



# THE *Thistle*

KNOX GRAMMAR SCHOOL MAGAZINE



ISSUE 01  
JUNE

# 20

## Middle Academy

The Academy of Global Competency building officially opens

## Remote Learning

Stories from the online learning experience

## Student Leadership





Introducing The Tartan Army movement

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

The Academy of Global Competency was officially opened on 10 February 2020.

## KNOX SOCIAL MEDIA

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 vimeo.com/knoxgrammarschool

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# Contents

ISSUE 01  
JUNE

## 04

### FROM THE HEADMASTER

Technology offers learning opportunities for students that are not just confined to prescribed sources, the teacher or the four walls of a classroom

## 10

### AROUND THE GROUNDS

Celebrating achievements and success stories across the School



## 14

### THE MIDDLE ACADEMY

The Academy of Global Competency is the new 'home' for our Middle Academy (Years 9-10) students







22

### WAHROONGA PREPARATORY SCHOOL

Wahroonga Prep students pursued excellence during off-site learning



16

### KNOX PREPARATORY SCHOOL

From independent study to interactive activities, Knox Prep boys have shown resilience outside the classroom

21

### WELLBEING

Supporting Pre K-12 students through remote counselling services



26

### THE IMPORTANCE OF BEING EARNEST

The Importance of Being Earnest' was the first theatrical production to be held in the Drama Theatre, Junior Academy and Performing Arts Centre



32

### KNOX BOARDING

The communication tools connecting our Boarding community

34

### OLD KNOX GRAMMARIANS

Events and news of Old Boys

# TRANSFORMING Teaching and Learning THROUGH TECHNOLOGY

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While there is a  
difference between  
how we teach when  
in the classroom  
and online, at the  
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our fundamental  
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and educators  
never changes.





Unfortunately, we all find ourselves in extraordinary times with the outbreak of COVID-19. Coronavirus has significantly affected all of our lives and is challenging our ability to learn and be resilient.



**MR SCOTT JAMES**

Headmaster of  
Knox Grammar  
School

Knox responded to quarantine with a rapid shift to online learning and it was important to remind ourselves that with any change comes opportunities for transformation. The School quickly embraced digital tools and platforms to ensure uninterrupted educational delivery to students.

While traditional, face-to-face learning will inevitably return to prominence once the coronavirus abates, we have also seen the shift in learning as an opportunity to develop the skills our students will need to achieve academic excellence in the innovation age.

One of our strengths is that we are a progressive school, and the necessary shift to online learning has been about embracing that culture of progressiveness at a whole new level. A Knox education is about nurturing lifelong learners who are curious and eager to learn about themselves, one another and the wider world. It is not just about producing better workers, but people who contribute meaningfully to society propelled by a strong sense of purpose and hope for the future.

Outlined in our 'Education for the Future' document, one of the School's strategic intents is to prepare students to enter the world with the skills, deep knowledge, mindset and dispositions that will enable them to flourish as informed, confident and courageous global citizens.

At Knox, we call these skills 'Global Competencies'. They are not tied to specific content knowledge or expertise, but rather include creativity, critical thinking, collaboration, communication, character and citizenship. Undoubtedly, the shift to online learning has accelerated the development of these skills in our students.

The global digital revolution is changing the way people are doing 'things'. It has made the whole world a remote village. Knox is absolutely committed to innovation, and it is why the transition to online learning has seen minimal disruption to student learning. The School has already been using technology to make vital global connections to broaden the perspectives of our students and expose them to different ways of thinking and working. One of these exciting initiatives is through the One Planet Education Network (OPEN) organisation. In conjunction with OPEN, we are making connections with schools throughout Africa and the United States to work collaboratively on projects to investigate solutions to authentic world issues, such as sustainable agriculture.

We are also using Virtual Reality (VR) and Augmented Reality to provide immersive and engaging experiences that allow learning to take place beyond the four walls of the classroom. Students can re-immers themselves into field trips completed throughout

the year, while other students are able to use VR technology to help them research new concepts in various subjects and develop experiences of their own. Our Knox Prep students engage in Knoxigation units that are future-focussed, problem based and involve deep investigation into issues that matter. The rich, purposeful use of technology has also deepened student understanding and has enabled our students to realise their ability to make a difference in the world.

Technology provides rich opportunities for creating global connections that enable our young people to be globally mindful. Students have been excited to work with people from across the globe and are certainly deeply engaged with the learning that follows. The digital revolution has empowered students as their learning is not confined to prescribed sources, the teacher or the four walls of the classroom.

The necessity for remote learning continues to deliver breakthroughs in the use of technology in education, though I also believe it will make us appreciate the phenomenal value played by human engagement and socialisation in the teaching and learning experience. While there is a difference between how we teach when in the classroom and online, at the end of the day our fundamental role as teachers and educators never changes. Online learning is simply an opportunity to engage in different and innovative ways to think critically and for our students to develop a flexible, adaptive mindset that applies learning to new and challenging contexts.



## NURTURING YOUNG

# Entrepreneurship and Innovation



**MR SIMON  
ROTHERY**

Chairman of Knox  
Grammar School

Knox values its strong traditions and heritage, its close relationship with parents and the local and global community, and exceptionally high educational standards. Underpinning these values is a deep and lasting commitment to preparing each student for their future beyond Knox.

Fourth Industrial Revolution technologies and the emergence of the freelance 'gig' economy will herald more change in the next decade than in the last century, restructuring the Australian and global workforce and raising profound questions on the nature of humanity. Preparing each student to succeed in an era of global uncertainty requires development of intellect, learning practical capabilities, and mastery of the global competencies - character, citizenship, collaboration, communication, creativity and

imagination, and critical thinking and problem solving - will be crucial. It is not just about producing better workers, but people who contribute meaningfully to society propelled by a strong sense of purpose and hope for the future.

This imperative is reflected in one of the goals set by the Alice Springs Education Declaration (2019) that affirms the importance of preparing "all young Australians to become confident and creative individuals, successful life-long learners, and active and informed members of the community."





To enable this at Knox, the Council has supported the development of the Knox Academy of Global Competency. This is a dynamic, fluid and innovative space for the middle year (Years 9-10) students, designed to inspire them to be creative and critical thinkers and foster collaboration and teamwork.

The Council acknowledges how Knox is transforming the middle school education program by introducing new subjects such as iSTEM and Engineering. In 2021, the new elective 'Entrepreneurial Ethics' developed by Knox teachers will be added to the elective choices. Knox aims to become a national leader in the promotion and nurturing of young entrepreneurship and innovation. Our teachers, of whom we are very proud, are embracing team teaching and reshaping the teaching programs to elevate the focus on critical and creative thinking and problem solving. They are designing collaborative interdisciplinary units of work designed to enable deep learning and global competency.

Furthermore, in recognition of the need for schools to prepare students to be life-long, agile learners who are empowered to have agency and find purpose, the Knox Certificate of Global Competency based on micro-credentialing is being developed by our staff. The credentials informed by the Knox Total Fitness model validate learning, no matter where or when it occurs and are awarded based on submitted evidence of an action or achievement. This allows our students to work at their own pace and place, and rewards all students, such as those who might not find success in academics. They validate the passion, knowledge, skills and interest students already have, and encourage them to be agents of change who are altruistic and have the courage to move beyond their comfort zone. Students are looking

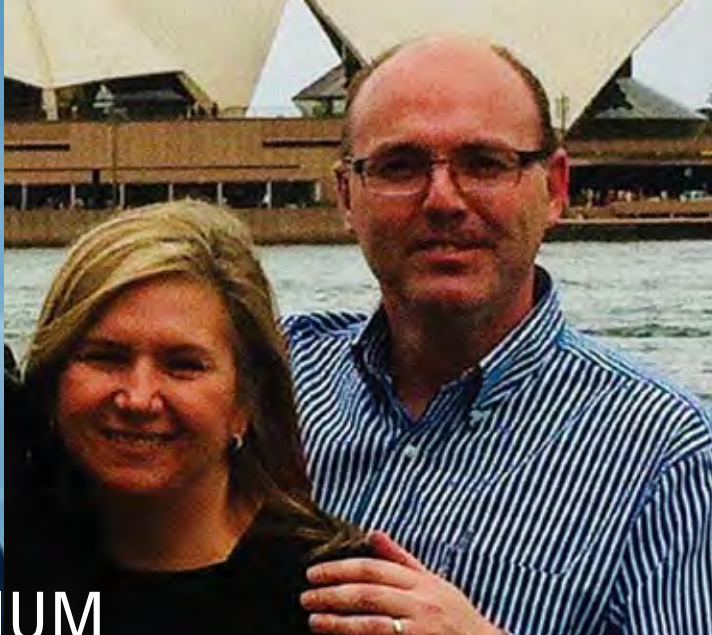
for non-traditional ways to demonstrate what they have learned and done. This approach is placing our Knox students at the centre of their educational journey and empowering them to own their learning.

The Council and the leadership team worked together to create a Middle Academy that places our students at the centre of the education journey and equips them with the tools, dispositions, academic knowledge and global competency skills required to successfully navigate their senior years and life beyond.

“

## Knox is transforming the middle school education program





## IN MEMORIAM

# The Hollander Family

The Knox Community suffered a devastating loss in December 2019, as a result of the volcanic eruption on White Island, New Zealand. Martin Hollander (OKG89), his wife Barbara and their sons Berend (Ben) Hollander (OKG21) and Matthew Hollander (OKG23), all died as a result of injuries sustained while on a tour of the island when the eruption occurred.

The Hollanders were much loved members of the Knox family, with a deep connection to the School.

Martin, nephew of Tony Phippard (OKG56), attended Knox from Kindergarten to Year 12. During his school days, he was editor of *The Grammarian* (1988), a member of the Senior School Choir, a talented Basketballer and he performed in two school musicals, including *Bye Bye Birdie*.

A memorial service to celebrate the lives of the Hollander family was held in the Great Hall at the Knox Senior School campus on 19 December. The Knox Symphonic Wind Ensemble and School Choir provided pre-service music, before Rev Tim Robinson welcomed the family and relatives of the Hollanders, current students, their parents, Old Boys and members of the wider community.

Memories and reflections were shared for each member of the Hollander family, commencing with Margot Jenkins, for her brother, Martin:

"As a brother, he was always there for me... as a son, he was exemplary... as a husband, he loved Barbara deeply... and as a father, he was truly amazing.

We have had accounts of the situation on White Island in New Zealand, and our belief is that Martin helped Barbara and the boys onto the

helicopter before himself. He did not make it off the island. There is no act as unselfish as this."

Headmaster Scott James, offered a tribute to each of the boys:

"Matthew was a vibrant member of his class. He was involved in Cadets and represented the School in Basketball, Squash and Debating. He was an elected Mentor Representative, and had a close circle of friends. He was always enthusiastic about life, and was actively involved in school and year group activities.

On behalf of every  
boy here at Knox,  
Ben and Matt,  
thank you for all  
the great memories  
you have given us.

SAMUEL WARBURTON (Y9)

Ben was actively engaged in sports and co-curricular activities, developing a passion for AFL, Cadets, CRU and his biggest passion, Baseball. He had a great love for the outdoors and camp. Ben was a compassionate and enthusiastic student, with an interest in software design. His engaging smile and quirky sense of humour made him a good mate to his close group of friends and a welcome member to every classroom."

We miss you,  
we mourn you,  
we salute you.

ANGUS RICH (Y11)

The 'Ben, Matthew and Martin Hollander Indigenous Scholarship' has been established by the School, in accordance with the wishes of the family, to provide opportunities for Aboriginal boys to attend and excel at Knox. Donations to this scholarship can be made through the payment portal on the School's website.

Members of the OKGA, together with the School's Headmaster and wider School community, have been heartened to see how the Knox community have come together to support one another through this tragedy and devastating loss.

Our loss is immense.  
Let us all live our  
best lives possible  
in their memory.

MARGOT JENKINS,  
SISTER OF MARTIN HOLLANDER (OKG89)

\*

**Left** Matthew Hollander  
(Year 8, 2019)

**Center** Barbara and  
Martin Hollander (OKG89)

**Right** Berend Hollander  
(Year 10, 2019)



# Social Justice

## MRS HELEN CLARKE

Head of Diversity, Justice and Stewardship



### WORLD'S GREATEST SHAVE

Headmaster Mr James and PDHPE Teacher Mr Moloney joined 38 enthusiastic Knox boys who collectively raised almost \$30K in support of the World's Greatest Shave day. Social Justice Prefects Pat Hogan and Will O'Sullivan led the event and were amongst the many boys who had their heads shaved.



### OUR GENEROUS COMMUNITY

The annual Easter egg and noodle drive reflected the Knox community's generosity, but due to COVID-19 travel restrictions, they were ultimately delivered by the Kur-ring-gai Community Centre. These were added to food boxes which were given to local families and women's shelters undergoing great hardship. The senior cadets sorted fresh food donated by Harris Farm St Ives and the addition of the eggs and noodles were greatly appreciated by the community.



### LOOKING AFTER LOCALS

The Social Justice program continued during the Autumn holiday break. Boys helped elderly and isolated community members with tasks such as taking out wheelie bins, gardening and friendly check-in phone calls each week. Boarders Dylan and Noah Farr took the call to action in their local community in Walgett, delivering fresh produce from their gardens and helping community members with jobs in the garden. Our Knox parents, staff and members of the OKGA also volunteered, offering support by home delivering food and pharmacy needs to the isolated, pastoral visits to small businesses and sewing masks and ear protectors for hospitals.





# Around THE GROUNDS



## WINNING SWIMMING TEAM

A mammoth fourth successive CAS Swimming Championship win included records broken by Joshua Collett (Y11), Owen Fung (Y9), Justin Lee (Y9), Will McDonagh (Y10), Charlie Anderson (Y10) and Dylan Zhang (Y11). "The Knox swimmers were superb from the first race to the last race - a total team performance," said Head Swim Coach Mr Goodier of the mighty performance that won the Knox Swimming Team the Thyne Shield on 12 March.



## Goal setting for the year ahead

Boarders in Year 7 along with their Year 10 mentors enjoyed the 'Boys to Men' Camp held on the Hawkesbury River.



## GEOGRAPHY FIELDWORK

Year 7 boys visited Camp Kedron at Ingleside to conduct fieldwork as part of their Geography studies on landscapes and landforms.



## STUDENT EXCHANGE

In Term 4 2019, several students went on exchange to Germany and France. Year 11 students Angus Matthews, Felix Han and Lachlan Li immersed themselves in the French culture and returned with many memorable stories.







## USA Basketball Tour

Twenty-six boys from Years 9 to 12 visited cities on the west coast of the USA on the Knox Basketball Tour held late last year. "It was a fantastic experience for the boys and a great opportunity to play basketball against some tough teams that assisted them in the tail end of the CAS season," said Director of Basketball Ms Manou.

## PDHPE FITNESS GOALS

Years 7-10 PHDPE boys are working through their own personal fitness goals this year after an evaluation earlier in the year on their strength, flexibility, cardiovascular endurance, upper body and lower body strength, speed and power.



## HISTORY TOUR OF EWAN HOUSE

Year 2 boys enjoyed imagining the past as they explored the oldest building at Knox Prep, Ewan House (1896), as part of their Knoxigations studies.



## BURNS TAKES THE WIN

The Years 3-6 House Swimming Carnival was held at the Knox Aquatic Centre in February with a focus on fun and house spirit. Congratulations to the winning house, Burns.



## SQUASHING THE COMPETITION

Congratulations to Adam Soonius (Y12) (middle) who played an attacking game to win the Squash Grand Final on 22 February.







## CHESS TEAM'S THIRD CONSECUTIVE WIN

It was down to the wire but the Knox Chess Team prevailed with a third consecutive win against Trinity Grammar School to win the CJS Purdy trophy.



## YEAR 7 HOUSE ATHLETIC EVENT

Year 7 boys represented their house in a fun afternoon tackling sprints, hurdles, jumps, throws and a relay at the Year 7 House Athletic Event. Well done to the winning house, Bryden.



## Introducing the Class of 2032

Kindergarten fun in class!



## CAS Success

It was a stellar summer season for Knox across the CAS competitions. Congratulations to the following trophy winning teams led by their captains:

- Basketball - Michael Yoong (Y12) and Joshua Pain (Y12),
- Chess - Aleksy Ginovic (Y12),
- Water Polo - Patrick Hogan (Y12),
- Swimming - Angus Menzies (Y12),
- Tennis - Rene Sun (Y11) with Headmaster, Mr James.



## YOUNG CURATORS

As part of the 'Young Curators' Visual Arts project, students have been examining artwork by Reg Mombassa.





## 2020 BANDSTAND CONCERT

On 10 March, the 2020 Bandstand Concert in the Wenkart Theatre featured 241 musicians from across Years 7-12. Pictured is the Year 7 Wind Band which performed five pieces under the direction of Mr Brice.



## STEM in Action

Utilising the iHub suite with Mr Beilharz, Year 8 Languages students applied their coding skills to EZ-Robots and programmed them to speak German and perform actions.



## YEAR 4 CAMP

Year 4 enjoyed the bushy surrounds of their Year 4 Camp held at Port Hacking at Rathane.



## Year 5 Camp

A farming adventure was part of the Year 5 Camp at held at Camp Somerset.



## CENTENARY MURAL

Transforming the breezeway in the Senior School - acclaimed artist Hugues Sineux is painting a new mural, the first in a series of centenary projects in the lead-up to the School's 100th birthday in 2024.

## LEST WE FORGET

Knox pipers commemorated ANZAC Day by playing in various designated zones for residents at local aged care facilities.

One commented, "Thank you to Knox and the piper. We all had tears in our eyes as well as hearts full of appreciation for helping us to celebrate ANZAC Day in a very special way. I can only imagine how proud you are of your students who love to bring joy and share their talents with others."

"All the residents and nursing home managers could not stop saying thank you but I'm the one who is so grateful for having the opportunity to do

this. I think it will be one of the most memorable events I will have of being part of the Knox Grammar Pipes and Drums," said piper Aaron Erdstein.

Knox musicians also joined pipers participating in driveway memorial services in their local streets as part of the 'Light Up the Dawn' initiative to acknowledge our ANZACs.



Watch the Pipe Band come together to play 'Amazing Grace'.

<http://www.knox.nsw.edu.au/grace>







# THE ACADEMY OF Global Competency

## **MS ELIZABETH RUFF**

Head of Middle Academy

## **MR JAKE PLASKETT**

Director of Studies  
Middle Academy

The Academy of Global Competency (AoGC) building is 'home' to the students and staff of the Middle Academy (Years 9-10) and opened early in Term 1 2020.

The completion of the AoGC is the final stage in the development of the building infrastructure for the Senior School Academy model which recognises and caters for the changing needs of our students at the different stages of their educational journey. We now have an academy for each stage (Junior – Years 7-8, Middle – Years 9-10, Senior – Years 11-12).

The AoGC provides students with facilities that encourage and support innovation, creativity and communication. With its industrial and contemporary design housing flexible learning spaces that incorporate purposeful technology and interactive

screens, collaboration and communication are fostered, providing students with the opportunity to discuss ideas and engage in inquiry-based learning. The verandas offer a grand location for students to enjoy the sunshine and watch lunchtime sporting activities on Knox 1. Small study nooks allow for quiet conversation while the larger open plan learning spaces are the ideal environment for group discussions and activities.

During the design process, the importance of students being active participants in their educational journey was a key consideration. In 2019 students were engaged in the process of developing the design of the learning spaces through surveys, participation in think tanks and a presentation to staff. Key features of the design that were inspired by the ideas and vision of our students included natural lighting with a focus on green spaces and gardens, furniture selection, interactive screens and flexible meeting spaces for student groups.





As educators, we have a shared responsibility to innovate and to prepare our students to problem-solve and problem-find in a rapidly changing world. Our programs in the Middle Academy aim to develop lifelong learners who are curious and eager to learn about themselves, one another and the wider world. With a focus on the six 'Cs' of critical thinking, collaboration, communication, creativity, character and citizenship, the educational experiences during the Middle Academy years aim to empower our students. We want them to participate in deeper learning and master academic personal best to enable them to demonstrate and utilise the essential skills needed to meet the challenges of a dynamic and complex world.

During Term 1, the AoGC was used by classes for inquiry-based learning activities, careers interviews and several incursions. In the short time they have had to enjoy the facilities, the boys have ensured all areas were alive with activity and animated chatter is regularly heard during recess and lunch. After school, students have also enjoyed utilising the lower level for independent study, collaborative work and co-curricular activities.

There are many plans ahead for this multi-dimensional building including using the learning spaces to facilitate collaborative work through Service Learning projects, Action Research Projects and transdisciplinary learning activities.

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Our programs in the Middle Academy  
aim to develop lifelong learners who  
are curious and eager to learn about  
themselves, one another and the  
wider world.





# OUR JOURNEY OF Resilient Learning



**MRS SUE  
FLORO**

Head of Knox  
Preparatory School

There is a term that has been around for a while now – VUCA, which stands for Volatility, Uncertainty, Complexity and Ambiguity. I think we can safely say that we have all, collectively, lived the VUCA world for the past several months.

It has been characterised by constantly evolving and ever changing circumstances, fast paced manoeuvring, rapid upskilling, pivoting, adapting... I don't need to explain it to you, our community, for you have lived it too!

Whilst it would be easy to focus on what didn't work, and there were plenty of challenges to be overcome along the way, in the story that follows, we have tried to capture a snapshot of how we forged ahead, despite the challenges; examples of our boys adapting and developing far greater independence than we may have expected previously; and how we sought to provide as much certainty for our boys, in the face of worldwide uncertainty. It is a testament to all members of our community that we are emerging now, out the other side, well connected and positive about the experience we have had. 2020 is certainly a year we will never forget!



## KINDERGARTEN

**Mrs Mary Mae Burton,  
Kindergarten Team Leader**

The start to our 2020 Kindergarten boys' schooling was undoubtedly under exceptional circumstances. No sooner had the boys settled into Knox school life, they were moved to online learning with a barrage of changes. Undeterred by the challenge, the boys adapted extremely well, showing great resilience, perseverance and using a growth mindset. They coped with changing technology, expectations and the familiarity and comfort of their face-to-face daily routine.

Through Zoom, we were able to deliver instructions and support them with their learning by being available to explain, elaborate and answer any questions. Another primary tool Kindergarten used was the Seesaw app, making learning engaging and fun. Through this app, we created activities that the boys completed online and away from their device. Their results were then uploaded for review and assessment. Recording videos of lessons in advance and posting online helped boys (and parents) access the content conveniently and repeatedly, if needed, to support their learning.

Our focus was to create a balance as we continued to build our relationships with the boys online through sharing storybooks, playing games, taking 'brain breaks' together and spending time talking, listening and sharing.



It was so important to see the boys' faces, for the boys to see each other's faces and for them to see ours - to all stay connected.

Crucial to the success of online learning was clear communication and collaboration with the parents. The Kindergarten parents were amazingly supportive throughout the process, for which we are extremely grateful.



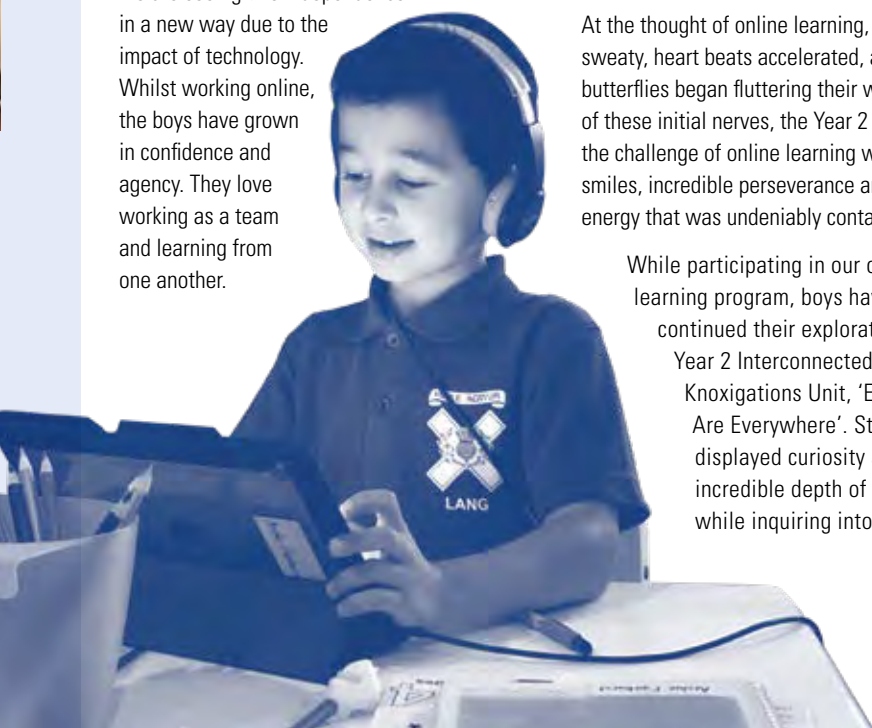


## YEAR 1

**Mrs Emma Donaldson,  
Year 1 Team Leader**

Year 1 boys embraced the online learning environment with resilience. The biggest challenge was inclusion. However, through collaboration with the boys and their families, we were able to develop a holistic approach to learning where inclusion was at the centre of all activities. Year 1 focussed on being independent learners while working as a team. They developed skills on being heard and having a voice, making choices, being respectful and responsive and reflecting on their actions.

The boys improved their independent learning by accessing their belongings at home, displaying confidence when they made mistakes and learning from them as well as seizing opportunities to make choices. As educators we are seeing this independence in a new way due to the impact of technology. Whilst working online, the boys have grown in confidence and agency. They love working as a team and learning from one another.



Having a variety of online activities and opportunities has allowed all students to have a voice and this has resulted in many of our boys communicating with each other through videos, letters, drawings and asking if they can just have some time to speak with their friends.

We have also discovered, as teachers, that technology is truly the boys' language and it is exciting to see them thrive in an environment where the adults are supporting the boys however the students are the masters. As educators, we have come to be reflective of our own attitudes, values and beliefs. It has certainly been a fun but steep learning curve for the Year 1 team.

## YEAR 2

**Miss Sarah Beaumont-Jones,  
Year 2 Team Leader**

At the thought of online learning, palms became sweaty, heart beats accelerated, and nervous butterflies began fluttering their wings. In spite of these initial nerves, the Year 2 boys embraced the challenge of online learning with brilliant smiles, incredible perseverance and a positive energy that was undeniably contagious.

While participating in our online learning program, boys have continued their exploration of the Year 2 Interconnected Systems Knoxigations Unit, 'Ecosystems Are Everywhere'. Students displayed curiosity and an incredible depth of knowledge while inquiring into

the interconnectedness of living and non-living things in habitats, ecosystems and biomes around the world.

The culmination of this unit saw students excitedly create their very own *National Geographic Kids Magazine* focussing on a selected ecosystem. Furthermore, students designed and constructed a Minecraft EDU world demonstrating the impact human activity is having on their chosen ecosystem.

Grade Meetings became an exciting daily routine where boys could remain connected to their friends by participating in various activities ranging from yoga to story time to the much anticipated 'Dance Off Fridays' - and who could forget our amazing virtual Easter Hat Parade! Year 2 boys had a wonderful time creating and showing off their fabulous Easter hats! From bunny ears, to real life chocolate eggs, it was wonderful to see so many smiling faces and beautifully designed hats!

Throughout the journey of online learning, students have demonstrated their incredible resilience and the true qualities of what it means to be a Knox boy. The Year 2 teachers could not be prouder of the boys and their achievements during these unprecedented times. We would also like to take this opportunity to thank their wonderful parents for the support during this time. Thank you for remaining so flexible and upbeat, and for the positive messages of support you continually sent to the Year 2 team.





## YEAR 3

**Mr Glenn Stephenson,  
Year 3 Team Leader**

The advent of online learning brought with it a significant amount of change to the educational landscape in Year 3. Students, staff and parents were each challenged to respond to the unique situation and it was most pleasing to see all involved quickly adapt to the new routines put in place and the ways of staying connected and engaged with the Knox Prep community.

While learning remotely, the Year 3 teachers were extremely happy to see the overall growth and development of the students' knowledge and understanding. The students thrived in their classes while using the various online learning tools and platforms.

Despite some early hiccups along the way, the Year 3 team was most impressed with the manner in which the students embraced the various changes and also pleasingly adopted a positive attitude towards the situation they experienced. I would very much like to sincerely thank all parents and guardians for their patience, guidance and encouragement.

The spirit of togetherness demonstrated by the boys cannot be understated as they all embarked on new and exciting opportunities for learning and growth in our ever-changing landscape.



## YEAR 4

**Mr Jared Rastall,  
Year 4 Team Leader**

We are very proud of all our boys for their flexibility and adaptability as they grappled and learnt alongside us when remote learning began in late Term 1. We have noticed how their problem-solving, independence and organisation skills helped them to develop their overall sense of agency; we believe that our boys are becoming more responsible and assertive with their learning and we feel that this will have a positive impact on their future education.

In beginning remote learning, our aim was to provide boys with as much normalcy as possible. We looked for ways to continue to foster class discussion and to build deep and reflective thinking through our lessons, but we also wanted to recognise the significant impact that the pandemic would have on the wellbeing of our boys and their families. We embedded opportunities for discussion through

live Zoom lessons and through programs such as Nearpod and we worked through ways the boys could continue to connect with each other and with us through 'Breakout Rooms' and interactive, structured and collaborative tasks. Over the school holidays, members of the Year 4 team worked on developing fun videos and tasks to entertain the boys at home and provide reprieve to tired parents. As teachers, we have been so grateful for the support and feedback that our parents have continued to provide.

Building relationships and connections in teaching is so important. Whilst remote learning, the boys' newest classmates (their pets!) would have loved the added attention. We will all look back on this time and celebrate the enormous achievements our boys have made, but we will also look to the future with an even greater appreciation for the relationships we build when we are all working and learning together under one roof.





## YEAR 5

Mrs Tammy Paterson,  
Year 5 Team Leader

What an interesting few months it has been! As we approached online learning for the first time, we were apprehensive but at the same time quite excited. The Year 5 team could not be more proud of the work that our boys have completed with their online learning. They really have exceeded our expectations, showing resilience, organisation and time management and for many, the importance of reading instructions carefully.

Days started with a Year 5 Zoom greeting with boys then meeting their Class teacher to find out the plan for the day ahead. The boys navigated their way through the Year 5 online learning platform with skill and many supported their peers who were slightly unsure. Our students have completed Google documents, Google slides, edited writing and participated in Nearpod sessions. They have created rainforest models, sculptures for Art, built tall towers, read books and completed random acts of kindness.

If this was not enough, the boys were kept active as they completed daily physical challenges such as wall sits, push ups, planks and speed skipping. Our inquiry into the rainforest continued as we started Term 2 where the boys then began their own biome inquiry. This knowledge and understanding culminated into the creation of a merge cube using augmented reality.

We thank our Year 5 parents for working with us in such effective collaboration during this challenging time.

## YEAR 6

Mr Liam Flanagan,  
Year 6 Team Leader

From morning Zoom grade meetings, to interactive Maths lessons, to Mr Coon's Jelly Leg Challenge, online karaoke competitions and Knoxfactor auditions, online learning has certainly made for an exciting and interesting period for the boys in Year 6. We have been so incredibly proud of the way in which the boys have continued to be motivated with their learning and their eagerness to come online every day and be flexible, inquisitive learners.

While participating in online learning, the Year 6 boys continued to explore their Knoxigations Unit of Interconnected Systems where they focused on the big idea of 'By the People, for the People... Or not'. The boys did a wonderful job engaging in a variety of online learning tasks designed to encourage a development of research skills while delving deeply into the different government systems around the world and comparing these with the political structure in Australia. The use of Breakout

“

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rooms in Zoom became extremely beneficial when boys were forming political parties and began formulating policies and electing leaders for their political party in order to pass bills relating to their life at Knox.

Mr Coon's Jelly Leg challenge became part of Year 6 folklore with students and parents alike pushing through the pain barrier to try and complete the daily challenges. The boys managed to push through this somewhat easier than Mr Coon and some of the teachers who participated online!

We would like to take this opportunity to thank the wonderful parents of Year 6 for their support, for remaining so positive and upbeat and for the wonderful positive feedback you have given to the Year 6 team.







## BAND REHEARSALS

# A Virtual Success

### MRS REBECCA MORRIS

Director of  
Instrumental Music,  
Knox Prep

The Knox Prep Music program has always been fluid and revolutionary. We are constantly challenging the boys and adapting to larger ensembles as the boys' learning of musical instruments continues to grow at a fast pace.

This year, our Prep School Instrumental Program has also been flexible in its offering due to our world that is rapidly changing. In Week 9 of Term 1, the program was challenged almost overnight, when we went from physical rehearsals on-site to online virtual rehearsals. The transition certainly fast tracked the global competency learning for all students!

It has been interesting from a Music staff perspective to move to remote learning. The 'mute all' button in an online band environment has often been used due to different internet speeds with some of the boys' playing together hindered at times. Overall, despite the pros and cons, the Knox Prep musicians enjoyed the successful Virtual Band rehearsals with 57 band boys taking part.

In Term 2 we continued to have 13 large ensembles rehearse online with over 400 boys logging in to their online rehearsals each morning and lunchtime throughout the week. Rehearsals involved boys listening to themselves play, with some sessions joined by other boys playing together. This connectedness has been important not only in ensuring the students' musical journey continues but has also been great for their wellbeing. The boys were excited to all be online together during rehearsals and made staff proud with how adaptable they were in their own fast tracked online learning curve.

Band rehearsals online have definitely been exciting and rewarding for all involved.

## CREATING AND CONNECTING THROUGH ART

### MRS ALEX LE COUTEUR

Visual Arts Teacher, Knox Prep

In Aboriginal Culture, the symbol of the meeting place is deeply important as it refers to the coming together of people and practice. It speaks of connection and togetherness. The concentric circles represent the people coming, meeting and sitting together and the lines show the journey it takes to get there.

Knox Prep boys have been enjoying Visual Arts lessons with their families joining in through the topic, 'Meeting Place'. Boys were tasked with collecting materials (natural or objects around their house) to create their own artwork.

Photographs were captured to symbolise the boys' 'meeting place' with their family, off-site. Despite not being physically together at school, the artworks showcase the boys and their connections with one another.







# Supporting STUDENTS

## DR LAURA-KATE DASSOS

Senior School Psychologist

The Knox Wellbeing Centre comprises a team of clinically and generally registered psychologists, each with unique experience and skillsets, who work together to support the Knox community.

As a wellbeing team, we recognise this is a challenging time for our students and families. The current climate is fraught with uncertainty, and the switch to remote learning was a big adjustment for everyone.

During this unprecedented time, Knox psychologists continued to support our students through remote counselling services. In addition, we worked alongside staff and student leadership to create an innovative suite of parent- and student-support videos addressing identified areas of concern related to COVID-19 and remote learning, with topics including:

- Resilience and taking the time as an opportunity, embracing what is good and within your control.
- Helping our families survive and thrive through establishing routines, encouraging healthy habits, and making the most of having 'more time'.

- Normalising reactions to COVID-19, including stress, anxiety, opposition, withdrawal and or low mood.
- Supporting parents to have realistic expectations about themselves and their child, being emotionally present and available to talk, being a good role model, and encouraging realistic thinking.
- Maintaining a balance by establishing routine (including limits for devices/screens), encouraging healthy sleep patterns and regular exercise breaks, and maintaining 'total' (physical, social, spiritual, and academic) fitness'.
- Staying connected with friends by participating in video/phone chats, being a 'good mate' and checking in with friends, and practising healthy use of social media.
- Understanding and managing guilt in the context of change, adaptation, and managing multiple roles (i.e., being a parent and teacher to your child during remote learning); focussing on and celebrating what went well each day, managing expectations and being mindful of comparing self to others.
- Managing conflict at home including boundary-setting, taking 'time-out' to calm down prior to discussing conflict and staying safe.
- Motivating your child in areas such as study or physical/psychosocial wellbeing, helping your child to set goals.



- Strengthening connections in the home in terms of managing competing demands, slowing down and reconnecting with family, and making time for play and enjoyment.

The Knox Wellbeing Team will continue to support students and parents in the transition back to school.



View the videos...

Wellbeing Parenting Series Videos – Prep:

<https://vimeo.com/showcase/6953272>

Password: WellbeingPrep

Wellbeing Parenting Series Videos – Senior:

<https://vimeo.com/showcase/6953270>

Password: WellbeingSenior



# THRIVING THROUGH Remote Learning

## MRS JULIE WISEMAN

Head of Wahroonga  
Preparatory School



2020 will certainly be a year we will always remember as a turning point in education. The Global COVID-19 Pandemic reached Australia and schools had to quickly transition their delivery of learning to adjust to new restrictions and social distancing requirements. Within weeks the teachers at Wahroonga Prep showed remarkable resilience, adaptability and flexibility as conditions changed.

Initially, we commenced with a dual model with some children at school being taught traditionally with a face-to-face model and others in each grade at home received learning remotely. Soon this model changed to only providing online instruction as health advice encouraged children to remain at home. Each teacher and assistant at Wahroonga Prep displayed courage and tenacity as they quickly upskilled in using new learning platforms. Lessons were redesigned to suit an online delivery, iPads were issued to children across K-6, resource packs were developed for our youngest children in Pre-Kindergarten and additional resources for sport and art were sent home.

Change of this magnitude would usually take a year to prepare but without the luxury of time the teachers were outstanding in managing to continue to deliver a high quality learning program meeting the NSW syllabus outcomes with a new method of delivery.

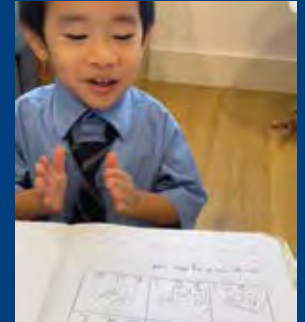
With a high level of optimism and wonderful support from the School and local community, Term 1 concluded with children, teachers and parents having learnt a great deal of the school curriculum as well as learning about themselves. Being isolated at home and spending more time with family suited many children who thrived, while for others the change brought challenges; but this too was a learning opportunity.

Videos and support material were developed for parents by the School psychologists and wellbeing team. IT coordinators reached out to support parents, students and teachers and focussed on the pedagogy as well as the technology. The Chaplains continued with weekly chapel services. Specialist teachers, including our strings program and extensive peripatetic music program, were all delivered remotely.

Whilst we all missed the children being on campus and the giggles and laughter that we were used to every

\*  
**Opposite right**  
Wahroonga Prep students shared photos of their fun remote learning experiences with their teachers.





day, we could also see many positives. Teachers found new ways to engage with the students, introducing interactive quizzes and real time tutorials. Others started pre-recording lessons so that children could replay the direct instruction several times to ensure complete understanding.

Children gave us honest feedback and teachers reported that they felt less reserved in the online environment and their acting skills blossomed!

In the last few weeks of Term 1, iPads were distributed to Pre-Kindergarten children ready to use in Term 2 to supplement the resource packages already produced. Teachers made videos to send to the parents outlining how the delivery of online learning would be managed with our youngest children. We were delighted that all teachers were upskilled to use Seesaw, Zoom, Google Classroom and NearPod for lesson preparation. New teams flourished as teachers reached out to support one another and new leaders emerged, demonstrating patience and kindness and understanding.

“  
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As we move forward delivering high quality learning, the teachers are demonstrating the Knox values of Faith, Integrity, Wisdom, Compassion and Courage. They have been role models to the students and the community displaying resilience, agility and optimism. We can look back on this time period as Wahroonga Prep being a part of history in the way we teach and learn.



# STORIES FROM THE Online Learning Experience



## MRS KAREN YAGER

Deputy Headmaster of Student and  
Teacher Excellence K-12

With the return to face-to-face teaching, it is important that we build on the experiences we all had in the online world.

In such a short time, our teachers and students embraced new technologies and new ways of connecting. We discovered that using Zoom enabled the voices of our students to be heard; even the most introverted breakout rooms in Zoom facilitated rich conversations. Year 12 students had access to online boot camps and workshops that deepened their understanding. Our students were engaging with challenging concepts and communicating deep and often profound insights.

What is evident it that we need to learn from these experiences and apply this to teaching and learning as students return to campus. The following are just some of the stories of our teachers and students in the Senior School. We are truly blessed to work with amazing educators, agile students and understanding parents!



The evidence I am collecting at the moment is that Social Learning Theory is enhanced significantly in the online environment. The interventions I am using now as part of my data collection is that students are engaging better in an online environment as they feel more structured and accountable. The structure and accountability combined with the ability to demonstrate social modelling gives them the ability to better stick to a schedule when encouraging and helping each other. I have found this enhances self-regulation, motivation and most importantly self-efficacy. I am looking forward to further developing this in a hybrid way when the boys return.

– Andrew Weeding, Head of Senior Academy

This time has provided me with more opportunities to problem solve and become even more collaborative with my colleagues. We have fostered a good sense of camaraderie whilst we support each other to learn new tools and share ideas, allowing our different strengths to shine.

– Ethan Truong, Physics Teacher

I have seen my fellow Year 12 students continuing to commit to their studies and using this opportunity to its fullest extent. In fact, distance learning has been richly rewarding in unforeseen ways. For example, the Zoom format of our classes has allowed me to gain a newfound appreciation for the voices of all students in the cohort, who have been allowed to further participate in class discussions and encouraged to speak up about potential learning issues.

– James Dwyer, Year 12 student





One skill I have been developing with Science Extension is the use of breakout rooms in Zoom, having the boys work together on research tasks, evaluations of scientific studies and class activities. I don't often use highly structured small group tasks like this, but they have been very effective, and I will continue with these when we resume face-to-face teaching.

– Anne Disney,  
AHOD Science Stage 6

Like face-to-face, each of my teachers brought their own style in terms of how they teach to the online environment, which has, to their credit, sustained a high level of interest and enjoyment towards their lessons albeit the obvious limitations. For myself, the online environment has helped me to focus on developing skills surrounding self-care involving maintaining a good diet, getting exercise and taking mental breaks from time to time in order to get the most out of my day.

– Nick Reynolds, School Captain and  
Year 12 student

We are fortunate that a conversation with our teachers and mates is just a mouse click away. I have, however, developed a newfound appreciation of the importance of face-to-face relationships for my social, mental and educational wellbeing.

Although the online learning experience has been valuable and certainly memorable, I look forward to the chats we have on our way to class, the exodus to the canteen at lunchtime and the tumult of the locker room before school.

– Oliver Sved, Year 10 student

What I've found really important throughout this time at home is to stick to a structure during the week that mirrors as much as possible the normal school routine. I've had an ample amount of time to keep up exercise and strength and conditioning work, whilst also spending time focussing on my studies. Although we aren't seeing our friends in person every day, I've found it good to keep in touch with everyone through social media, and it's also been a great experience to be spending more time with family.

– Henry Daunt,  
Year 12 student

Online learning provides scope for effective and efficient learning, making it more personalised and self-paced for students and encompassing the provision for quality feedback. Lesson planning has taken a new shape in the online environment. Timing and effective sequencing of the learning have become more essential. The school grounds have been serene and clean but they are empty and soulless without our students.

– Andrew Grattan, Director of  
Teacher Accreditation and  
Professional Learning

The online experience has taught us all that we can adapt, and that change need not be feared. Rather, when faced with challenge, a clear head, an open ear and strong determination are vital ingredients in successful transitions. Teachers have learnt to take risks and in so doing have discovered new, and sometimes better ways to help students learn. Students have collaborated independently of staff and have worked together to enhance their learning. They have learnt that perseverance and initiative are vital ingredients to success in life.

– Matthew Robertson,  
Head of Professional Learning



# *The Importance of Being* **EARNEST**

## **MR MICHAEL GRIFFITHS**

Director of Drama  
and Theatre K-12

On Friday 20 March, Year 11 Drama students with students from Pymble Ladies' College and Loreto Normanhurst performed Oscar Wilde's classic, 'The Importance of Being Earnest' as the first theatrical production in the Drama Theatre, Junior Academy and Performing Arts Centre.

'The Importance of Being Earnest' was also the very first drama production ever staged by Knox students in 1929. Given the historical importance of the production, the performance was unique. It was performed to a small group of supervising Knox staff owing to the Coronavirus restrictions who still gave it a standing ovation.



The play was exquisitely interpreted by a resilient and gallant cast and was stylish, witty and highly polished in impact. It was also professionally filmed with three camera perspectives to record its magnificent theatrical achievements of the cast.











THE

# Tartan Army







**NICHOLAS REYNOLDS**  
School Captain

**JAMES CONSTABLE**  
School Vice Captain

**LUKE SCHOFIELD**  
School Vice Captain

It's 11am on a mild Saturday morning and in 15 minutes, the 1st Basketball will tip-off against Trinity. As they warm up, the Great Hall begins to buzz, as Knox boys clothed in black pour onto the court-side seating. Anticipation builds as the noise from the crowd increases. The clock strikes 11.15am and a kilt-clad figure raises his hand. The thud of a bass drum silences the hall - only for the mass of blue and black to erupt into cheer. If you hadn't seen them, you'd have certainly heard them. The Tartan Army had arrived.

There is nothing particularly special about members of the Tartan Army. These few hundred boys are, for the most part, unassuming. Across Years 7-12, members aren't united in year or age. Amidst the 370-strong army you will find musicians, athletes, actors and leaders, close friends and mutual friends alike. Perhaps, some only know each other as 'the especially loud Year 9 bloke at the front', or the 'invigorated Year 12 boy always on his feet'.



Yet, when called upon, members of the Tartan Army stand, sing and celebrate as one. In war cry and humble congratulations, shout and clamour, boys in the Tartan Army are united in their love of School and appreciation of mateship. "Mateship is lifting your mates up when they are down and lifting them higher when they are thriving," says School Captain Nick Reynolds.

“

Trust me, look around,  
to your right and to your left.  
Now tell me what you see?  
The Tartan Army!  
The boys in black and blue,  
The boys from Warrawee.



The words 'Tartan Army' emblazoned on the distinctive black shirt allow each and every Knox man passionate enough to pull on the shirt to belong to something. Every single boy, without exception, is welcomed into the Tartan Army. For some, it is their first co-curricular activity and for all it is a source of pride and purpose.

The Student Leadership Team designed the Tartan Army for this purpose. Our intention was to polish and legitimise Knox's great history of appreciating its representative athletes, encouraging participation and camaraderie around all things Knox, not just for sport, but including charity initiatives like this year's World's Greatest Shave. The Army's first wave of support for the summer teams has been phenomenal, with the Water Polo side in particular, benefitting from its largest crowds ever - and indeed their first championship!

It is our hope that the Tartan Army is an initiative continued by student leaders in the years to come. The privilege of leadership has allowed us to pour time and creativity into its development, a great opportunity that only comes with a school such as Knox. Even in spite of an international pandemic, the 2020 leadership team has been immensely fortunate to be learning and collaborating in a school where student-led initiatives are not only heard but wholeheartedly encouraged and supported - a credit to all Knox staff and students.

# CADET TECH

## DANIEL HEAZLEWOOD-LEE

Year 11 student

Cadet Tech is a co-curricular offering for students to design and develop products for the Knox Grammar School Cadet Unit's technological needs.

The original Cadet Mapping And Positioning System (CMAPS) device was created in 2016 for the Cadet Unit. Following this, a co-curricular activity was founded in order to improve the safety of the Annual Field Exercise and the unit in general. However, in 2019 the group rebranded and became Cadet Tech, evolving from not only producing the CMAPS GPS unit but to developing other technological devices.

Cadet Tech is a student-run program and the key personnel in the program are - Cameron Gee, Cadet Mapping and Position System Officer (CMAPSO), leads the group and manages the administration and members of the group; Angus Pinn, Cadet Tech 2IC whose role is to assist the CMAPSO and help organise the weekly agendas; Michael Wang, Hardware Manager

who oversees the production and development of physical components; Baxter Watt, Software Manager who develops programs to be run on various devices coded in Arduino; and Daniel Heazlewood-Lee, Training Manager who overlooks the training program and teaches new members of the group.

Cameron, Angus and Daniel participated and placed first in the State Young ICT Explorers 2019 which qualified the team to participate in the national competition. On the lead up to the day the devices needed to be wired neatly, addressing antenna issues and ensuring the screen displays the correct location. An extensive report was produced to detail the purpose, construction and application of the device which was submitted before the competition. The team won a plaque which has inspired the team to make

further extensive revisions to both the CMAPS device and other products.

Cadet Tech is run every Thursday after school in the Reid Building, with a dedicated group of students from Year 7 through to Year 12. Through this co-curricular activity, students develop their management and technical skills, by managing multiple projects at a time including organising maker workshops and presentations from guest speakers. Furthermore, Cadet Tech works largely with the Cadet Unit and manages its many technological requirements.

\*

**Image credit**  
Shiv Suresh,  
Year 11 student



## Join us

Students who are interested in joining this co-curricular activity are invited to contact Ms Valent or Miss Douglas who oversee this group.





# Borneo

## IMMERSION TOUR

THOMAS PATERSON

Year 12 student



The Knox and Pymble Ladies' College tour to Borneo was an amazing experience. Before embarking on the tour, I was unsure what to expect. I knew I was going to Malaysia to assist in the improvement of village facilities, possible reforestation and to support the local communities, which all appealed to me.

The journey to Borneo included a seven-hour bus trip to Camp Bongkud, located in a stunning remote mountain village. We were greeted with traditional music, played by locals. The camp contained three traditional longhouses, made from bamboo, with a straw roof. At first we thought this would be a challenge to sleep in for a few nights, however it proved to be extremely comfortable.

Each day had a different activity, from making and mixing cement for building the main town road to painting a local public sports change room. We also enjoyed fun activities with the local community including teaching English lessons to the young children, playing soccer and volleyball games against the local teams, and having conversations with the people in the village. I found the friendliness and compassion shown by every single member of the community astounding and made the trip all the more enjoyable.

One day we trekked up one of the surrounding hills which was quite breathtaking. It gave us a superb view of Mount Kinabalu, the tallest peak in Malaysia at over 4000m, higher than any mountains in Australia. Overall, Camp Bongkud taught me a little bit of the Malay language, loads of culture, and opened my eyes to the friendliness and sense of community found in the rural areas of Borneo.

Our next project work was in the jungle and involved planting trees to tackle deforestation in Borneo. At night, we slept in hammocks with a mosquito net and tarp over our heads. Sleeping in hammocks in the pouring rain was enjoyable as long as you did not end up wet! We also travelled to a giant cave full of bats which was home to ancient tombs. Towards the end of the trip, we visited the sun bear and

“  
The feeling that you  
get from helping a  
foreign community  
is like no other

orangutan sanctuary as well as the city of Kota Kinabalu. All these experiences were astounding and will never be forgotten.

The 2019 Borneo Immersion trip was a life changing experience, and the staff and students in the group were all great people to travel with. The feeling that you get from helping a foreign community is like no other.





# STAYING Connected



## STAGE 4

**Mr James Norman,  
Head of Stage 4 Boarding**

The boys of Gilmore House kept up their connections with their boarding brothers despite being geographically apart. Regular Monday night house meetings and Wednesday night Zoom sessions were adapted to assist with remote learning as the boarders developed routines to regulate their emotions of being isolated, giving them a real focus and energy to remain 'Knoxfit' as part of the Knox Total Fitness program.

The time away from the campus has given the boarders much time to reflect, refine and perhaps redirect some of their skills and attributes, whether they were from rural properties, regional towns or overseas cities. The Boarding staff have been amazed with the level of engagement and interaction from the boys. Many boys have upskilled in their free time to learn new things. For example, Noah Farr engaged with ceramics in his back garden, Lachlan Baker learned to weld and fix engines and Lachlan Maslin discovered new-found sculpture skills as he replicated Knox's main building.

The boys have been on a real journey in this time off-site, developing their character and recognising and showing gratitude for what they have. In times like these, 'the metal' of our community really



shines through. Our staff have felt supported by the boys and parents. The communication has been open, transparent and constant and we thank the parents for the various phone conversations we have had throughout this period. The positive feedback given to staff and day school teachers has been encouraging and appreciated.





## STAGE 5

### Mr James Maloney, Head of Stage 5 Boarding

COVID-19 has certainly adjusted our thinking, learning, habits and general way of life! The Stage 5 boys have shown that they can adapt to these uncertain times and continue to thrive in their education. Even though the boys were not face-to-face with their teachers, peers and staff, we still remained connected through our remote learning management tools such as Google Classroom and Zoom.

At the start of the recent holiday period, we set a challenge of 'See 10. Do 10. Nominate 10.' The boys watched someone do 10 push ups, they then did their 10 and then nominated 10 more people to complete the push up challenge. The way in which the boys connected over this small activity was fantastic to witness. Headmaster Mr James was also involved and set the bar very high for his standard of push ups!

Many families have commented how great it has been to have their boys back at home to assist on the farm, help out around the house, or simply to see them more than they normally would. This is certainly a delicate age for the boys so to spend this extra time with their family is certainly most rewarding for them.

We look forward to welcoming all the boys, and their families, back to the Boarding House and are excited to hear their stories about remote learning.

## STAGE 6

### Mr Adam Shaw, Head of Stage 6 Boarding

Since the departure of the Stage 6 boarders from Knox in the final weeks of Term 1, they continued their Preliminary and HSC studies remotely up until the time they returned to school in May. To their credit, they have responded strongly to the adversity, and have been engaging well in their learning. They were aided with a phenomenal turn-around from the School to have all content online and functioning effectively. We commend their resilience for what was initially a strange and surreal situation that quickly became the norm for the majority of the boys.

We have seen students accessing lessons and sitting HSC assessment tasks from a range of locations. Boarders in Stage 6 come from suburbs close to Wahroonga and rural NSW communities as well as Hong Kong and Vietnam. While the locations have been

varied, their well set-up workspaces have been common, and it was fantastic to see the boys really place some importance and pride in constructing their learning environment whilst not at Knox.

The remote learning scenario has been exceptionally supported by the Knox academic staff and it is fair to say that it has also relied on our boys taking some extra responsibility for their learning. The senior boarders have developed an increased sense of autonomy and self-discipline toward their education. As the Head of Stage 6 Boarding, this has been the most impressive aspect of their remote learning journey.

I am filled with confidence that this experience will prove invaluable in the future as they engage in tertiary studies and other post-Knox endeavours.







# Old Knox Grammarians' Association

KNOX GRAMMAR SCHOOL ALUMNI

Founded in 1929, The Old Knox Grammarians' Association was created for the perpetuation of memories, maintenance of friendship, enrichment of Old Boys and support of the School.

The Association is a group of over 10,000 members, all of whom share the common experience of having attended Knox.

This section of the *The Thistle* was prepared by the Old Knox Grammarians' Association.

## IMAGE ABOVE

ANZAC Day 2020 - OKGA President Rob Johnson (OKG78) with Knox Prep School Captain Harry Burwood.

## STAYING IN TOUCH

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AUSTRALIA

## SOCIAL MEDIA

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**in** [linkedin.com/school/knox-grammar-school](https://linkedin.com/school/knox-grammar-school)



# Community, Connectivity, Continuity



**ROB JOHNSON  
(OKG78)**

President OKGA

### Stronger Together

In normal circumstances, I would delight in reporting on the successes of our sporting clubs, our reunions and our significant events. These, however, are not normal circumstances. We are all in uncharted territory, with the current situation both challenging and fluid. Given the uncertainty, we have been exploring the opportunity to use our wide network of experience and knowledge, and to harness the willingness of members of our Old Boy community, to assist those impacted by the outbreak of COVID-19.

Let's ask "What can we do?" because if not now, then when?

There are many members of our community who have been through national and international crises, be it wars, recession, natural disasters or pandemics, and they have come through with invaluable experience and ultimately, optimism for the future. Let's harness that.





We are not proposing to offer financial, business or legal advice as that is outside our remit. We are, however, seeking to connect Old Boys who have the time, experience and the willingness, to volunteer to be on the end of a phone, to be a sounding board for those Old Boys who need an ear or to learn from your experiences. As the saying goes: "a problem shared is a problem halved."

We have already received terrific offers relating to specific areas as follows:

- Working from home – Google and MS Collaboration platforms – an offer to host an information session;
- Sharing experience of a small to medium business in surviving the recessions of the '80s, '90s, post Olympics and the GFC;
- Marketing and customer communication assistance, including how to pivot your social media and marketing;
- Advice on managing the spread of the disease;
- An online history lesson from former Knox teacher, John Gibson;
- Margie Marsden, wife of the late, much-loved and former Knox teacher Alan Marsden, has had 10 years volunteering experience with Lifeline. She has generously offered to be in contact with any Old Boy needing support; and

✱

**Above**

L-R Brian Orr (OKG59), Andrew Wines (OKG87) and Jamie Thomson (OKG86) at the OKGA AGM

- Lots of others have offered to do anything they can e.g. telephoning, shopping, visits (from a distance) or anything else you might require (within the confines of any government regulations).

We received many positive responses to these offers and in particular the idea of an OKGA History Discussion Group led by John Gibson. Coordination of this group, and the other activities and initiatives will, as always, be conducted by the enthusiastic, dedicated and passionate OKGA Office. The OKGA staff will also facilitate connection between those who seek help and those who have offered support. As we continue to practise physical distancing, it is more important than ever to communicate and genuinely be part of a great community.

This is new ground for us all and we are learning as we go, but the OKGA Committee is of the strong belief that now is the time we acknowledge the depth and collective wisdom of the Old Boy community and galvanise that strength to give each other a hand.

#### OKGA Committee 2020

I am delighted to introduce our Committee for this year. We are all determined to ensure that the OKGA is relevant, communicates more effectively and supports Old Boys as they transition through life's stages.

**Patron** – Scott James (Headmaster)

**Vice Presidents** – Bruce Craig (OKG77) and Grahame Pratt (OKG77)

**Hon. Secretary** – Geoff Cramp (OKG82)

**Hon. Treasurer** – Peter Constable (OKG88)

**School Council Liaison**

Matt Sherlock (OKG91) (non-voting member)

Andrew Ericsson\* (OKG90)

Paul Gladigau\* (OKG85)

**Honorary Historian** – Tony Osman (OKG57)

Dino Raftopolos\* (OKG06)

David Sharp\* (OKG78)

David Stenning\* (OKG15)

Jamie Thomson\* (OKG86)

**Benevolence Operational Sub-Committee Chair**  
Rob Tulloch (OKG75)

Jimmy Widders-Leece (OKG14)

Andrew Wines (OKG87)

**Immediate Past President of the Senior Knoxians** (non-voting member)  
Ken Powell (OKG61)

**OKGA's Head of Research** (non-voting member)  
Edric Chaffer (OKG50)

\* Denotes new Committee member in 2020



Despite the 'Covimpediment', we have met remotely via Zoom. The ideas generated and the palpable enthusiasm for contributing to the OKGA, illustrate the focus and commitment of the Committee. I thank them for their support and their involvement.

Thanks again to everyone who completed our member survey last year. We will be using feedback from the survey to inform our approach to the relevant focus areas. The opportunity to provide feedback is still open to all, any time. In the months ahead, we will be refining our goals and forming focus groups to pursue the ideas generated by the Committee and from the survey. Sing out or drop us a line if you'd like to be involved, or tell us what you would like to see via email [okga@knox.nsw.edu.au](mailto:okga@knox.nsw.edu.au) and we'll aim to build your ideas into our plans.

Finally, the OKGA Committee is proud to support the compassionate and sensitive approach taken by the Headmaster, Scott James, and the Knox School Council and in addressing any potential financial distress felt by current parents arising from this crisis. The leadership team has sought to ensure that every family feels it has the full support of the School.



#### OKGA eNews

We aim to share regular updates on our activities in the OKGA eNews. We understand that a number of you are not regularly receiving the eNews. We need to fix that.

If you haven't received an email from us recently, please check that messages from the OKGA are not landing in your junk mail or call us to advise of your preferred email address.



# Senior Knoxonians



**IAN FRAME  
(OKG64)**

President,  
Senior Knoxonians

✱

## From top

Scott James,  
with Luncheon Guest  
Speaker, Tim Lloyd  
(OKG87)

L-R: Rob Wannan  
(OKG68) and Reverend  
Peter Robinson  
(School Chaplain)

L-R: Ted Metcalf  
(OKG55), Craig Miller  
(OKG54), Warwick  
Dickson (OKG56) and  
Rob Johnson (OKG78),  
pictured with the Bell  
donated by Warwick.  
Warwick told the story of  
the Bell's purchase and  
setting at the luncheon

L-R: Ken Powell  
(OKG61), Immediate Past  
President, delivering  
his final AGM address  
alongside, Honorary  
Secretary, Brian Orr  
(OKG59)

## AGM AND MEMBERS' LUNCHEON

Ian Frame (OKG64) was elected President of the Senior Knoxonians at the AGM on 10 March. He succeeds Ken Powell (OKG61), who retired after completion of his two-year term as President.

In his final report as President, Ken Powell reported on highlights from 2019 to the 50 members in attendance. He also noted changes to the composition of the Committee and remembered the Old Boys who sadly passed away during the year, including Richard Miles (OKG39). Richard was a past President of the Senior Knoxonians and an Honorary Life Member of the OKGA (see Obituaries).

Ken expressed his appreciation for the support provided by the current School Headmaster and Senior Knoxonians' Patron, Mr Scott James, and other Knox staff.

Extending his remarks to recent developments, Ken also welcomed Sandra White, who was invited to join the Senior Knoxonians earlier this year as an Honorary Member, in recognition of her extensive involvement with the OKGA and School Archives.

The Senior Knoxonians announced a donation of \$8,000 to the OKGA Benevolence Fund at the AGM. This donation was formally presented to the OKGA President, Rob Johnson (OKG78), at the Members' Luncheon following the AGM.

Tim Lloyd (OKG87), Principal of Plumpton High School, and son of Senior Knoxonian John Lloyd (OKG57) gave an inspiring address at the Members' Luncheon, as he shared his educational philosophies and success stories of Plumpton High students.

Tim said that Plumpton High has just over 1,000 students of 66 different cultures, with 60 per cent of teachers employed at the school in their first three years of service. He explained that he focusses on the same five areas in developing both his students and teachers, including: intellectual capacity building, relationships, self-concept, leadership and reflective practice, with the end-goal of enabling all to make meaningful contributions as global citizens.

Prior to taking on the role at Plumpton, Tim worked for the NSW Department of Education, where he was part of the team that developed the Gonski funding model (as discussed on the ABC TV program *Q and A*, in the episode, "Education: Are We Failing?"). Tim was also named Principal of the Year (Government) at the Australian Education Awards in 2019.



Mr James also provided an update to members at the luncheon (before returning to the School's Senior campus to participate in the World's Greatest Shave).



## Did you know...

Old Boys who left Knox more than 50 years ago (1969 or earlier), are invited to join the Senior Knoxonians. To obtain a membership form, please email [seniorknoxonians@knox.nsw.edu.au](mailto:seniorknoxonians@knox.nsw.edu.au)





# OKGA Honours

✱

## Above

L-R Peter Roach (OKG79) and Ted Nathan (OKG79), lifelong friends since Knox Prep

## Top right

L-R Ted Nathan (OKG79), Alan Foulkes (OKG62), Peter Roach (OKG79), Rob Johnson (OKG78) and Scott James following the presentation to Peter

Former School Council Chairman and OKGA Past President, Peter Roach (OKG79), was presented with Honorary Life Membership at the OKGA's AGM on 25 February.

Fittingly, current Headmaster and OKGA Patron, Scott James, and newly elected President, Rob Johnson (OKG78), presented Peter with his award in the Roach Junior Academy (part of the Junior Academy and Performing Arts Centre (JAPAC), the new building on Woodville Avenue which opened in early 2019 and was named in honour of Peter).

Former colleague and good friend Alan Foulkes (OKG62) was invited to say a few words about Peter's time on the OKGA Committee and School Council, before fellow 1979 leaver Ted Nathan shared memories from Peter's student days.

Noting that he was humbled and honoured, Peter thanked everyone present for the acknowledgement of his contribution to the School and the OKGA,

and went on to say how so many of those present had played an important part in his life at Knox.

Peter then spoke of his joyous time at Knox as a student, personally thanking Ted and his former history teacher, John Gibson (also present), for fostering his love of learning. He also fondly recalled his experience serving as a member of the OKGA Committee and praised the Old Boys for continuing to support the School today.

Peter concluded his remarks with optimism, citing a belief that both the School and the OKGA had their "best days to come... not diminishing the great things that happened in days gone by", but recognising the opportunities available for today's students – the future members of the OKGA.

## WHAT IS AN HONORARY LIFE MEMBERSHIP?

This award is the highest honour a member of the OKGA may receive. It honours a member who has demonstrated a sustained high level of excellence in service to the OKGA, having made a significant contribution to the School or the OKGA. A long-serving Headmaster may be nominated for this award.

## AUSTRALIA DAY HONOURS

The OKGA would like to congratulate the following Old Boys and Parents of Knox Old Boys (PoKOB) who received Australia Day Honours.

### Hugo Weaving (OKG78)

**Officer of the Order of Australia (AO)  
General Division**

for distinguished service to the performing arts as an actor, and as a mentor of young writers, directors and film makers

### Nicholas J Foxall (OKG93)

**Member of the Order of Australia (AM)  
Military Division**

for exceptional service in command and leadership and significantly enhancing the operational effects and capabilities of the Australian Defence Force

### Geoff L S Irvine (OKG60)

**Medal of the Order of Australia  
General Division**

for service to the chiropractic profession

### Zeny S Edwards (PoKOB)

**Medal of the Order of Australia  
General Division**

for service to the community, and to heritage preservation

### Peter T Hemery (PoKOB)

**Medal of the Order of Australia  
General Division**  
for service to sailing



## OKGA 2019 ANNUAL REVIEW

The OKGA's first ever Annual Review was launched at the AGM. In this 60-page document, which is available online, (<https://okga.org.au/#2020agm>) we reported on the Association's activities for the 2019 calendar year. Limited printed copies are also available upon request. If you would like a copy posted out to you, please email the office [okga@knox.nsw.edu.au](mailto:okga@knox.nsw.edu.au).





# News OF OLD BOYS

## OLD BOYS FIGHTING FIRES

In January, Trent Dowling (OKG95) told us about the contribution of three Old Boys to the NSW firefighting efforts [Justin Robinson (OKG93), Scott Lawrence (OKG05) and Rory Amon (OKG07).

After posting Trent's update on Facebook, we received many comments about other Old Boys who had bravely served in the firefighting effort, including: Andrew Cairns (OKG83), Stuart Clark (OKG94), Mark Costello (OKG79), Stu Davidson (OKG92), Andy Dixon (OKG91), Chris Hindmarsh (OKG80), Brett McIlwaine (OKG85), John Pritchett (OKG95), Rob Southam (OKG85), Robbie Sankey (OKG17) and David Theodorou (OKG04). We salute these, and all other Old Boys, involved in the firefighting effort. Read an article from *The Newcastle Herald* featuring Rob Tulloch (pictured above) here: <https://bit.ly/TullochNH>

## ANGUS CAMERON (OKG79) AND ALEC CAMERON (OKG80)

"It is fairly rare for two brothers, both close in age and similar in looks, to become internationally recognised in their respective professions. Such is the case for Angus Cameron (OKG79) and Alec Cameron (OKG80)." So begins a feature article by Bruce Kennedy (OKG59), which was one of the most viewed articles during the past seven editions of the OKGA eNews. Contact the office for a copy or access the PDF online <https://bit.ly/Cameronbrothers>



## BERNIE CHAU (OKG13)

Bernie led the Hong Kong (Sydney) Tag Football team at the Oceania Cup, held in Auckland last November. After competing in the International Tag Federation World Cup in 2018, Bernie built a Sydney-based Hong Kong team, with the objective of fostering connection among players of shared heritage. Just prior to leaving Sydney, the group held a presentation evening. Bernie, who was born and raised in Sydney, said this was a particularly special event, given the political unrest and student demonstrations in Hong Kong at the time.

## PETER FITZSIMONS AM (OKG78)

Peter FitzSimons delivered the 2019 Andrew Olle Media Lecture last November. The lecture, about FitzSimons' experiences and thoughts on journalism, is available to read from the ABC's online Media Centre (see [about.abc.net.au/speeches/](http://about.abc.net.au/speeches/)). Just days before delivering the lecture, FitzSimons launched his latest book, *James Cook: The story behind the man who mapped the world*. He also starred in the play, *Shackleton's Carpenter*, at the Australian National Maritime Museum early in 2020 in the role of Harry McNish.

\*

### Top left

Rob Tulloch (OKG75), with his brother, Andy (OKG78) and son, Sandy (OKG07).

### Top right

L-R Trent Dowling (OKG95) and Justin Robinson (OKG93)

### Above

Bernie Chau (OKG13)

### Left

Peter FitzSimons AM (OKG78)







## IAN HIGGINS (OKG04)

Ian presented 13 episodes in the second season of *The Grade Cricketer (TGC)* on the 7mate/7plus network between November 2019 and February 2020. *TGC* was born in 2012, initially via Twitter and then later on to Facebook and Instagram. The account, shared by Ian, Dave Edwards (OKG03) and their friend and originator of the concept, Sam Perry, has since exploded across social media and been followed by more than 100 podcast episodes, the publication of two best-selling books (written in the voice of *TGC*), as well as live shows on stage in Australia and the UK and the 7digital series. For a copy of the OKGA's story on *TGC* (published in the eNews in November), email [okga@knox.nsw.edu.au](mailto:okga@knox.nsw.edu.au).



## DYLAN SHERMAN (OKG12)

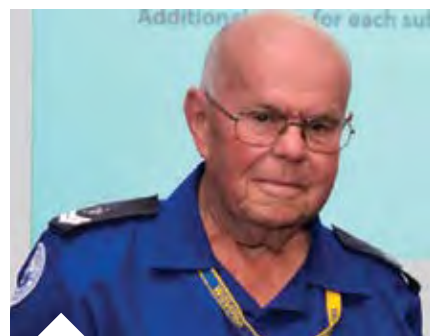
Dylan was one of 20 people selected as a recipient of a 2020 John Monash Scholarship. The Scholars are selected based on their leadership potential, achievements in their chosen field as well as their aspiration to make the world a better place. Dylan plans to undertake a DPhil in Inorganic Chemistry for Future Manufacturing at the University of Oxford. A profile of Dylan is available on the Monash Foundation website.

## STUART GRIEVE (OKG91)

Stuart, who is Director of Imaging and Professor of Radiology at the University of Sydney's Charles Perkins Centre and Faculty of Medicine respectively, is one of a team of scientific experts who collaborated to develop a new COVID-19 diagnostic tool, called CovED. Before the Coronavirus outbreak, Stuart was working with the award-winning Sydney start-up DetectED-X on a breast cancer diagnostic tool. Drawing on this experience of breast cancer detection, the university spin-off company pivoted to launch what is the world's first and only online image-based COVID-19 diagnostic tool, designed for use by healthcare workers. The cloud-based life-saving technology, which was featured in *The Sydney Morning Herald* on 30 March, will help doctors and radiologists diagnose cases faster and more accurately.

## RICK BALL (OKG72)

Rick appeared on the ABC TV program *Back Roads* (Season 5, Episode 14) earlier this year, when journalist Lisa Millar travelled to Menindee to tell stories of the local area and its people. In the segment, Rick, who has had a long association with the Menindee Central School, shares his passion for art and his admiration of indigenous students and their artistic capabilities. At the time of writing, the program was still available on iView (interview starts at 23:15).



## IAN LEAFE (OKG55)

Ian received a National Medal from Marine Rescue Central Coast (NSW) last October, in recognition of fifteen years of volunteer service for the association. Having joined Marine Rescue when he retired to Gosford, Ian has filled many positions over the years, including Marine Radio Operator, Watch Officer and Team Leader. In his late seventies, Ian undertook a Certificate IV in Training and Assessment. He is now one of a very small group who train and assess volunteers at not only his own base, but also seven others, from the Hawkesbury River to Port Stephens.

\*

### Top left

Ian Higgins (OKG04), with co-host of *The Grade Cricketer*, Sam Perry (left)

### Top right

Stuart Grieve (OKG91): Image credit Jacky Ghossein

### Above center

Dylan Sherman (OKG12)

### Bottom left

Ian Leafe (OKG55)

## WHAT'S YOUR NEWS?

Have you been involved on the frontline of the pandemic response or delivered a new initiative online during the shutdown period? Perhaps you've won an award or competition, been selected as a scholarship recipient or achieved one of your goals while in isolation?

Please share your news with us:

[okga@knox.nsw.edu.au](mailto:okga@knox.nsw.edu.au)



# OKGA Clubs

## OLD KNOXONIANS' CRICKET CLUB

### JACK STOCKS (OKG13)

Club Captain

### LACHLAN FENWICK (OKG13)

Club Vice Captain

While we weren't able to replicate the success of previous years, season 2019/20 still saw some terrific team and individual performances. We began fit and optimistic off the back of a preseason trip to Thirroul. In a rain affected season, we qualified for the quarter finals in fourth place, but the campaign was cut short as we didn't bat well enough to chase down I Zingari's score of 110.

Season highlights included bowling out Colleagues for 91 after we posted 6-177, and the Reg Bartley boys were bowled out the following week for 68 (chased with 10 wickets in hand). In our third Jack Pace Shield game, Fraser Wilson (OKG17) brought up his maiden century for the Club. He dominated the strong bowling attack of I Zingari and proved why he is one of the strongest batsmen in the competition. Tim Lazarus (OKG14) also impressed in this game, with figures of 6-28. In addition, 31 players played in the XI across the season, a great indication of the depth and comradery at the Club.

The OKCC has a great supporters' network. Thank you to all who came to our games. It is certainly noticed. Thanks also to all the players who contributed, even though it wasn't the desired result.

The Club's AGM was held just before lockdown restrictions. Tim's bowling performances, along with his handy contributions with the bat led him to winning his second Kelynack-Cross Shield award for Player of the Season, while the Bangs award for Player's Player was won by Lachlan Fenwick.

✱

#### Top

L-R: Jack Stocks (OKG13), Lachlan Fenwick (OKG13), Tim Wells (OKG14) and Dan Rahme (OKG14) represented the Cricket and Football Clubs at the OKGA's AGM.

#### Right

Peter Doherty (OKG80), Allan Watts (OKG77) and Mark Broadhead (OKG91) played for veterans living at an RSL Village on ANZAC Day.

## KNOX UNITED FOOTBALL CLUB

### DANIEL RAHME (OKG14)

KUFC President

Knox United has unfortunately had a quiet 2020 due to this season's postponement. However, the Club made significant strides before the delay, adding three teams, including u13s, u14s and an all age social team. The new social team is mostly made up of recent school leavers. This group alone is larger than the combined number of school leavers over the last five years. Having Old Boys who recently graduated join us is the highest priority for recruitment, so it was great to see so many register this year.

Unable to train on the field, the Club started virtual training sessions for junior players, with prizes for the best attempts. We will also be working closely with our coach coordinator, Vince Cali, to create more virtual sessions until the season resumes... hopefully soon!

## KNOX RUGBY CLUB

### OSCAR ALCOCK (OKG14)

Knox Rugby Club Operations Manager

A key objective for this season is to train nearer the city to maximise attendance. Fortunately, we were able to secure a host of lower North Shore training venues for the preseason and Forsyth Park in North Sydney for the regular season. Lofberg Oval remains our home ground and we will train there intermittently.

Season 2020 started with a bang, with preseason touch in January at Waverton Park. Led by new first grade head coach Jac Cameron (OKG11), enthusiasm was high and the numbers built nicely. The playing group recognised that a lack of fitness and consistency at training had been limiting our potential in the higher grades. A senior playing group featuring Oliver Nutbeen (OKG12), Liam Creeley (OKG12), Pierce Richards (OKG12), Ross Ketelbey (OKG10), Fraser Engelen (OKG10), Phoenix Goodman (OKG13), Andy Rasmus (OKG03) and a host of fresh-faced Colts were among the players determined to set a new club standard.



Working alongside a new coaching team including Kiwi recruit, Brad Corban and Denis Kelliher, Jac set about improving ball skills, continuing fitness work and establishing a Club-wide pattern of play. Sadly, with momentum swelling, the onset of COVID-19 halted training and prevented the season's commencement.

During the shutdown, the senior playing group have continued to work hard on their fitness, using the app 'Strava' to log workouts and keep each other accountable. Ultimately, the public health concerns are still very real. Despite this, it has been pleasing to train hard with an eye towards the possibility of the season commencing in July.



## KNOX OLD BOYS' PIPE BAND

### ALLAN WATTS (OKG77)

Pipe Major

It was an honour for the Band to commemorate ANZAC Day this year in special circumstances. Many of our members heeded the call to play 'Amazing Grace' at 11am in the driveway or played for their front-yard dawn service. We were also invited to send solo pipers to play outside some retirement homes which again was a great honour and greatly appreciated by residents. We are continuing to practise on Zoom on Sunday afternoons, 5pm-6pm, with an upsurge in numbers attending. Email us ([admin@knoxoldboyspipeband.org.au](mailto:admin@knoxoldboyspipeband.org.au)) to join the fun.



# Obituaries



## RICHARD R MILES OAM (OKG39) 1922 – 2019

Not long after leaving School, Richard Miles joined the AIF, where he served in several Anti-Tank Regiments. Throughout his Army Service, he was variously stationed in Darwin, North Queensland and Borneo. While Richard was frustrated by war time politics, he was also grateful for the richness of that life experience.

After demobilisation, Richard qualified as a Chartered Accountant. His accountancy career spanned more than 29 years, the majority of which were as a partner of the practice he founded in 1952. Following retirement from this firm, Richard enjoyed a second career as a board director, with a focus on the minerals sector. Still being anti “retirement”, he maintained an active involvement in the exploration sector throughout his 70s, but also enjoyed international travel and the time he spent at his Southern Highlands property with his wife, Sue.

Richard served as Treasurer and President of the Over 70s Club, and as a committee member of the Senior Knoxonians, as it became known. He was instrumental in this capacity and indeed was the driving force behind an initiative to collate profiles of some of the earliest Old Boys, to contribute to the School archive to commemorate the 75th anniversary of the School’s Foundation. He, along with Charles Wannan (OKG38), edited the nearly 100 odd profiles that were supplied.

Richard also wrote the history of the Over 70s Club. He was awarded Honorary Life Membership of the OKGA in March 2019 in recognition of his dedicated service to the Association and the School.

Richard was step-father to Geoff Lenehan (OKG61) and Roger Lenehan (OKG63), and father to Peter Miles (OKG79).

## PETER MILES (OKG79)

Dad used to tell me he never intended the outcomes of his life. He said he was blessed and fortunate. This may be partly true, but on the other hand, Dad had a single mindedness, discipline and a spirited determination that, frankly, was impressive.

The accountancy world Dad worked in was not for the faint-hearted. Very serious people were handling big things and other people’s money. But Dad could handle pressure, and he worked so hard. Two things also made him indispensable at work: his moral compass, and his belief in the importance of relationships.

The latter can be demonstrated with Equinox, a small [copper] exploration company Dad backed. He did so not to find wealth, but because of his relationship with the founders. He believed in them and for this reason persuaded many other people to invest along with him. It turned out better than anyone had anticipated. People could have lost everything.

Dad felt enormous responsibility and isolation from making decisions like these. He was always generous, but he realised he wanted to give back and establish something meaningful that would make a difference and outlive him and my mum.

When he retired, he had also really felt a loss of purpose. He became involved in the Old Boys, where relationships were formed, and he rediscovered the spirit that nurtured him. In many respects, Knox saved Dad, certainly from golf (for which he showed no talent).

Dad established the Miles Foundation, with mum’s support. Its primary purpose was to provide scholarships for existing students at Knox whose circumstances had changed, allowing them to continue their education. It has been helping boys for more than 20 years and will hopefully be in existence long after I’m gone. It’s a simple premise, but it makes such a difference to children’s lives, not just at Knox, but also Launceston Grammar (where Dad’s grandfather was a Headmaster).

In his final years, Dad was cared for 24/7 at home. All the carers brought grace and stories to both my parents, enlarging their world to the end and defying Keats, who once wrote, “there is no country for old men.” In spite of all he achieved in his long life, Dad didn’t enjoy the peace you would expect. We can however find solace to think of his life thus: “I must be taken as I have been made. The success is not mine, the failure is not mine, but the two together make me.”

“  
I must be taken  
as I have been made.  
The success is not  
mine, the failure is  
not mine, but the  
two together  
make me.

– GREAT EXPECTATIONS  
CHARLES DICKENS



# Obituaries



**ALAN JOHN MACDONALD  
(OKG62) 1945 – 2019**

... **ROGER FITZSIMONS (OKG62)**

Alan, initially a Victorian, was a 'complete' Knox boy - Prep School Form 1 in 1952 right through to Upper School 6th Form in 1962. He was always academically in the top class and a good all-round sportsman.

It was in Cricket he left a lasting legacy as a fast bowler. In his two years in the First XI he was selected for the Associated Schools First XI. In 1961 he set a school record for the most wickets taken in a year (56 at an average of an extraordinary 5.9 runs a wicket) and whilst that record was surpassed by his friend Phil Scamps (OKG62) in the following year, Alan nevertheless took 50 wickets in 1962 (average 10.1) to set the record for the most wickets taken in two years. He was the first change bowler with a smooth flowing economical action who could swing the ball both ways. He played numerous games for the Knox Old Boys Rugby Club, usually as a winger.

After graduating in Law from the University of Sydney he spent many years in partnership with Rod McGeoch AO (OKG63), latterly at Corrs where he attained there, and more widely in the legal profession, a truly legendary status by getting away with refusing point blank to ever submit a timesheet. He had a successful broad corporate law practice. For the last 15 years of his life, Alan enjoyed the delights of 'EIEIO', a rural retreat at Dondingalong in the Kempsey district with a small herd of Angus cattle. Late in life he became a keen fisherman in addition to being a lifelong golfer.

Alan had a very distinctive, memorable flamboyant personality - he was a bon vivant and a raconteur who was absolutely indefatigable in any social gathering. Alan's sons Christopher (OKG91) and Robert (OKG94) attended the School with grandson, Jackson currently in the Prep.



**PHILIP ATWILL (OKG58)  
1940 – 2020**

... **DAVID ATWILL (OKG69)**

Philip, the first of six Atwill boys who attended Knox, had a lifelong association with the Scout Movement. He was the Honorary Commissioner for NSW, as well as managing all retail facilities in NSW and the ACT. His interest in the outdoors led to him acquiring the Outward Bound facility at Fisherman's Point on the Hawkesbury River in 1972. This property was later sold to Knox (becoming Camp Knox). Philip and his family settled in Western Australia in 1982, where they successfully managed various businesses, until Philip and his wife Hillary retired and enjoyed life as "grey nomads".

**CHRISTOPHER DEAR  
(OKG61) 1944 – 2020**

... **IAN DEAR (OKG67) AND  
KEN POWELL (OKG61)**



House plays, sang in the Knox choir, won the School Oration in 1961 and mastered French.

Christopher ('Tim' to his family) will be fondly remembered as a wonderful friend, loving family member and master of languages. He acted in both School and

Also fluent in Italian, Indonesian and a dab hand in several other languages, Chris used his linguistic skills during his service as Vice Consul for the Department of Immigration in Los Angeles, Rome and Vancouver.

**FRANCIS "ROSS"  
HORNIBROOK (OKG50)  
1934 – 2019**

... **JIM NEAVE (OKG50)**

Francis, known by his friends as Ross, was the only child of Francis (Frank) and Doris (nee Cock) Hornibrook.

After graduating from the University of Sydney, Ross became a leader in the fashion industry in New York and Sydney, before moving to the ABC, where he was involved in the production of many TV dramas and documentaries (including the mini-series *1915* and *The Auntie Jack Show*).

In retirement, Ross enjoyed many of his passions including swimming, collecting Australian Art, the theatre, opera and travel. He will be greatly missed by the many close friends who cherished his friendship over his lifetime.



**JOHN ROURKE (OKG49)  
1949 – 2019**

... **MATTHEW ROURKE**

Dad thrived at Knox. Indeed, his achievements in Rugby and Athletics are documented in the Archives. He remembered much rejoicing at School when the war ended and the mischief he and his mates got up to as boarders. His proud association with the School continued throughout his life and towards the end of his days, he spoke with melancholy as he received any news reporting the passing of Old Boys from his peer group.



# Announcements

## BIRTHS

Charlotte Annabelle Giles, daughter of Jonathan Giles (OKG00) and Margie Giles – 22/09/2019

Isla Grace Hopson, daughter of Nic Hopson (OKG03) and Kellie Germain – 07/03/2020

Oscar Mah-Chut, son of Petri Mah-Chut (OKG04) and Susannah Mah-Chut – 31/01/2020

Percy James Mālieto'a-ki-te-'Otua Ratcliffe, son of James Ratcliffe (OKG08) and Rebekah Ratcliffe – 22/10/2019

Sienna Mansukhani, daughter of Adrian Mansukhani (OKG98) and Stacy Mansukhani – 10/12/2019

Harvey James McWhannell, son of Andrew McWhannell (OKG00) and Kirstie McWhannell – 31/10/2019

Arabella Piper McWilliam, daughter of Alex McWilliam (OKG06) and Michelle McWilliam – 28/11/2019

Madeleine Grace Rossiter, daughter of Michael Rossiter (OKG07) and Chantelle Rossiter – 13/03/2020

Edward Alexander Tulloch, son of Sandy Tulloch (OKG07) and Kate Needham – 29/02/2020

Pippa Van Der Merwe, daughter of Schalk Van Der Merwe (OKG08) and Emily Van Der Merwe – 08/01/2020

Azalea Grace Ward, daughter of Scott Ward (OKG92) and Catherine Ward – 17/04/2020

Liam Samuel Yancey, son of Jeremy Yancey (OKG99) and Allison Yancey – 15/11/2019

## MARRIAGES

Edward Greenhalgh (OKG09) and Kristina Le Marne – 07/03/2020

Angus Loxton (OKG08) and Stephanie Munzone – 30/11/2019

## DEATHS

The OKGA extends its sincere condolences on behalf of the Old Boy community to the families and friends of the following:

Bruce Alldis (OKG72)  
01/12/1954 – 27/04/2020

Philip Broughton Atwill (OKG58)  
22/08/1940 – 16/01/2020

Richard Alexander Blackett (OKG52)  
18/02/1935 – 08/11/2019

Stewart Gordon Alfred Byrne (OKG69)  
30/09/1951 – 18/01/2020

Allan MacPherson Campbell (OKG42)  
26/07/1925 – 16/12/2019

Michael John Cobb (OKG79)  
20/06/1962 – 09/02/2020

Christopher James Dear (OKG61)  
30/11/1944 – 04/03/2020

Alexander Robert Ground (OKG48)  
26/01/1931 – 30/12/2019

Peter Thornton Haes (OKG48)  
12/08/1930 – 29/04/2020

Robert Wilfred Heal (OKG76)  
31/05/1959 – 23/04/2020

Robert Fenton Hodge (OKG53)  
01/09/1936 – 15/10/2019

Berend (Ben) Lawrence Hollander (OKG21)  
15/04/2003 – 12/12/2019

Martin Hollander (OKG89)  
01/05/1971 – 12/12/2019

Matthew Robert Hollander (OKG23)  
26/12/2005 – 12/12/2019

Francis Ross Hornibrook (OKG50)  
25/02/1934 – 30/10/2019

Neil Graeme Hughes (OKG71)  
07/05/1953 – 24/11/2019

Stanley Katsoulis (OKG60)  
20/07/1943 – 14/12/2019

Alan John Macdonald (OKG1962)  
16/10/1945 – 31/12/2019

Richard Reynolds Miles OAM (OKG39)  
27/02/1922 – 06/11/2019

Ian Charles Murray (OKG78)  
06/07/1960 – 31/01/2020

Thomas Balazs Nesztel (OKG49)  
21/01/1933 – 23/02/2020

Robert Arthur Parsonage (OKG61)  
09/02/1945 – 04/03/2020

Richard Copeland Roberts (OKG61)  
02/08/1944 – 12/04/2020

Kyle Russell Houston Smith (OKG57)  
31/08/1940 – 17/12/2019

Eric Asher Thew (OKG41)  
09/02/1924 – 01/04/2020

Jack Oliver Witsey (OKG15)  
18/01/1997 – 28/02/2020

Paul Zlotkowski (OKG50)  
28/01/1933 – 06/12/2019





# DISCOVER EXTRAORDINARY

## Contact Us

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