School and, as a School founded on Christian values; it encourages all members of the School community to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values, we do not accept ideas, beliefs and behaviours which marginalise or victimise people.

The School promotes positive strategies for promoting pro-social skills that protect and support all parties involved.

Pro-social behaviours promoted include:

- Protecting, defending and helping;
- Encouraging and giving;
- Genuine and complimenting; and,
- Inclusion and tolerance.

### Definition

Whilst there is no universally accepted definition of bullying, there is consensus that bullying behaviour has the following elements:

'A desire to hurt; the perpetration of hurtful behaviour (physical, verbal or relational) in a situation in which there is an imbalance of power; the action being regarded as unjustified, typically repeated and experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable' (Ken Rigby, 2002).

Bullying is a pattern of uninvited on-going behaviour directed by a more powerful person or group to intentionally or unintentionally hurt, injure, embarrass and/or distress a less powerful person or group. Bullying may be physical, verbal, psychological, or social.

Bullying can take many forms, all of which will cause distress. Examples of bullying include:

- Physical: hitting, pushing, tripping, kicking, spitting on others
- Extortion: threatening to take someone's possessions, food or money
- Verbal: teasing, using offensive names, ridiculing, spreading rumours
- Non-Verbal: writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures
- Exclusion: deliberately excluding others from the group, refusing to sit next to someone
- Property: stealing, hiding, damaging or destroying property
- Cyber: (emails, SMS, chat rooms) offensive, /threatening images, offensive/ threatening/hurtful comments  
rumour spreading

### Anti-Bullying

Knox rejects all forms of bullying and students, staff and parents are encouraged to report all incidents of bullying. The School is unable to take action if acts of bullying are not reported. All bullying incidents are dealt with seriously and the School reserves the right to discipline students whose behaviour is unacceptable.

## Procedures

1. If you believe that you or someone that you know are being bullied, you are encouraged to report your concerns immediately.
2. The report should be made to your class teacher, mentor, year team leader, student management officer, psychologist, parent or senior student or any adult with whom you feel comfortable.
3. The person receiving the complaint will report it to your year team leader or mentor for action.
4. Any reported bullying incident will be followed up sensitively and actions taken and documented.

The reporting of anti-social behaviour is one-way Knox boys can defend and protect their peers and the School's positive culture. Refer to Knox's mobile phone policy and the policy for using computer technology for information related to cyber bullying.

## Intervention

The purpose of this policy is to maintain a positive climate of respectful relationships where bullying is less likely to occur. Knox, through the pastoral care program and the use of outside support and facilitators, continues to develop and implement programs for bullying prevention.

Early intervention support is available for students who are identified as having previously experienced bullying or engaged in bullying behaviour.

## Responsibilities and Delegations

School staff has a responsibility to:

- respect and support students;
- model and promote appropriate behaviour;
- have knowledge of Knox's and departmental policies relating to bullying behaviour; and
- respond in a timely manner to incidents of bullying.

In addition, all staff has a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity;
- behave as responsible digital citizens;
- follow the School anti-bullying plan;
- behave as responsible bystanders; and,
- report incidents of anti-social behaviour immediately. Parents have a responsibility to:
- support their sons to become responsible citizens and to develop responsible on-line behaviours;
- be aware of the School anti-bullying plan and assist their sons in understanding bullying behaviour;
- support their sons in developing positive responses to incidents of bullying consistent with the School's anti-bullying plan; and,
- report incidents of School related bullying behaviour to the School.

## POLICIES AND PROCEDURES FOR HANDLING COMPLAINTS

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.





# SCHOOL PRIORITIES

## ACHIEVEMENT OF 2018 PRIORITIES AS SET OUT IN 2017 ANNUAL REPORT

Area	Priorities
Best teaching practice	In 2018, Learning and Research Teams were strengthened across the three campuses. The teams worked collaboratively to analyse the data to inform targeted teaching. Teachers had access to ongoing professional learning opportunities internally and externally through NESA accredited courses. All teachers had at least two lesson observations completed in 2018.
Student leadership	The 7-12 Portfolio Leadership Teams (PLTS) continued to work successfully with student leaders taking on areas of responsibility such as developing and presenting study techniques for all year groups.
Facilities and resources	In 2018, work continued on the new Junior School Academy and Performing Arts Centre.
Innovative teaching and learning	Inter-disciplinary assessment tasks continue to flourish across Years K-10. Partnerships with universities and businesses established, such as the Year 8 Mars inter-disciplinary task with NASA and the HASSE IVIVON NASA trip to Houston. The da Vinci Decathlon now attracts over 16,000 students nationally. Cutting edge technology continues to be utilised across all three campuses, such as robotics, 3-D printing and virtual reality.
Global perspectives	Several global projects continued: Asia Connections with Korea, Minecraft and Sustainability with American Schools, Languages programs working with schools in Japan, and Future Problem Solvers in the United States. A link with OPEN was established that enables Knox students to work globally with other schools on sustainability and volcanoes. One student attended the Cambridge Immersion Program in England.
Student voice	The Academic Portfolio team has expanded to 50 students 7-12 and is consulted on major projects and curriculum issues. The student leadership team played an important role across all three campuses.

## PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities
Facilities and resources	Continued construction of a new combined Junior Academy and Performing Arts Centre
Best teaching practice	Professional Learning Centre expanded to provide courses and expertise to schools beyond Knox. The Research Institute of Innovation and Professional Learning (RiiPL) was established in partnership with 10 schools across NSW. A new Aspiring Middle Leaders program was launched.
Academic excellence	Ongoing focus on lifting academic results for all students, especially HSC results through feed-forward, improving academic writing, Year 12 teacher meetings and RAP analysis. Continued focus on lifting top 30 percent of students' performance.
An innovative and world class Knox Senior and Junior Secondary Academies	Ongoing development of an innovative and world class Knox Senior Academy that nurtures, challenges and extends all senior boys.
Expansion of Total Fitness Program for the well-being of students	Continuing to ensure that the Total Fitness program encompasses academics.

## PARENT, STUDENT AND TEACHER SATISFACTION

Every year the School conducts Stakeholder Satisfaction Surveys for the purpose of identifying the satisfaction, needs and views of students in Years 7, 10 and 12, and the parents of students in Years 7 and 12.

The surveys are developed by MMG Education, and they provide deep insights into the attitudes, expectations, satisfaction, and loyalty of students and their parents.

The benefits of running these yearly surveys include:

- Guiding staff as to where, what and with whom improvement is required.
- Providing a deep insight into stakeholders' views of the Schools performance.
- Providing a monitor of the effectiveness of the Schools operational and strategic planning processes.
- Demonstrates to parents of the institutions desire to listen, learn and act.
- Identifies perceived performance in all key areas.
- Allows remedial action.

Staff turnover at the School is very low with nearly all staff members remaining at the School from year to year. The greatest percentage of staff leaving is for the following reasons: retirement, maternity leave, moving interstate or overseas or taking a promotion position in other Schools. This low staff turnover indicates 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 wellbeing of the School; and
- to support and assist the School in a material, practical and financial manner. Every parent is automatically a member of the KPA.

### **Knox Boarder Parents' Support Group**

All Knox boarder parents are automatically members of the Knox Boarder Parents' Support Group. The BPSG 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; and,
- to engage in activities to develop and promote boarding at Knox.

### **Student Leadership - Portfolio Leadership Teams (PLTs)**

Knox offers a broad range of leadership opportunities for all students across all year groups of the senior of School. Through active and positive leadership from the portfolio leadership team, the development and transmission of leadership skills and support for new initiatives are greatly enhanced. Student Leadership team members are assigned to support other portfolio areas to attend their meetings, listen to their ideas and through regular communication within the leadership portfolio team provide feedback as to how each of the other portfolio teams are progressing.

Each PLT includes a group of students from Years 7-11 who will work with and guided by the Portfolio Prefects in order to maximise goal achievement for the whole student body for that particular portfolio. Numbers and logistics for this are listed below. The effective functioning of the PLTs is the overall responsibility of each respective Portfolio Prefect and particularly the Head Prefect of each portfolio.

### **Year Committee**

One student is elected from each of the Mentor Groups in each year to the role of Mentor group representative and from this group the Year Committee is formed for that year.

The Year Group Portfolio Leadership Tea/Committee is structured as follows:

<b>Role</b>	<b>Role Description</b>
Year Group Chairman	Works directly with Team leaders and Year Group Prefects re Year Group matters, year group locker areas and coordinates the Year Group Committee.



Role	Role Description
Year Group Vice Chairman	Assists the Year Group Chairman in his role and coordinates and liaises with the Year Group Representatives.
Year Communications Co-ordinator	Works directly with Team Leaders, Year Group Prefect and IT facilities/noticeboard to communicate year related matters.
Year IT Co-ordinator	Works directly with Team Leaders, Year Group Prefect IT Committees and Student IT Committee.
Year Meeting Liaison	Works directly with year group prefects re year meetings.
Year Group Events Coordinator	Oversees the year dances formals – works with the Year Group Prefects, KAPPA, and Dean of students Peer Support.

### Peer Support

Peer Support continues to thrive and is about providing senior students with the opportunity to take on a caring and supportive leadership role. It is an important role that contributes to the positive culture within the School community and is an excellent training ground for future senior leaders.

### Boarder Leadership Team

The Boarder Leadership Team meets fortnightly with the Head 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

### Student Surveys

Macquarie Marketing Group conducts annual surveys of the students to provide them with the opportunity to express their views, both positive and negative, about the School and their experiences.

### HODs Meetings

The Heads of Department within the School meet every fortnight with the Deputy Headmaster K-12 Student and Teacher Excellence to discuss academic matters, professional learning 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.

## Team Leaders' Meetings

The Team Leaders and Assistant Team Leaders meet every two weeks with the Pastoral Care team to discuss pastoral care and student welfare matters. Informal feedback from mentors through discussions with Team Leaders and Stage Academic 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 Curriculum Team K-12

The Curriculum Team led by the Deputy Headmaster K-12 Student and Teacher Excellence meets every week to discuss key curriculum issues and to drive educational change. The team is immersed in current research and regularly review the quality of assessment and programming at Knox and research innovative practice. This key team has representatives from the HODs, ICT, Directors of Professional Learning, Directors of Studies and Boarding and the executive K-12.

## The School Management Team K-12

The team that meets every fortnight consists of members of the executive and representatives from middle management and discusses the school's strategic direction.

## The Heads of Academy Meetings

The team consists of the Head of Boarding, the Heads of Academy and their Directors of Studies, together with the Deputy Heads of Knox. This group meets weekly to review and consider student wellbeing; school policy and procedure; issues arising across the campus; upcoming events; and offer initiatives and innovations in support of the boys and staff. Following investigation of matters and deliberation the team makes recommendations to the Headmaster for his consideration.

## 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 regularly 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	Communication 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.

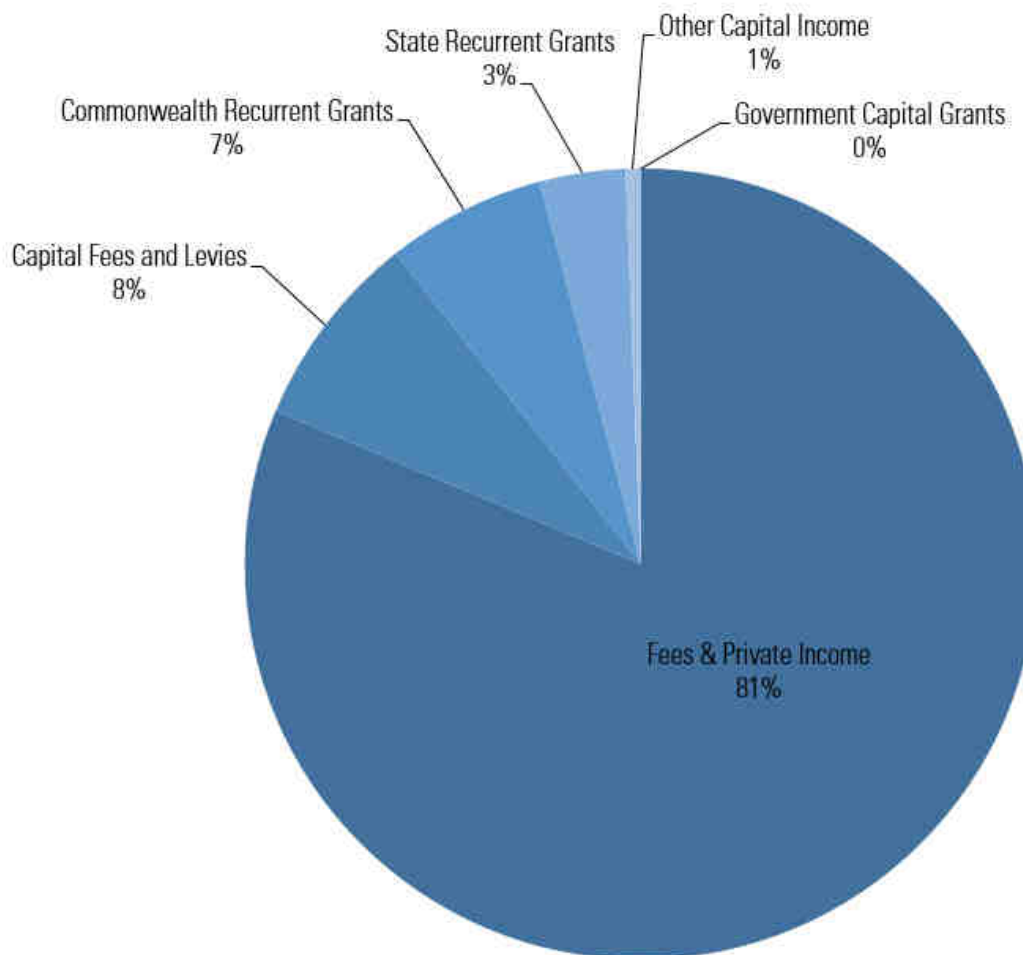
<b>Mechanism</b>	<b>Communication Purpose</b>
Knox Parents' Association (KPA)	To provide ongoing opportunities for parents/carers to be involved in and informed of Knox activities and to provide fundraising support and assistance at School functions.
Knox website, Parent Lounge, Knox Portal	To provide information about the School, and its programs and achievements
Skoolbag apps	To provide information and updates for parents via their mobile phones
Student diary	To allow for two-way communication between class teachers and parents.
Weekly newsletters: The Knoxonian and Year Group Newsletters	To communicate key events, policies, ideas and achievements to the Knox Community.
The Thistle	A regular colour publication to provide a snapshot of news and events at Knox
The Grammarian	An annual publication to detail every aspect of the previous year at Knox.
The Student and Staff Handbook	To provide a comprehensive overview of Knox and its policies and procedures. Available in paper and electronic copy.
Parent/teacher interviews	To discuss student achievement, progress and concerns.
School 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.
Heads of Department meetings	To provide information, share best practice and support HODs to lead the delivery of quality teaching and learning in their faculties.
Curriculum meetings K-12	To discuss and share innovative practices and research best practice.
School Management Team K-12	To set and review the school's strategic direction.
Academic reports	To provide a formal comprehensive report about students' academic progress, achievements, social development and work habits.
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	To provide information about curriculum and other matters. For example, to prepare for selection of electives.
Parent breakfast seminars	To inform parents of current educational developments and to share what is happening in the classrooms at the School.
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.





# FINANCIAL INFORMATION

## 2018 RECURRENT AND CAPITAL INCOME



2018 RECURRENT AND CAPITAL EXPENDITURE

