



# THE *Thistle*

## HEADMASTER'S REVIEW

KNOX GRAMMAR SCHOOL MAGAZINE



2019  
REVIEW

# 19

### HSC High Achievers

Knox was the top performing non-selective boys' school in NSW

### Curriculum Highlights

A glance at the year that was across our three campuses

### Beyond the Classroom

Students were provided with many opportunities to develop and extend themselves

Established in 1924, Knox Grammar School offers an innovative approach to education within a caring environment. Knox, a leading Australian day and boarding school, aims to develop children into young people of faith, wisdom, integrity, compassion and courage. Knox is a Uniting Church school and operates three campuses: Knox Prep (K-6 boys), Wahroonga Prep (Pre-K to Year 6 girls and boys), and Knox Senior School (Years 7-12 day boys and boarders).

### ON THE FRONT COVER

Year 8 Science students Zekai (Ody) Zhou, Joseph Roberts and Yi Chu (Ethan) Huang examine a plasma ball.

### KNOX SOCIAL MEDIA

-  [facebook.com/knoxgrammar](https://facebook.com/knoxgrammar)
-  [twitter.com/knoxgrammar](https://twitter.com/knoxgrammar)
-  [instagram.com/knoxgrammar](https://instagram.com/knoxgrammar)
-  [vimeo.com/knoxgrammarschool](https://vimeo.com/knoxgrammarschool)

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### GET IN TOUCH

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The Knox journey aims to assist every student to become the very best version of themselves



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Congratulations to the Class of 2019 ranking Knox 22nd in the state





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## CURRICULUM HIGHLIGHTS

The use of real world examples authenticates learning in the Senior School



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## PREPARATORY SCHOOLS

Across the two prep campuses, the children have been investigating and learning together



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## BEYOND THE CLASSROOM

Students are engaging outside of the academic curriculum through multiple offerings in 2019



# The Knox Journey

“

Knox is preparing  
young people to face  
the world with the  
skills, deep knowledge  
and dispositions that  
will enable them  
to flourish.





**MR SCOTT JAMES**

Headmaster of  
Knox Grammar  
School

My message today is very simple... Boys, all of you can be as great as you want to be. If you believe in yourself and have the determination, the dedication, the drive, and if you are willing to sacrifice the little things in life and pay the price for the things that are worthwhile, you will improve and experience success.

I am reminded, almost daily, just how great the young men in this hall can be. Throughout 2019 they have embraced a sense of social responsibility and desire to contribute to society as a whole.

All boys have been provided with the opportunity to grow with a firm sense of justice and an understanding of empathy and advocacy.

This is one of the reasons I am so proud of this School. I love our clarity of purpose. We know who we are; we know where we are going. Our primary purpose is to build 'fine young men' - to assist every student to become the very best human being he is capable of becoming - a person of character who will shape a positive future for himself and the wider community.

However, I am sure some of you have already been asked, 'What do you want to be when you grow up?'

But, I want to ask you the question, 'Who will you be when you grow up?'

Imagine if you answered, 'I want to be tolerant, I want to be honest, and I want to be compassionate.'



So as you continue your journey, watch out for the steps along the way that will lead towards deciding who you will be. Remember that whatever decisions you make, there will always be a choice.

You will choose whether you accept others as individuals and stand up for the right of all people to make their own journeys free from harassment.

You will choose whether you will be honest and truthful.

You will choose whether you will feel compassion for those less fortunate than yourself.

You will choose how you react to failure - and I should tell you that it is impossible to go through life without making mistakes and failing sometimes - whether you choose to accept failure as something to learn from and move on, or whether you will blame everyone but yourself.

Significantly, we have added Courage to our core values of Faith, Wisdom, Integrity and Compassion. If we are to prepare our students for the next 10 to 20 years of their lives beyond Knox, we must be courageous in the decisions we make, and to change the way we educate our young people.

It is critical we bring a new consciousness to the design of our evolving educational model as we look at preparing our students for the future. The traditional approach to teaching and learning needs to shift if teachers are to prepare young people for the dynamic world that they will be experiencing, what the World Economic Forum identify as the 'Fourth Industrial Revolution'.

The development of Global Competency across our three campuses, in combination with deep learning, will ensure Knox is preparing young people to face the world with the skills, deep knowledge and dispositions that will enable them to flourish.

As such, Knox needs to become incubators of exploration and invention. Our vision is to provide spaces that inspire, engage, challenge and enable students to tinker, experiment, collaborate and develop new ideas.

The first is the recently designed iHub (or innovation hub) that provides a number of learning spaces, with the overall design mimicking modern learning environments. This innovative learning space exposes our young men to cutting edge technologies to excite and engage their passions.

The second strategic intent is the completion of the Years 9 and 10 Middle School Academy, also known as the Academy of Global Competency, which will be operational at the start of 2020.

Ensuring that Knox delivers an education which is superior and substantive is our goal - our single purpose. I look forward to continuing to journey further, with all of you as an integral partner.

I look forward to an exciting 2020 together.

Scott James, Headmaster

✱

Extracts from the  
Headmaster's Addresses  
at Presentation Day on  
5 December 2019



22nd

Knox rank in the  
Sydney Morning Herald  
Top 100 Schools



720

Total Band 6  
(90+) results



39

Students on the  
All Rounders List



20

Students on the  
All Rounders List



35

Students with an ATAR  
of 99 and above



165

Students with an ATAR  
of 90 and above



90

The median ATAR  
(ATAR of middle student)





## FIRST PLACE IN COURSE

Michael Glover – Legal Studies

Jason Lin – Mathematics

William Studdert – Drama

Hortin Zeng – Modern History



TOP ATAR  
OF 99.95

Hortin Zeng  
Zachary Slonim



## NSW EDUCATIONS STANDARDS AUTHORITY TOP ACHIEVERS LIST (TOP 20 IN NSW)

### Business Studies

William Sanderson – 2nd  
Jack Tafe – 4th

### Drama

William Studdert – 1st

### Economics

Hortin Zeng – 6th  
Nathan Guo – 10th

### Engineering Studies

Charles Sargent – 10th

### Japanese Continuers

Craig Xu – 5th

### Legal Studies

Michael Glover – 1st  
Ryan Ng – 13th  
Henry Rourke – 15th

### Mathematics

Jason Lin – 1st  
Justin Kim – 9th  
Timothy Leong – 10th

### Mathematics Extension 2

Haowen Gao – 8th

### Mathematics Standard 2

Samuel McKay – 19th

### Modern History

Hortin Zeng – 1st  
Austin Thomson – 18th  
Ryan Ng – 20th

### Music 2

Harry Wagstaff – 2nd  
Peter Koch – 5th

### Physics

Zachary Slonim – 8th

### Software Design and Development

Haowen Gao – 2nd  
Trent Muskens – 5th

## ALL ROUNDERS (ACHIEVING 90 OR HIGHER IN BEST 10 UNITS)

Eugene Bakker	Aiden Rajaratnam
Benjamin Bradshaw	Henry Rourke
Thomas Constable	Charles Sargent
Zac Crowley	Daniel Se
Digby Dalton	Timothy Shannon
William Degotardi	Michael Shi
Rishi Ganeshan	Thomas Simes
Haowen Gao	Zachary Slonim
Michael Glover	Matthew Steel
Nathan Guo	William Studdert
Yekun Huang	Xiang Sun
Peter Koch	Jack Tafe
Raghav Lall	Austin Thomson
Jackson Lee	Junru Wang
William Liu	Edward Yu
Clinton Lui	Hortin Zeng
Alessio Mazza	Eric Zhao
Trent Muskens	Alex Zhu
Ezra Ng	
Ryan Ng	
James Price	

\*

### Top

From left:  
Mr James,  
Michael Glover,  
Hortin Zeng,  
William Studdert,  
Mr Weeding,  
Mr Nunan

### Above Left

Top ATAR achievers  
Hortin Zeng and  
Zachary Slonim

Source: Knox Grammar School Strategic Direction 2018-2022



# University Entry

## CLASS OF 2019

The Business sector continues the trend at Knox as the leading area of interest for further study and career aspiration.

Engineering, Law, Science, Medicine and health related courses have been popular choices in recent years. It is worthy to note the increase of offers in Law, IT and Education compared to previous years. An interest in Construction Management has also risen.

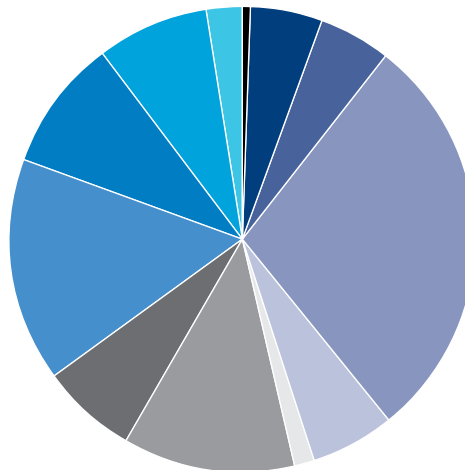
The four Sydney-based universities are still the preferred places for study in 2020 with Macquarie University the most popular choice. Interestingly, many students also expressed an interest in interstate universities.

A total of 41% of students received multiple offers across the various UAC offer rounds, including the Schools Recommendation Scheme as well as early offers, highlighting the mindset of choice when considering their career paths.

Macquarie University's Leaders and Achievers Early Entry Scheme was a popular pathway for this cohort, with 23% of students successful in receiving an early offer.

Overall, 89% of students from the Class of 2019 were offered a place at university, which highlights the value of higher education in giving students the skills they need for future success.

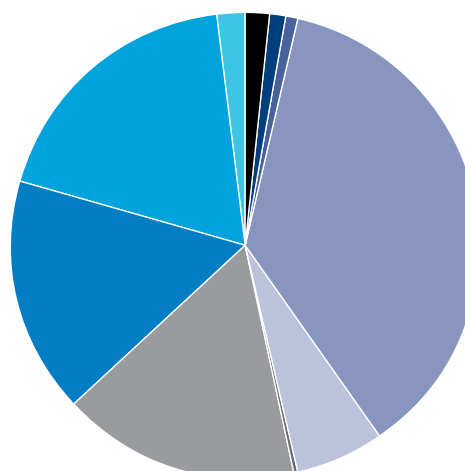
### TERTIARY COURSES 2019



- 03 Agriculture
- 27 Architecture, Design, Construction
- 26 Arts (including Music, Sound Design, Liberal Arts, Design Fashion)
- 152 Business (including Accounting, Actuarial Studies, Commerce, Economics, Finance)
- 30 Communications (including Digital, Media, Social Media, Journalism, Production, Marketing)
- 07 Education, Social Studies, Human Studies
- 63 Engineering (including combined degrees)
- 36 Information Technology, Software Design, Computing
- 82 Law, Combined Law (with Arts, Commerce, Science)
- 49 Medicine and Health Related (including Physiotherapy, Clinical, Biomedical, Veterinary, Psychology, Radiography, Chiropractic, Pharmacy)
- 41 Science (including Aviation, Forensic, Environment, Nanotechnology, Data)
- 12 Sport (including Exercise Management, Business)

**528\* offers in these disciplines**

### UNIVERSITIES 2019



- 09 ACT (Australian National University, University of Canberra)
- 06 Australian Catholic University
- 05 Fee-paying colleges
- 194 Macquarie University
- 32 NSW Regional (Charles Sturt University, University of Newcastle, University of Wollongong, University of New England)
- 01 VIC (La Trobe)
- 87 University of NSW
- 86 University of Sydney
- 98 University of Technology Sydney
- 10 Western Sydney University

**528\* offers in these disciplines**

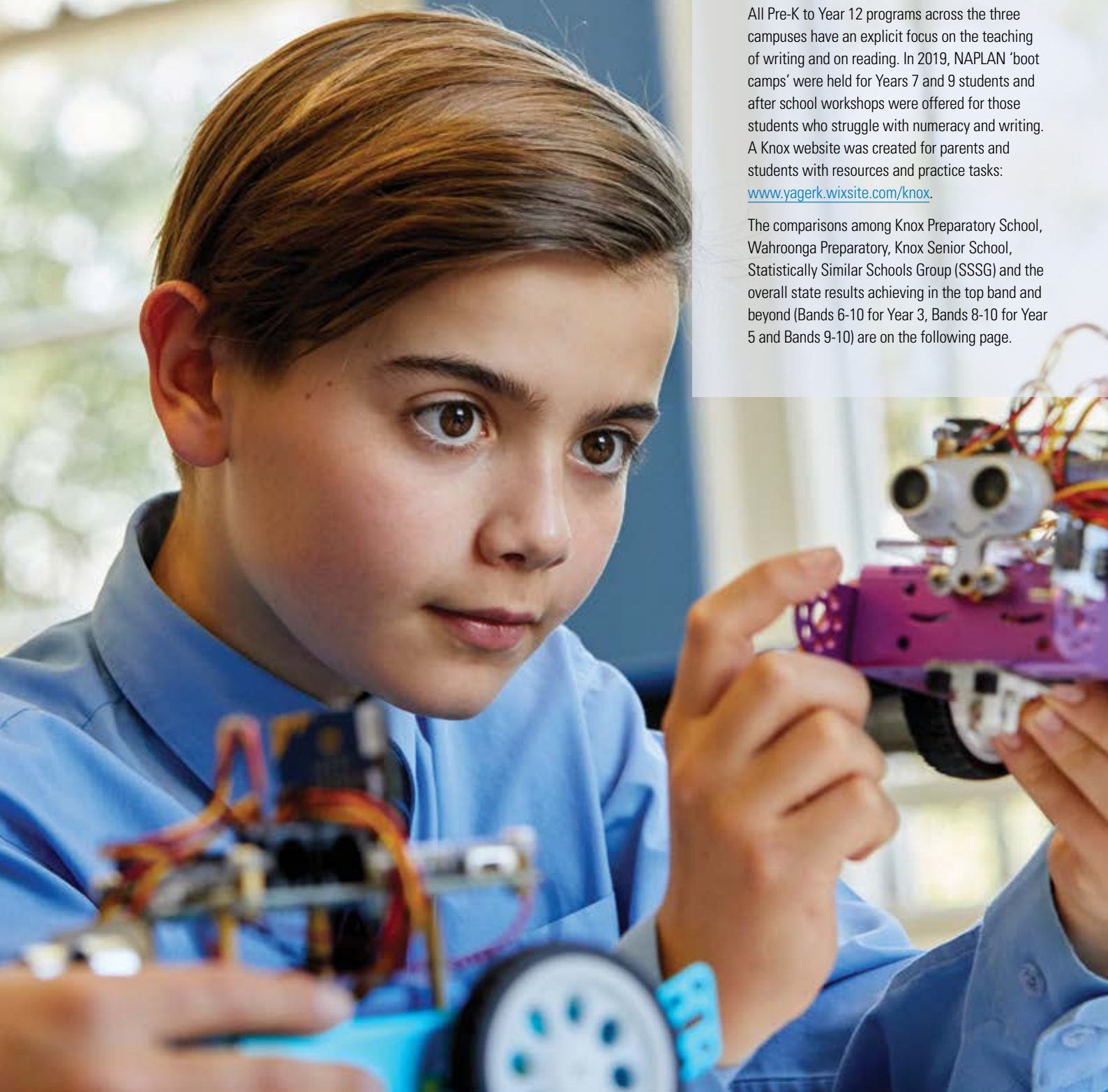
# NAPLAN

## NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY

Knox and Wahroonga Prep students continue to be very strong in numeracy, outperforming state, regional and similar schools. In all other areas the students perform well above the state in the top two bands. The mean for literacy and numeracy continues to be well above state and similar schools, with the exception of Year 9 with like schools in literacy. The data provided online is only indicative of those schools whose students sat the NAPLAN papers online.

All Pre-K to Year 12 programs across the three campuses have an explicit focus on the teaching of writing and on reading. In 2019, NAPLAN 'boot camps' were held for Years 7 and 9 students and after school workshops were offered for those students who struggle with numeracy and writing. A Knox website was created for parents and students with resources and practice tasks: [www.yagerk.wixsite.com/knox](http://www.yagerk.wixsite.com/knox).

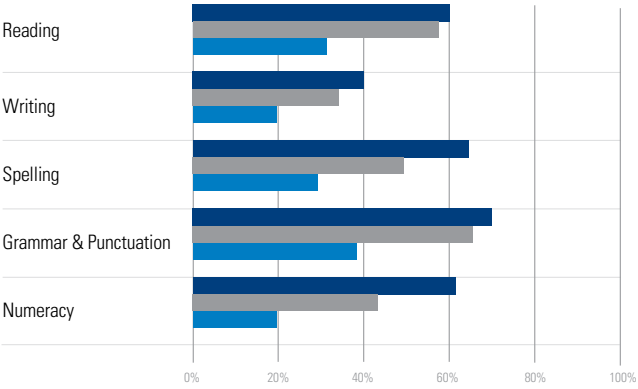
The comparisons among Knox Preparatory School, Wahroonga Preparatory, Knox Senior School, Statistically Similar Schools Group (SSSG) and the overall state results achieving in the top band and beyond (Bands 6-10 for Year 3, Bands 8-10 for Year 5 and Bands 9-10) are on the following page.



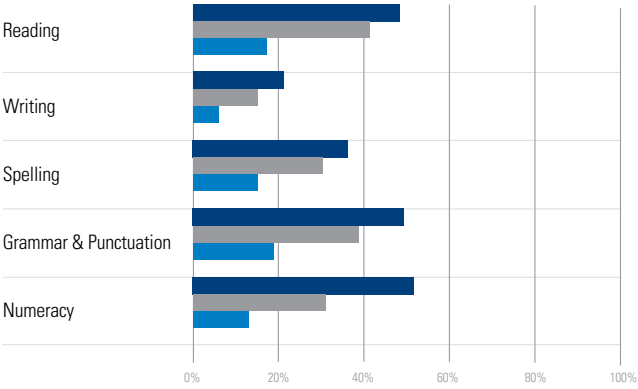


# KNOX PREPARATORY SCHOOL

Year 3

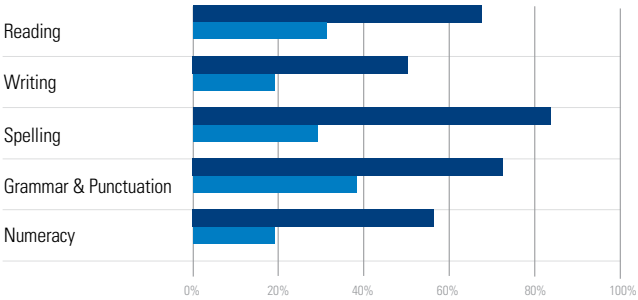


Year 5

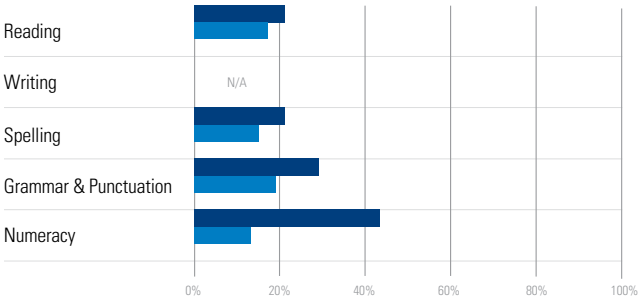


# WAHROONGA PREPARATORY SCHOOL

Year 3

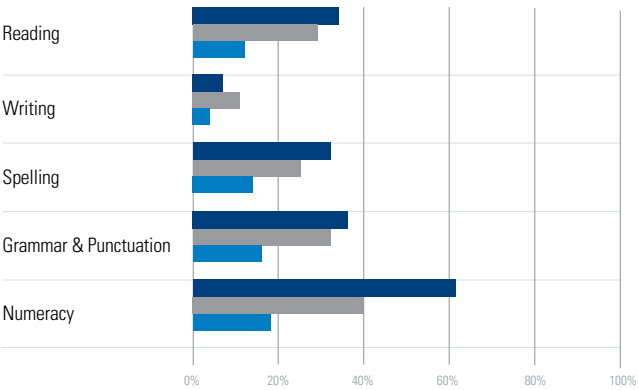


Year 5

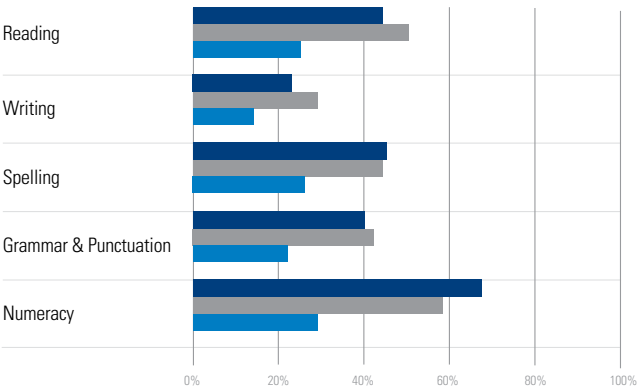


# KNOX SENIOR SCHOOL

Year 7



Year 9



KNOX

SSSG

STATE

## SENIOR SCHOOL



### MUSIC

Music is an all-encompassing craft. In studying Music, boys are required to grasp history, foreign language, the interpretation of symbols, spatial patterning and ratios, kinesthetic movement, self-expression, public presentation skills, independence, self-discipline, long-term perseverance and social skills. Such a skill set remains with our boys for life and helps them in their other areas of study.

A major highlight for 2019 was the official opening of the Junior Academy and Performing Arts Centre held on Friday 24 May. 'Knox Imagine' featured performances by students from the three campuses. The combined showcase of Years 9 to 11 Music students sang 'Homeward Bound' by Marta Keen; a hauntingly beautiful choral item about returning to a beloved location after travel and self-discovery. The performance was further enhanced with footage of Old Boys from the 1940s onwards 'returning' to spaces across the School as the boys performed. The Department's relocation to this area has further expanded the musical offering through the flexible classroom spaces and sound proof recording studios.

The Music Department implemented its HSC composition mentoring and modelling program, with Stages 4 and 5 involved in the recording of their compositions. This, in turn, has strengthened the students' understanding of notation, orchestration and idiomatic writing.

At Knox, we are committed to 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.

Source: Knox Grammar School Strategic Direction 2018-2022

### ENGLISH

Among the highlights was the Showcase Evening for the Extension 2 works that saw boys demonstrate their skills in filmmaking and writing. The Poetry Incursion for Year 7 was a wonderful opportunity for the boys to see the beauty of poetry and engage with this expressive form.

The English Department have been busy introducing boys to a new style of writing - the discursive essay and looking at discursive pieces of writing to demonstrate this new style. Students have also been creating and exploring Multimodal Texts and the senior boys are writing photographic essays, reflections and the traditional academic essays.

The English Department utilised a variety of technology in 2019. Skills for analysing film for meaning and construction incorporated YouTube, TED Talks and Google Docs as part of broadening the students' exposure to contemporary topics.

As well as incorporating various forms of technology into lessons, the new HSC English Syllabus for Advanced, Standard and English as an Additional Language/Dialect students was also implemented.



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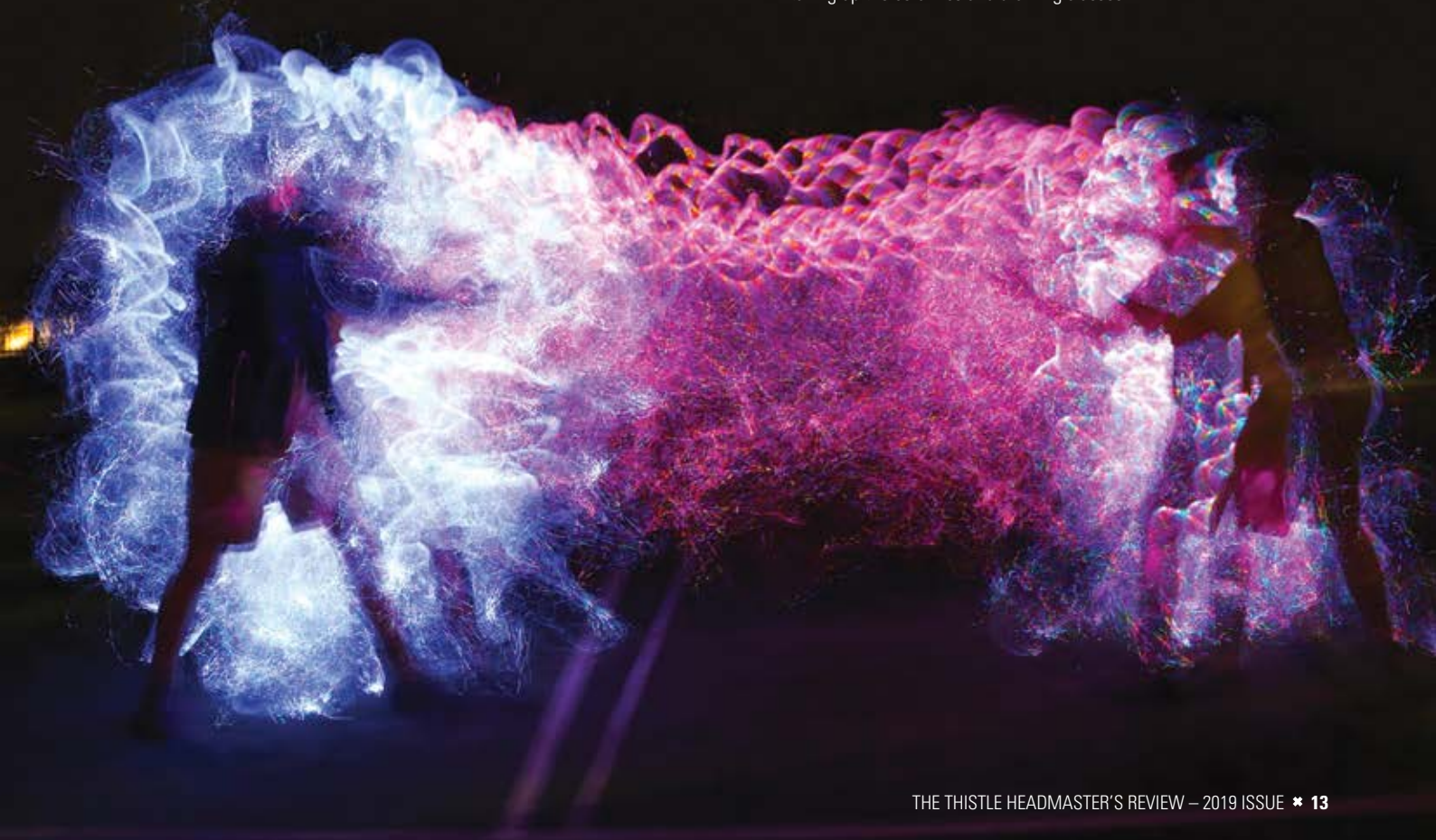
A new photographic studio space provided an innovative and engaging space for students to immerse themselves in the contemporary practices of photography, video and digital media.

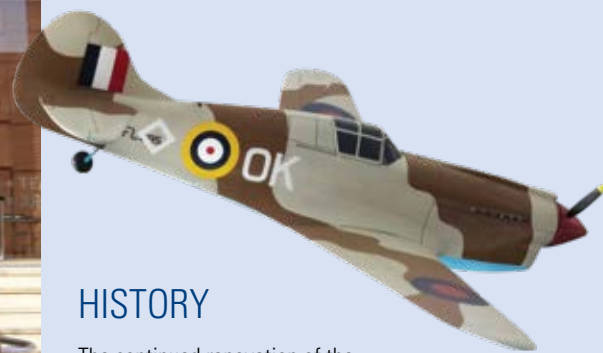
## VISUAL ARTS

A number of artists have visited Knox in 2019 to mentor Visual Arts students. The Young Curators Project saw a small group of students select, arrange and install works by leading Australian artist Jasper Knight, who also painted three commissioned works depicting some of the construction scenes and iconic architecture of Knox as part of the 'Industrial Evolution' exhibition that was held in the Junior Academy and Performing Arts Centre foyer in November. In Terms 2 and 3 we invited artists Cherry Hood and Peter Solness to participate in meaningful and multi-layered immersions with core and elective Visual Arts students. These workshops provided a time of reflection, research, presentation, teaching and art making for the students.

A new photographic studio space provided an innovative and engaging space for students to immerse themselves in the contemporary practices of photography, video and digital media. Software programs such as Photoshop, Illustrator, iMovie and Final Cut Pro were also utilised to engage the students in 21st Century learning.

Stages 4 and 5 students were offered co-curricular art clubs this year with many taking up the ceramics and drawing classes.





## HISTORY

The continued renovation of the History Department area in the Knox Cultural Centre has seen the addition of a display of two scale models of historic aircraft. The first is an RAF 'Kittyhawk' flown by Devon Minchin (OKG36) during his tour of duty in North Africa during WWII. The second is a replica of a German Messerschmitt 109 from a squadron that was flying against the RAF during that time. In 2020 the History Department is expecting the delivery of a model of Barney Greatrex's (OKG39) RAF 'Lancaster' bomber to complete the display. The intention of all the various displays on the History floor is to engage the students in the study of History and to provide an interesting and exciting space in which the boys can work.

The focus of the History Department is the provision of engaging and thought-provoking topics for the students. Topics are selected largely on the basis of their interest to the boys and activities in class are centred on 'inquiry questions' in order for the lessons to retain an investigative foundation. Personal Interest Projects remain one of the favourite tasks for the students. They provide the boys with an opportunity to carry out research on a topic of their choice and to express their creativity. The boys choose how to present their work; there are a large selection of models, some of which are now on display in the newly renovated History Office.

ICT is abundant in all History classes and the courses are constantly reviewed to take into account current best practice. The classrooms are equipped with all the necessary technical support to utilise the multitude of online resources available.

## LANGUAGES AND CULTURES

In 2019, Languages programs continued to focus on tasks that enabled authentic use of the target language, often working with Ravenswood and other nearby schools. For example, Year 8 students researched recipes and created digital presentations of themselves cooking a dish unique to the country, as well as reflecting on the culture of food. Year 10 Japanese students had the opportunity to learn about Japanese culture whilst using the language in a traditional Japanese home at the Nihongo Tanken Centre. Students studying Chinese in Years 8-10 exchanged postcards with students at other schools using the target language, whilst Year 9 German used their excursion to the zoo to create guides and video diaries in the language as part of an assessment task.

These sorts of tasks were again facilitated through the use of a wide range of innovative technologies and online platforms. Education Perfect again assisted students with learning vocabulary and VoiceThread supported students' oral skills, allowing them to interact in the target language and receive comprehensive feedback. Augmented reality puzzles were also used as a means to engage all students. This year a trial of the 'Immerse Me' platform used Virtual Reality to enable students to use language in authentic situations.

The exchange program continues to be a popular means of engaging with the language in the real world, with several students in Year 10 hosting students and going on exchange to France, Germany and Japan.

## FINANCE AND LEGAL STUDIES

Opportunities to think about the future beyond classroom learning was an important focus of their Commerce classes this year. Year 10 Commerce students participated in collaborative entrepreneurial activities at The Sydney Startup Hub - a globally significant innovation centre. This program sought to connect students with start-up communities that support collaboration and allow boys to be immersed in the culture of innovation and change making. This venture further consolidated the work undertaken in Year 9 where students run their own business as part of the Market Day experience.

In the senior years, students were engaged in real world learning outside the classroom using a variety of activities. These included presentations from a number of notable Australian economists such as Shane Oliver and Brad Matthews. A number of Economics students also attended the keynote speech on monetary policy from the Reserve Bank's Governor Philip Lowe. These talks provide boys with an outward focussed view with opportunities to bring alive academic concepts.

Legal Studies students attended the District and Local Courts observing and assessing the operations of the criminal justice system which complemented their studies of alternative methods of sentencing.







## AGRICULTURE

The Agriculture Department welcomed an all-time high number of students enrolled in the course, in particular the 41 boys who elected the subject in Year 9 which resulted in a continued great atmosphere of eager and engaged students working at the 'Ag plot'.

The use of technology to support and develop the opportunities in this practical subject has greatly assisted boys in 2019. Further development of the use of the industry used Gallagher weigh scales system and exploring add-on components which will be purchased in 2020, assisted all Agriculture students to understand the importance and use of Estimated Breeding Values/Australian Sheep Breeding Values data in the red meat industry. The program working with 'Oneplanet' is also developing for Year 9 to incorporate the use of water and nutrients sensors in the soils of the 'Ag plot' to not only guide their knowledge of these emerging devices but also to assist in improving agricultural practices in Kenya and other African nations.

The connections which have been utilised from the OKGA and parent network have allowed Agriculture students opportunities they would not have elsewhere. Thank you to Sam Lisle (OKG00) from 'Old Woombi' Poll Dorset stud at Walcha for providing a very hands-on visit for Year 9 in Term 3, conducting a range of sheep tasks. Additionally, Nic Shortis (OKG92) and Andrew FitzSimons (OKG69) assisted with the Year 10 South Coast trip which enabled attendance at a range of relevant and varied industries from robotic dairying and holistic farming to animal medical research and oysters.

The benefit these opportunities gave Agriculture students was immense, namely being able to experience and assess real world uses of the knowledge which they have been gaining over their studies in 2019.



## PDHPE

The new syllabus was introduced for Years 7 and 9 PDHPE students as well as for Physical Activity and Sports Studies. Boys built on their global competency skills through the following methods: Collaboration/Communication was built on with practical physical education lessons, Creativity/Citizenship explored through dance lessons, Critical thinking was developed in boys' assessments and task, Character intensified during the boys' practical and theory lessons with sportsmanship high amongst the classes.

SMART soccer balls and tennis racquets provided opportunities to involve technology into lessons to aid the learning of content. The measuring of trajectory and velocity were pivotal to the boys' learning as well as iPad apps during practical lessons. Units focussing on drugs and alcohol were enhanced with vision impairment goggles to provide real life simulation.

A key highlight of the year was the Year 11 PDHPE Camp to Forster where leadership styles were studied. The Aquathon as a whole of school event was exciting and the Dance program with Pymble Ladies' College and Mount St Benedict College for Years 8 and 9 students provided the boys the occasions to improve on their communication skills and work on group dynamics.



## WISDOM FAITH LIFE

Wisdom, Life and Faith equips boys with an understanding of world religions, philosophy and ethics. Years 7-10 have relished the opportunity to consider philosophical questions and ethical theories. They have explored the beliefs and practices of world religions and Aboriginal spirituality.

Open-ended assessment tasks have allowed students to deploy their creativity and pursue lines of enquiry pertinent within their own individual learning journeys. Time has been spent investigating the work and teachings of the Uniting Church. Boys were offered time for personal reflection and considered how the school values of Knox can be upheld through their actions and choices.

Studies of Religion students examine society, behaviour and culture and have continued to broaden their understanding of Australia's multi-faith and multi-cultural society. The skills learnt have empowered the boys to be reflective in their learning and understanding of the world around them. In August, Year 11 students attended the Auburn Gallipoli Mosque, bringing their learning of Islam to life. For the first time ever, a number of these students accelerated in their study and completed their Studies of Religion HSC exam early, and with great success.

## GEOGRAPHY

Geography is an outward looking subject that encourages students to engage not only at a local and regional scale, but more so on a global scale. Geography content and concepts offered at Knox through the NSW curriculum clearly engage with 'global competencies' through examining local and international issues; assisting students to understand and appreciate the perspectives and world views of others; to engage in open, appropriate and effective cross-cultural interaction and to take action for collective wellbeing and sustainable development.

✱

### Feature image

As part of their studies of ecosystems at risk, Year 12 Geography students explored the Stockton Dunes.

In the Geography Department the students use Google Earth and Google Maps to help develop a global, regional and local perspectives.

At 'ground level', the boys have attended many fieldwork excursions, taking the boys from the classroom's content and concepts to the real world manifestation, bringing it all to life. The highlight of Geography fieldwork excursions was the Year 12 overnight excursion to Stockton sand dunes and the Hunter Valley, where the boys investigated the coastal dune ecosystem as a case study of an ecosystem at risk, and visited Tamburlaine Organic Winery as their case study of an economic activity.

“

Geography  
content and  
concepts offered  
at Knox through  
the NSW  
curriculum  
clearly engage  
with 'global  
competencies'  
through  
examining local  
and international  
issues.







## TECHNOLOGY AND APPLIED STUDIES

The opening of the Innovation and Design Centre provided an additional three new classrooms for TAS students who continue to use a range of current and emerging technologies in the design and development of many of their technology-based projects. Industrial Technology students, for example, use a range of welding technologies in the construction of their products, while those focusing more on design will lean on the use of 3D printers and laser cutters. A second laser cutter was purchased and has been operating at a much faster level. Similarly, an additional resin-based printer to complement the 3D printer resources provided students with access to industry quality prototype development using the latest technology in this area. This has given design students access to the newest and most advanced technologies found in industry.

Software Design and Development students utilised software that allows them to see algorithm development become a reality through computer programming. In 2019, students learnt the Python based language, which is increasingly being used within a number of enterprise environments.

Year 11 Engineering students undertook an excursion to the Parramatta River to explore the structural aspects of bridges. On the boat, students saw first-hand the engineering techniques used in the development of bridges which highlighted the theoretical concepts of engineering that they've been learning in class and how it's applied in the real world.



## SCIENCE

There have been a plethora of engaging activities for boys to pursue in Science this year such as Science Club, the Women in Physics lecture, Science and Engineering Challenge and Science Olympiads. Congratulations to William Lui (Y12) who was selected for the Australian Olympiad Team as part of the National Titration Competition.

Technology such as data loggers was used across all year levels as boys were taught various methods of data collection and how to analyse it. By using simulations and learning objects, students were able to model scientific phenomena.

Local and international tours were a key highlight for many including the STEM Tour and NASA Space Camp in the USA. Extension Science students remotely used the Parkes telescope to take measurements of active pulsars in the galaxy.



## MATHEMATICS

Mathematics students have accessed the curriculum and engaged with it in dynamic ways across Stages 4 and 5. Software such as Hotmaths, Desmos, Geogebra, Excel and PowerPoint are all now used routinely to enhance student learning without compromising the need for a rigorous approach to mathematical thinking or the ability for students to solve problems with written fluency. Collaborative learning in the form of group work and peer review are common practice in classrooms.

2019 saw the introduction of new syllabuses for the Stage 6 calculus-based courses (Mathematics Advanced and Mathematics Extension). A major highlight was the way students responded to a major change in HSC assessment requirements, that is, the introduction of mandatory investigation style research tasks. Mathematics Advanced students had to design a logo based purely on mathematical functions and Mathematics Extension students gave a speech with a digital media presentation on polynomial theorems and their practical applications in engineering.

Knox students have performed admirably in prestigious mathematics competitions this year. Ethan Ryoo (Y10), Fengshuo Ye (Y9) and Jingni Liao (Y7) were all presented with an Australian Mathematics Competition Medal at Government House in Melbourne. Only 30 such awards were presented to students from all around Australia.



## DRAMA

The Drama Department is continuing to research and explore in practice, a range of kinesthetic (movement based) learning processes to enhance the students' sustained focus through a lesson. As a neglected but essential component of Gardiner's 'multiple intelligences', kinesthetic learning processes through Drama can enhance a boy's ability to develop greater focus and engagement with lesson content.

The move to the state of the art premises of the Junior Academy and Performing Arts Centre (JAPAC) with its cutting edge technical resources and purpose built performance spaces has been a revelation for Drama students in both academic and co-curricular contexts. The brilliant and flexible learning spaces of the JAPAC have provided significant possibilities for performance exploration for all students.

'Oliver' was a musical that for the first time combined the resources of Drama and Knox Academy of Performing Arts to present a production that was exemplary in its theatrical impact. The rich spatial and technical resources of the Wenkart Theatre became a stunning theatrical landscape against which the 170 cast members from Years 7-12 delivered a production of professional standard.

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# KNOX PREPARATORY SCHOOL

Global Mindfulness:  
to enable each student  
to engage with the  
dynamic world around  
them so they become  
responsible, empathetic  
and altruistic global  
citizens.

Source: Knox Grammar School  
Strategic Direction 2018-2022





Knoxigations began at the beginning of 2019 and saw the introduction of five domains of learning, which boys will study each year, spiralling their understanding of each as they move through Knox Prep.

The domains include Stories of the World and its People, Sustainable Solutions, Tinkering Towards Tomorrow, Interconnected Systems, and Global Changemakers. It is a curriculum platform designed with a focus on the future, whilst honouring and learning from the past.

Knoxigations units are based around a big idea and the development of conceptual understanding, rather than just the accumulation of facts. All boys embraced these units this year, with many naming Knoxigations as their favourite thing to do at school. The boys began to develop their skills in global competencies, with these built into each unit. Boys collaborated to solve problems; they communicated their findings and negotiated solutions; they developed skills in critical and creative thinking. It has been so exciting to see boys embrace this sense of agency and develop their voice, as we expect them to have an opinion and to defend it with evidence. They have developed an understanding of their role as not just local but global citizens, who each have a responsibility for making a difference in the world.

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We made a commitment to the purposeful use of technology to create, and to solve problems, which meant no stand-alone technology projects at Prep this year. All technology use was built into our Knoxigations units and this proved to be a major success. Boys created innovative disaster detection systems, used robotics to code trucks moving from farms to factories and houses; created Minecraft worlds to simulate the earth's ecosystems; used merge cubes to create Virtual Reality experiences to demonstrate their understanding of the human impact on each of the earth's environments; and sought to develop a system that would effectively colonise Mars. All of these projects relied on the development of empathy in understanding the perspectives of those who may be impacted with their designs, solutions and projects.





## HIGHLIGHTS

The Celebrations of Learning across K-2 invited parents to come in towards the end of the Knoxigations unit. Boys then shared their learning with them, demonstrating their knowledge, understanding and skills.

In Year 3, as part of the Stories of the World and its People unit, the boys learnt about how we commemorate significant historical events. They researched commemorations around the world, and then designed an ANZAC Day Service for the Prep.

Year 4 boys designed and ran a mini fete as part of their Global Changemaker unit. The level of the boys' understanding of what it means to be a global changemaker was impressive, and the fete's proceeds going to the Fred Hollows Foundation enabled them to see how to make a difference.

The Year 5 Camp held at Camp Somerset began with a father and son experience, camping out and working together in various challenge scenarios. With no screens, no mobile phone reception, and just a campfire for lighting at night, there was such quality conversation between fathers and sons and relationships were certainly strengthened.

To round out 2019, Year 6 staged a professional performance of 'Madagascar Jr' in the Wenkart Theatre in the Senior School. It was a wonderful testament of the musical development of the boys.



# WAHROONGA PREPARATORY SCHOOL



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Our role as educators  
is to help guide the  
children for a future  
where they can be  
adaptable, resilient,  
courageous, creative,  
empathetic citizens.

Wahroonga Preparatory School has a long history and this year the School celebrated 93 years operating as a Uniting Church school. This year, the School focussed on 'Reimagining the Future'.

Children today will be entering a vastly different economic landscape, especially, regarding employment, so this will bring consequences for their social and emotional wellbeing. At Wahroonga Prep, we are no longer simply preparing students for a trade or a vocation; we want to prepare them for life.

Employment in the future will be transient and many children in Pre-Kindergarten today will be global citizens living and working around the world. At Wahroonga Prep we are preparing our students by educating them with the skills we know they are going to need. Our role as educators is to help guide the children for a future where they can be adaptable, resilient, courageous, creative, empathetic citizens.

To help students, we implemented a character strengths program including Smiling Minds, explicit lessons on character strengths and weekly Chapel sessions led by the Chaplaincy team where each character strength is examined through a Biblical lens. Pastoral care and wellbeing for both staff and students was a focal point for the school psychologist.

Technology integration has also been a highlight with students using Google Classroom daily as a way of accessing materials, completing assignments and sharing work with their peers. They are very familiar with programs that are needed in daily

life such as spreadsheets, word processing and presentation tools. Learning through experiences such as coding and movie making/editing have improved problem-solving skills. Students are further commended for taking responsibility for their learning through understanding the importance of cyber safety.

Wahroonga Prep children are developing citizenship through their Student Representative Council (SRC) work. We encourage our students to look at the world from different perspectives, to examine issues from different points of view, to consider alternatives and to take action. It has been pleasing to witness the initiatives introduced by the SRC this year as their student voice and agency have been put into action.

Global initiatives in 2019 included hosting 30 students from Hangzhou, China, and a new connection with the Vine School in Cambridge, England. Locally, staff moved into the Manse and students enjoyed their expanded playground and facilities.

2019 was also a year of innovation. Students were introduced to French as the language taught across Pre-Kindergarten to Year 6 with Mandarin offered for extra curricular classes. Other initiatives included the introduction of weekly coding and dance classes as well as a new emphasis on the design process in Science. Children have won national History prizes, excelled in International Competitions and Assessment for Schools competitions and Mathematics Olympiads and represented the school at Independent Primary School Heads of Australia Gifted and talented network events.





# Beyond THE CLASSROOM

Knox Grammar values its strong traditions and heritage, its close relationship with parents and the local and global community, and exceptionally high educational standards.

Source: Knox Grammar School  
Strategic Direction 2018-2022

## KNOX SPORTS ACADEMY

The Pathways for Elite Athletes at Knox (PEAK) Program flourished in 2019 with elite athletes mentored by six formerly professional athletes and coaches. Boys considering a sporting career path have been ably assisted through the difficulties professional athletes face through their careers – from nutrition, psychology and media skills to time management.

2019 tours included the Open Rugby squad travelling to Japan in April and the Basketball Tour to the USA at the end of year.

The spirit created around Knox 1 for a number of big events was remarkable. One highlight included the Footballers who played against an unbeaten Barker College team and won, supported by a very vocal crowd of Knox boys who sang and cheered them on to victory.

Prep School sportsmen continued to shine with two athletes in particular, Maks Saravanja (Y5) and Chester Swaffer (Y6), showcasing their talent at the senior CAS Track & Field Championships.

A standout performance for 2019 was the 1sts Basketball team going through the CAS Competition undefeated. This was the first Basketball Premiership for Knox since 2014 and we commend this team for their outstanding run, sportsmanship and play. Another remarkable performance was the 1sts XV Rugby team winning against St Joseph's College on their home grounds.





## CO-CURRICULAR ACTIVITIES

Collaboration is the word for Co-Curricular in 2019. The Junior Academy and Performing Arts Centre opened with Academic Drama, Knox Academy of Performing Arts, Academic Music, Knox Prep and Wahroonga Prep joining forces to present and open this magnificent facility during 'Knox Imagine'. One of the largest musicals to be held at Knox was 'Oliver!' with over 170 students involved including boys from Years 7 to 12 involved along with girls from Ravenswood and Pymble Ladies' College.

Pipes and Drums continues to be an important flag bearer for the School. Whether it is at competitions, service days, remembrance days, or just on Knox 1, the music that the band

plays inspires everyone. The bands continue to achieve outstanding results in competitions winning at state and national levels as well as showcasing Knox on its recent trip to the UK and Ireland.

The offerings of clubs that students can do continues to grow. The recently opened iHub has introduced cutting edge technology and Robotics boys are continuing to develop and evolve their learning. The Future Problem Solving represented Knox overseas as well as nationally and the Duke of Edinburgh programs gave boys the opportunity to serve. Art classes were also introduced in 2019. Science, Languages, Cadet Mapping and Positioning System, Tech, da Vinci Decathlon, Oratory Programs, Tech Crew, Crusaders, TAS,

Grammarian Committee and Chess Clubs continue to cater for the many varied and inquisitive interests that students have.

The wide and varied program that is offered at Knox will continue to integrate with the academic, sport, spiritual and social aspects of the School to ensure that students have the greatest opportunities to develop and build on the global competencies required to ensure success in an ever changing world.



## OUTDOOR CHALLENGES

Outdoor Education develops an adventurous spirit in the boys all the while showcasing the Australian outdoors. Years 7, 8 and 10 enjoyed the opportunity to build on teamwork skills and build on their resilience and self-motivation.

William Blackburn (Y10) said, "During the last week of Term 1 a number of Year 10 boys took part in the Snowy Mountains Expedition. The boys immersed themselves in a challenging hike through the Kosciuszko National Park with their mates and experienced a new environment."



## The Cadet Unit

The Cadet Unit continues to go from strength to strength with 40 platoons involved in 2019, each offering individual and unique experiences and opportunities for personal growth and leadership. The largest number students ever were involved with the Annual Field Exercise (AFX) this year.

Senior CUO Will Kablau (Y12) said, "AFX 2019 was meticulously planned and, over the eight-day camp, young men and women from Knox and Ravenswood pushed themselves out of their comfort zones, hiking over 30 kilometres through varying terrain, forging lifelong memories along the way."





## KNOX PREP LIBRARIES

Located on the Prep School campus are two specialist libraries, a K-2 Literacy Centre and a Senior Library (Years 3-6) which cater for the learning needs of these specific age groups.

Students have access to a large variety of databases to help with their research and understanding of classroom work and this year, collaborations continued with the ICT Department to further develop student competencies. This year, to further supplement student research in the domains of learning, apps such as cospaces were utilised. A new eBook database called 'Wheelers' was also introduced to support for the Accelerated Reading program.

Highlights of 2019 included the K-6 Book Character Parade and the K-6 Literary Day. On K-6 Literary Day, students had the opportunity to purchase a book for themselves or to donate the book to St Lucy's School, which many boys did. The day was a great opportunity to promote reading and to celebrate the wonderful world of books together.



## SENIOR SCHOOL LIBRARIES

The senior libraries offer a wide variety of print and online resources to assist students in their research. Students are taught to use the libraries' online portals to access a wide range of resources including print books, eBooks, audiobooks, websites, digital videos and online databases. Trained staff provide instruction in using the resources effectively and in developing students' critical thinking and creativity while collaborating with their peers.

The teacher librarians work with class teachers to develop relevant and engaging learning experiences for students. These occur primarily in the library environment which offers a different learning scenario to the classroom.

Library staff continue to develop the services and facilities available to students. It has been pleasing to see the growth of the Student Library Committee and the McKenzie Book Club in 2019. The formation of the McKenzie Pop-Up Library in the Junior Academy and Performing Arts Centre was certainly popular with many Years 7 and 8 students coming to borrow books throughout the year. The boys enjoyed the opportunity to read and converse about new books in a relaxed environment.

## CAREERS

The Knox Careers Education Program assists Years 10-12 students with developing their capability to plan and make informed decisions, post-school.

The Year 10 Careers Education Program, administered by Career Avenues, was completed over two terms. Based on the principles of Positive Psychology, students discovered more about themselves through career profiling and career counselling. This greatly assisted Year 11 with their subject selection decisions.

Term 2 saw the Career Avenues Program become part of the Knox Mentor Program for students in Years 10 and 11. To prepare our senior students for cadetship and scholarship interviews, lunch time seminars were held. Further sessions were held on UAC Applications and Offers as well as Macquarie University's Leaders and Achievers Early Entry Program.

Highlight events of the year include the annual Knox Careers Night that was attended by over 600 people from the Knox community and students and their parents from local high schools. This event aims to broaden the students' understanding of the association between subject choices, further education and careers. More than 400 students from Years 9 to 12 and their parents attended the inaugural Careers Insight Evening, a partnership with the OKGA, in October. Students heard some great insights, inspiration and advice. We thank our Old Boys who generously gave their time to share their knowledge and personal insights into their industry.





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It is incredible  
to have the  
dedicated  
rehearsal and  
performance  
spaces to  
nurture and  
facilitate the  
KAPA values.

## KNOX ACADEMY OF PERFORMING ARTS

This year, Knox Academy of Performing Arts (KAPA) celebrated its best ever Sydney Eisteddfod results for KAPA ensembles, outstanding individual achievements through representation at Australian Music Examinations Board NSW and Trinity College exams, all the way through to the exceptional 2019 Musical of 'Oliver!' - the first production under the amalgamation of the Co-Curricular Performing Arts and Academic Drama teams.

There were many exciting results across numerous events including a number of 1st places at the Sydney Eisteddfod and the NSW State Band Championships. KAPA students also participated in the Fine Music FM 102.5 Competition (Finalist), Battle of the Bands, Celebration Sing Out, and Knox Gala Day - to name a few!

The magnificent opening of the Junior Academy and Performing Arts Centre unveiled the new home for Performing Arts, a new stage for our 73 weekly rehearsals across 47 performance groups and over 400 private lessons. Having already established such a strong and positive environment that fosters creativity, where students feel they can engage and participate with passion, interest and confidence in their chosen performing art, it is incredible to have the dedicated rehearsal and performance spaces to nurture and facilitate the KAPA values.

2019 was a tremendous year culminating with the celebration of the sixth Knox in Concert held in the Great Hall.





## Senior School

This year saw the opening of the Senior School iHub. The aim of the iHub is to provide a space that inspires, engages, challenges and enables students to tinker, experiment, collaborate and develop new ideas. The space is accessible to teachers, classes and students during and beyond the timetabled lessons. It will encourage our students and teachers to be creative, curious and broad thinkers, innovators and active lifelong learners.

The iHub has opened with a number of innovative and engaging technology tools. It has a full suite of robots including VEX, Lego Ev3s and E-Z humanoid robots which many of our students have started tinkering with. It has a dedicated Video Conference Zoom room which students are using to connect with schools overseas. Students can take video editing to the next level with our green screen studio and our new Immersive Learning Space (ILS). The ILS, is a 360-degree Igloo that permits students and teachers to engage with Virtual Reality content in a collaborative space.

The iHub will become a focal point for technology integration at Knox. We like to think that space will become a place where students are able to; play to learn, learn to create, create to innovate and innovate to transform.

## ICT SUPPORT

2019 saw the IT and AV team heavily involved in a number of projects including the Junior Academy and Performing Arts Centre, the iHub senior innovation space, the McNeil Locker and Sports Facility. All of these spaces are designed to ensure that technology enhances the curriculum and meets the strategic intents of the school, both now and into the future.

The launch of the new Knox Grammar School App allows for improved integration with the School's student management system as well as enhanced security and single sign on to Parent Lounge. In addition, the school calendar has been significantly redesigned to work better on a mobile device.

The 10.5" iPad Pro was introduced to the Year 5 classrooms this year. Combined with the Apple Pencil and Keyboards, the iPad has proven to be a very effective mobile device allowing students the flexibility and creativity appropriate to this age group. The introduction of Apple Classroom management software to the iPad has also given teachers more visibility and control over the use of the devices in the classroom.

## ICT INTEGRATION

### Preparatory School

Knox Preparatory School is in the midst of a 'big shift' in terms of innovative learning frameworks and the innovative use of technology. The current focus is on developing more authentic approaches to learning in terms of how technological solutions are applied to deepen student conceptual understanding and create more personalised learning experiences in the classroom.

Through the Prep Inquiry Learning Units, students acquire knowledge and use this to construct new paradigms for innovative

approaches to problems in our world. Using an interdisciplinary STEAM approach, students follow an iterative design process, using both digital and technical design skills.

Knox Prep students excelled at the Science Teachers' Association of NSW Inc state STEM awards with four teams coming equal first place in their respective age categories. The students' reflections demonstrated that they had all benefited greatly from the experience and the range of ingenuity and creativity shown by the boys was absolutely outstanding.





## SPIRITUAL LIFE

Fortnightly chapels for each year group in the Senior School continue to be a primary means for engaging in core spiritual practices of singing, praying, hearing from the Bible and reflecting on God's message. Key focuses at chapel this year have included unpacking the Apostles' Creed, exploring the 'I am' sayings of Jesus and reflecting on the transformational power of faith.

These chapel services culminate at the end of each term with a whole of school worship assembly in the Great Hall led by the School Chaplains, Rev Peter Robinson and Rev Tim Robinson together with Faith and Spirituality Prefects. This year's assemblies featured a concert from a Ugandan Youth Choir, a talk on faith and courage from blind professional surfer Derek Rabelo, as well a wonderful testimony of transformational faith.

Boys at Knox Preparatory School participated in fortnightly chapel services with a 'Character Strength' focus. These culminated in special end of term chapels for Years 3-6 and Years K-2. Continuously reflecting on their faith journey, these boys have shown wonderful maturity and creativity in their spiritual expression.

Wahroonga Preparatory School continues to be a vibrant place of worship with its weekly whole of school chapel services. These chapels serve as the heart of the Wahroonga Prep community.

## SOCIAL JUSTICE

The Knox Social Justice Program promotion of advocacy, justice and service is central to all initiatives with international, regional and local partnerships. Knox men serve courageously with a spirit of compassion and integrity within the mission and vision of the Uniting Church of Australia.

The senior Social Justice club was run by the Social Justice Prefects and boys participated in a wide range of initiatives including sustainability and recycling, a campaign to stop human trafficking, the World Vision Backpack Challenge for refugees, the World's Greatest Shave, Knox Gala Day Stall for Social Justice,

visited St Edmunds, fundraised at the International Women's Day Breakfast for the Hornsby Women's Shelter, ABBOX Sony Camp and the Stepping Stones Sleep Out. Reconciliation Week saw many year group and chapel ceremonies, with speeches led by students and guest speakers.

Overseas opportunities included the Cambodian Immersion and the Kokoda Track while regional projects included the Outback Expedition Immersion to the Nyngan Super Camp, working with remote schools, the Goodooga Indigenous Games and the Walgett Immersion.

# Q&A

## Positive Education with Mr Matt Cavallaro, Head of Positive Education

### Q. Name your 'top two' highlights of the year.

This year at Wahroonga Preparatory School, we were able to embed Character Strengths and mindfulness into the Health curriculum for Years 1-6. Each week, a Character Strength was focussed on with a student giving a short speech to the whole school about why the strength was important to them.

At Knox Preparatory School, the commendation program has been updated to focus on the five values of the School with the 24 character strengths serving as the key descriptors for each of these areas. As a result, the entire commendation program is a K-12 strength-spotting exercise.

**Q. How did you engage students in Positive Education?** The standout in 2019 was the willingness and engagement of our two prep school campuses to make Social and Emotional Learning a focal point of the education experience for students.

We look forward to supporting students in 2020 to further improve their social, physical, spiritual and academic fitness as part of the Knox Total Fitness program.



## GLOBAL PROGRAMS

The International Exchange program continues with more students than ever applying to experience a different culture and community. This program has expanded in 2019 with students travelling interstate to Hale School in Western Australia.

Tobey Rowe (Y10) said, "The trip to St Andrew's College broadened my cultural horizons. By far the best part of the trip was getting to meet other students from all over Africa - everyone was so welcoming. The trip brought so many wonderful memories and enriching lifelong friendships."



## STUDENT LEADERSHIP

The Social Change Model of Leadership Development was adopted in 2019 as the foundation for Student Leadership at the Senior School, looking at the individual, group and community levels. The Prefect Executive used this to target mateship, service and culture as their areas of focus.

The Portfolio Leadership Teams involved elected 160 student leaders, across the Senior School (Years 8-11) who worked in nine separate portfolios - Academic, Sport, Community, Co-Curricular, House, Academies, Faith & Spirituality, Social Justice and Boarding. Cadets runs parallel as a separate entity.

Leaders and Prefects participated in a variety of events to build on their skills including a Leadership Training Day, a series of leadership seminars with senior members of staff, a Global Leadership Seminar and a two-day retreat at the Collaroy Centre.

Prefects continue to set the standard for communication, commitment and action within their assigned groups with the younger boys benefitting from the older boys' role modelling and mentoring.

## LEARNING ENHANCEMENT

At Knox Prep, the collaboration between classroom teachers, learning support teachers, teachers' aides, specialist teachers and parents of students with specific learning challenges was key to ensuring that student needs were met in 2019.

In K-2, the InitialLit Foundation program was continued successfully and the InitialLit-1 program completed its second year. Students with learning needs received individual, small group and in-class support depending on their literacy needs. The use of the MAP Growth assessment in Mathematics gave information assisting staff to personalise Mathematics programs. A Mathematics group in K-6 staffed by a member of the Learning Support Team helped to provide targeted teaching and more personalised delivery to all boys.

In the Senior School, the Learning Enrichment team focussed on improving the effective communication and collaboration between classroom teachers, learning support teachers and the parents of boys with specific learning challenges to ensure that individual student needs were met within the classroom. Teaching staff underwent specific training in areas such as cognitive, ADHD and ASD to understand the importance of making adjustments to maximise the boys' learning needs.

The NAPLAN Literacy Co-Curricular intervention program was successful in assisting students to pass the minimum standards tests in reading and writing. Support was also offered to high potential learners.





## Next Generation Boarding

In February, a Years 7 and 8 ConneXions Camp for new boarders was introduced. The aim of the camp was to help boarders adjust to city living by travelling on public transport, swimming at the beach and engaging in team building activities such as kayaking and paddle boarding. This camp was a wonderful initiative and experience for new boys coming from NSW regional towns and international cities. The Year 11 ConneXions Camp in Broken Bay was also a success, building on relationships and focussing on leadership.

Boarding staff have enjoyed connecting with families through Boarding Schools' Expos and international functions held in Hong Kong and China. It has been extremely humbling to visit

many new prospective Knox families but the opportunity to reconnect with existing and past Knox families in their home towns and cities has been a highlight of 2019.

Towards the end of the year, Peter Li (Y12) was shortlisted and then chosen as the winner of the prestigious '2019 NSW International Student of the Year - Schools' award. Peter's work to build on the inclusive community included fostering connections across all year groups. Some of the successful events that have brought the boarding community together included Chinese New Year Games night, Theme Dinners, a Mixed Years' Quiz Night run by the Senior Prefects and Friday Night Touch Football.



## KNOX PARENTS' ASSOCIATION

At the start of the year, Knox at Home welcomed 600+ parents to the Seniors' Hall who gathered on the boulevard to enjoy the Knox Pipes and Drums perform.

Gala Day 2019 was held in May and truly showcased the Knox community spirit. The crowds arrived well before the official opening time and continued throughout the day with many enjoying the carnival atmosphere. The support of the year group convenors together with Pre-Kindergarten - Year 12 parents from across the three campuses and boarding are acknowledged and thanked for giving so generously of their time.

The Christmas Markets opened the Great Hall doors to the community and public in November to get an early start on gift giving. The shoppers were entertained by ensembles from Knox Prep School and Knox Academy of Performing Arts.

Gala Day and the Christmas Markets are the two major events that have contributed to a successful year of fundraising. The Knox Parents' Association was pleased to contribute \$75,000 towards enhancing the lighting in the Wenkart Theatre which benefits all performances, productions, presentations and year group meetings.



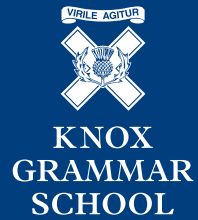
## OLD KNOX GRAMMARIANS' ASSOCIATION

Two of the Old Knox Grammarians' Sporting Associations, celebrated major anniversaries in 2019 - the Knox Rugby Club and the Old Knoxonians' Cricket Club. These clubs were founded to enable Old Boys to continue their involvement in their favourite sports beyond the school gates. Past and present players from each club honoured legends, supporters and teammates.

In October, 26 Old Boys returned to present at a Careers Night for Years 9-11. Old Boys (along with some Knox staff) gave short presentations about their industries and their working life.

On Remembrance Day, Senior School joined with members of the OKGA for a Commemoration and Honouring Service. Five Old Knox Grammarians who served in WWII and Vietnam were honoured, and ceremonial gifts were presented on their behalf to the School's Cadet Unit and Pipes and Drums.

Old Boys were joined by Knox parents and students for a new event hosted by the OKGA in partnership with Gotcha4Life and Tomorrow Man, as part of the OKGA's Benevolence Program. Those who attended 'A Night with the Blokes' discussed mateship, family and what the "Aussie man" might look like in the future.



# DISCOVER EXTRAORDINARY

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