Knox Grammar School is a leading Australian day and boarding school for boys. Knox, a Uniting Church school from Years K-12, aims to develop, within a caring environment, young men of faith, wisdom, integrity and compassion. Knox opened in 1924 and today offers an outstanding range of educational and development opportunities.

I am delighted to present the Headmaster’s Report for 2010 which captures the highlights of another wonderful year for our boys and the wider school community. The following information outlines the achievements and activities of our boys, teachers, parents and Old Boys and I thank all those who have contributed to the life of the School in so many positive ways.

It is our long held mission to engage our boys in a balanced educational experience which assists in holistic growth. This Report provides a snapshot of that distinctly Knox education covering all ages from Kindergarten to Year 12.

ACADEMIC

As you move through the Report the section on academic achievement illustrates continued overall improvement at all age levels. The results from NAPLAN testing (Years 3, 5, 7 and 9), state-wide School Certificate (Year 10), Higher School Certificate and ATAR scores (Year 12) are very rewarding. Knox is rating in the top 5% of schools at all levels of measurement. The 2010 HSC results place Knox as the highest ranking non-selective boys’ school in the State and the most successful boys’ boarding school in NSW. The achievement lists which follow are a testament to the hard work of our dedicated staff, the support of our parents and the efforts and commitment of our boys who have enjoyed the opportunity of such a positive and motivating school environment.

CO-CURRICULAR

Co-curricular activities support and enhance the formal academic programs ... kept in balance, they add significant value to academic results as well as each boy’s personal growth. The breadth and depth of opportunities is specifically designed to cater for the diverse interests of our boys. This has influenced the range of sports choices so that traditional competitive team sports are balanced with those that focus on personal fitness and enjoyment. Overall the sporting achievements of our boys have been creditable.

In non sports co-curricular activities the music options have grown under the direction of the Knox Academy of Performing Arts (KAPA). Orchestral and band work continues to achieve success at the highest competitive levels, and the Pipe Band has grown further in stature with NSW State Championship Honours for the first time.

The Future Problem Solving Team has achieved national and international recognition and our Mock Trial Team has become Australian Champions and will represent Australia at the World Championships in 2011.

Our involvement in Social Justice activities continues to grow and mature and it was an exciting milestone to fund the Knox Aid Post which is now managed and staffed by local people in the Milne Bay Province of Papua New Guinea. These programs will expand in 2011.

Likewise our work with indigenous communities has expanded and we are delighted that the number of boys from these communities has increased and that the work continues to be successful for all concerned. It was especially exciting to learn of Michael Jones’ (OKG04) success in being offered a Rhodes Scholarship to Oxford, in part because of his work with the indigenous community at Doomadgee.

The above are but a few highlights of the many achievements of our boys and staff which are noted further on in the Report.
Facilities
2010 saw the completion of the Knox Boarding Centre which has been a long-term project for the School Council. This Centre sets a new benchmark for the comfort of our boys and when linked with the new staffing structures and boarder-specific programs, confirms Knox as a world leader.

Equally as exciting has been the progress on the Great Hall and Aquatic Centre which is the single largest building project in the School’s 85 year history. This outstanding facility is on track for completion in mid 2011 and will add significant value to our educational offering.

Senior Staff
The past year also saw the arrival of a number of new staff in key roles. Mrs Karen Yager, Dean of Studies, replaced Mr Brett Gore and Mr Mark Hemphill, Head of the Preparatory School, replaced Mr Bob Thomas. We are delighted to welcome both to Knox and we look forward to working with them in the years ahead. Already both have demonstrated their educational expertise to the benefit of our staff and boys.

2011 Goals
As we reflect on a very successful year there continue to be tremendous opportunities ahead. School Council and I are committed to ensuring that Knox is innovative, in touch with the needs of our students, with a long term vision. With this in mind the next twelve months will see the following major activities;

- Completion of the Great Hall and Aquatic Centre,
- Conversion of Ewan House to Year 6 Centre and Prep Administration,
- The launch of Knox Mentor System for Years 7-12,
- Completion of plans for Knox Senior Centre (Years 11 and 12),
- Unveiling of extension plans to Ewan House.

I have said on many occasions that Knox is a very exciting school to be part of. Our boys have an extensive range of educational opportunities which are helping them to thrive. The campus is being rapidly modernised to support the curriculum and Knox boys are enjoying significant achievement locally, state-wide, nationally and internationally.

I would like to acknowledge the dedication of the members of School Council who bring significant expertise to the School, the teaching and support staff who drive the core business of the School so enthusiastically, our parents who build the friendship and fellowship that binds our community together and our Old Boys who continue that ongoing link for boys as they graduate at the end of Year 12.

But most importantly we acknowledge the collective efforts, achievements of our wonderful boys – Knox Boys, black and blue – through and through!

Congratulations on your 2010 achievements!

John W Weeks
Headmaster
SCHOOL COUNCIL

Mr Rob Wannan, Chairman
Mr Peter Roach, Deputy Chairman
Mr Rod Smith, Treasurer
Mrs Susan Conde AM, Secretary
Mr Richard Alcock
Mrs Fiona Balfour
Professor Alexander Cameron
Mr John Cooper
Mr Alan Foulkes
Dr Simon Longstaff
Professor Sheelagh McCracken
Mr Jim Mein AM
Mr Mark Scott
Mrs Julie White

KNOX K–12
MANAGEMENT TEAM

Headmaster
John Weeks

Deputy Headmaster Professional Learning and Compliance K-12
Paul Brown

Deputy Headmaster Student Management and Administration, Head of Boarding
Scott James

Head of the Preparatory School
Mark Hemphill

Director of Marketing and Development
Martin Gooding

Business Manager
Byron Cullen

SENIOR SCHOOL
LEADERSHIP TEAM

Dean of Studies
Karen Yager

Dean of Students
John Starreveld

Dean of Co-Curricular and Planning
Paul Knight

Senior Master
Ross Dinnell

Senior Academic Master Stage 4
Wayne Inwood

Senior Academic Master Stage 5
Gavan Twinning

Senior Academic Master Stage 6
Phil Harmer

Chaplain
Rev Will Nicholas

School Counsellors
David Schofield
Steve Zolezzi

ICT Teaching and Learning Integrator Senior
Michael Beilharz

PREPARATORY SCHOOL
LEADERSHIP TEAM

Head of the Preparatory School
Mark Hemphill

Deputy Headmaster
Chris O’Loan (Terms 1-3)

K-2 Coordinator
Robyn Topp

Director of Teaching and Learning
Kathy Morelli

Stage 2 Curriculum Coordinator
Paul Rheinberger

Stage 3 Curriculum Coordinator
Peter Ayling

Learning Support Co-ordinator
Anne Felton

ICT Teaching and Learning Integrator Prep
Christine Gray

School Counsellor Prep
Hayley Wilton

SENIOR SCHOOL
STUDENT LEADERS

School Captain
Lachlan Williams

Vice Captains
Thomas Farmakis, John Goldie

Senior Boarder
Alexander Laurie

Senior Cadet Under Officer
Aden Mann

Head Prefects
Oliver Bownes (Sporting Houses), Jack Clifford (Performing Arts), Richard La’Brooy (Chapel and Ignite), Alexander Shaw (Community Service), Edward Turner (Year Groups)

Prefects

PREPARATORY SCHOOL
STUDENT LEADERS

School Captain
James Armstrong

Vice Captain
Angus Pratt

House Captains
Robert Clarke, William Cottle, Liam Denning, Joshua Nairn, Charles Sennitt

House Vice Captains
Cooper Cole, Wade Dower, Viney Kumar, Harry Stocks, Mark Westerway

Monitors
Benjamin Close, Cameron Cromme, Patrick Dijohn, Neel Iyer, William Hart, Angus McKillop, Tobias Murray, John Seo, Jack Sharp, Rowan Stanley, Daniel Taylor, Arran Thatcher, Joshua Tighe, Timothy Uen, Spencer Wagner
2010 HIGHER SCHOOL CERTIFICATE

The 2010 HSC results were exemplary with over 45% of Year 12 boys achieving an ATAR (university entrance score) of 90 or more. The 2010 cohort achieved 340 mentions on the Distinguished Achievers List for obtaining Band 6 for a course, or in the case of extension courses, Band E4, elevating Knox Grammar School six places in the NSW ranking to 33rd place out of 650 schools. This is an outstanding achievement when an analysis of the top ranking schools demonstrates that most of these schools were selective. This is the most impressive result that Knox has achieved since the inception of the new standards-based HSC in 2001. The boys, their families and their dedicated teachers are to be congratulated.

A record eighteen boys were placed on the All-round Achievers List for achieving 90 or higher in their best ten units. Congratulations to the following boys: Edward Armitage, David Barnes, Jonathan Brennan, Sam Brentnall, Jonathan Choi, Jack Clifford, Kurt Daley, Tim Dobson, Thomas Farmakis, James Ferguson, John Goldie, Daniel Hwang, Joshua Lee, Duncan McEwin, Jonathan Roel, Vijay Thomas, Dominic Vickers and Anthony Zonaga.

To be placed in the first twenty in a HSC Course is an outstanding achievement. Eight Knox boys achieved this prestigious honour: Thomas Farmakis (1st Legal Studies, 6th History Extension, 9th Economics and 9th Modern History); Shawn Teo (1st Mathematics 2 unit); Ashley Thornton (4th Engineering Studies); Joshua Lee (6th Chemistry); Jordan Reid (11th General Mathematics); Dominic Vickers (17th Modern History); John Goldie (18th Modern History); and Jonathan Brennan (19th Modern History).

ALL COURSES STUDIED AT KNOX ACHIEVED A MEAN HIGHER THAN THE STATE MEAN. THIS TABLE SHOWS THE KNOX MEAN COMPARED WITH STATE MEAN IN COURSES WHERE THE DIFFERENCE WAS GREATER THAN 7%
EXHIBITIONS OF EXCELLENCE

ARTEXPRESS
A cutting-edge, stylish series of exhibitions of outstanding artworks created by HSC Visual Arts students included works by Connor Badenko, Samuel Brentnall, Charles Callander, Mitchell Marr and Joseph Phelps.

DesignTECH
An exhibition of exceptional Major Projects by HSC Design and Technology students included Scott Seeho’s project.

ENCORE
Jason Xu (Piano) received a nomination to perform at ENCORE; a program of outstanding performances and compositions by students from the Higher School Certificate Music examinations. It is held annually at the Sydney Opera House.

SCHOLARSHIPS 2011

David Barnes
Merit Scholarship, Actuarial Studies and Economics, Macquarie University

Richard Burns
Bachelor of Accounting Scholarship, UTS

Jack Clifford
Merit Scholarship, Advanced Arts, University of Sydney

Thomas Farmakis
Merit Scholarship, Law, University of Sydney

Jonathan Thompson
Bachelor of Accounting Scholarship, UTS

Richard Woolf
Bachelor of Accounting Scholarship, UTS

Scholarships known at the time of going to print

Clockwise from top left: Technological Landscape: Communication, Evolution & Expansion by Connor Badenko, Fanciful Musing: Living The Dream by Mitchell Marr, Futility – Ecclesiastes 1, 2-11 by Sam Brentnall, Idolatry – A Contemporary Religion by Charlie Callander, Scott Seeho’s Pharmaceutical Cream Mixer, Growth, Life, Rebirth by Joseph Phelps, Jason Xu With The Headmaster at the Year 12 Presentation Day
ATAR AND UNIVERSITY ENTRY – CLASS OF 2010

HSC results are used by the University Admission Centre to calculate the Australian Tertiary Admission Rank or ATAR (previously UAI) for students applying for a university place. These ranks are used for entry into University Courses. Again, these results are impressive and are provided to the School by our boys. The calculations show that 45% of Knox boys achieved an ATAR of 90+ or higher, a continued improvement over previous years. The middle boy at Knox has a ATAR of 87.90 which is extremely high and again an improvement.

Of the 206 boys making up the Knox Class of 2010, 7% of students scored an ATAR of 99 or higher placing them in the top 1% of the state. Thomas Farmakis and Joshua Lee achieved an ATAR of 99.95, the highest possible rank. They were closely followed by David Barnes - 99.90, Jonathan Brennan - 99.90, Kyurim Hwang - 99.85, Kurt Daley - 99.80, Dominic Vickers - 99.80, James Ferguson - 99.75, John Goldie - 99.70, Anthony Zonaga - 99.50, Jack Clifford - 99.50, Edward Armitage - 99.40, Vijay Thomas - 99.20 and Jonathan Choi - 99.15.

The following pie charts indicate the areas of study and the universities chosen by the Class of 2010 based on the main round of university offers.

**TERTIARY COURSES (2011)**

- **4**: Agriculture, Agricultural Economics
- **11**: Architecture, Design, Construction
- **23**: Arts (including Music, Psychology, Fine Arts)
- **5**: Aviation
- **40**: Business (including Accounting, Commerce, Economics, Finance)
- **14**: Combined Law (with Arts, Science, Commerce)
- **9**: Communications, Marketing and Media
- **20**: Engineering (including combined with Science, Business)
- **7**: Education, Social Work
- **7**: Information Technology
- **4**: International Studies
- **8**: Medicine and Health related
- **8**: Science (including Veterinary Science, Environmental Studies)
- **6**: Sport, Leisure and Tourism

**UNIVERSITIES (2011)**

- **5**: Australian Catholic University
- **7**: Inter-State (ANU, Canberra, La Trobe)
- **40**: Macquarie University
- **20**: NSW Regional (Newcastle, Wollongong, Charles Sturt)
- **33**: University of NSW
- **28**: University of Sydney
- **27**: University of Technology Sydney
- **7**: University of Western Sydney

**JOSHUA LEE RECEIVING HIS AWARD FOR DUX OF THE SCHOOL (SCIENCE) FROM THE HEADMASTER AT THE YEAR 12 PRESENTATION DAY**

**THOMAS FARMAKIS RECEIVING HIS AWARD FOR DUX OF KNOX (HUMANITIES) FROM THE SCHOOL COUNCIL CHAIRMAN, MR ROB WANNAN AT THE YEAR 12 PRESENTATION DAY**
Once again Knox boys are performing well above the National, State and regional standards in the NAPLAN Literacy and Numeracy external tests. The 2010 results were generally higher in Literacy and Numeracy than in 2009. Our Years 5, 7 and 9 boys continue to perform outstandingly in numeracy and our Years 5 and 9 boys improved impressively in writing from previous years.

We are justifiably proud of the upward trend in the NAPLAN results. It is important to acknowledge that at Knox all boys sit the NAPLAN test irrespective of ability. We are not a selective high school and we do not exclude any boy from sitting the test.

### National Assessment Program Literacy and Numeracy (NAPLAN): Years 3, 5, 7 and 9

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
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<tbody>
<tr>
<td><strong>Year 3 2010</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Knox Students in Band 6</td>
<td>52%</td>
<td>24%</td>
<td>33%</td>
<td>47%</td>
<td>36%</td>
</tr>
<tr>
<td>Percentage of State Students in Band 6</td>
<td>28%</td>
<td>25%</td>
<td>21%</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>Difference</td>
<td>+24%</td>
<td>-1%</td>
<td>+12%</td>
<td>+18%</td>
<td>+21%</td>
</tr>
<tr>
<td><strong>Year 5 2010</strong></td>
<td></td>
<td></td>
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<td>Percentage of Knox Students in Band 8</td>
<td>49%</td>
<td>28%</td>
<td>19%</td>
<td>38%</td>
<td>39%</td>
</tr>
<tr>
<td>Percentage of State Students in Band 8</td>
<td>17%</td>
<td>10%</td>
<td>12%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Difference</td>
<td>+32%</td>
<td>+18%</td>
<td>+7%</td>
<td>+21%</td>
<td>+25%</td>
</tr>
<tr>
<td><strong>Year 7 2010</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Knox Students in Band 9</td>
<td>28%</td>
<td>17%</td>
<td>19%</td>
<td>26%</td>
<td>45%</td>
</tr>
<tr>
<td>Percentage of State Students in Band 9</td>
<td>12%</td>
<td>8%</td>
<td>12%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>Difference</td>
<td>+16%</td>
<td>+9%</td>
<td>+7%</td>
<td>+14%</td>
<td>+30%</td>
</tr>
<tr>
<td><strong>Year 9 2010</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Knox Students in Band 10</td>
<td>14%</td>
<td>17%</td>
<td>18%</td>
<td>17%</td>
<td>41%</td>
</tr>
<tr>
<td>Percentage of State Students in Band 10</td>
<td>6%</td>
<td>8%</td>
<td>10%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Difference</td>
<td>+8%</td>
<td>+9%</td>
<td>+8%</td>
<td>+5%</td>
<td>+28%</td>
</tr>
</tbody>
</table>
STAFF DEVELOPMENTS
The School welcomes the following new staff
to the teaching faculty in 2011;

SENIOR SCHOOL
Deborah de Ridder, Head of Science
Michael Griffiths, Head of Drama
Belinda Markham, Head of Music
Glenn McLachlan, Professional Learning and Accreditation Coordinator/English Teacher
Kirsty Roy, English Teacher
Sonja Monger, ESE Teacher
Matthew Stephens, TAS Teacher
Beth Goddard, Science/Agriculture Teacher
Louise Dempsey, Mathematics Teacher
Elizabeth Ruff, Mathematics Teacher
Melanie Lindaya, Mathematics Teacher
Sarah Hambly, English/History Teacher

PREPARATORY SCHOOL
Dean Edwards, Year 4 Class Teacher
Jade Faassen, Year 3 Class Teacher
Joanne Hitchens, Year 6 Class Teacher
Peter Voysey, Year 6 Class Teacher
Wendy Parker, Year 1 Class Teacher
Tania Naef, German Language Teacher Yrs 3-4
Catherine Duffey, Japanese Language Teacher Yrs K-2
Noni Bruce, Stage 2 Learning Support Teacher
Pamela Sinicco, Stage 2 Teachers Aide
Sue Steer, Stage 3 Teachers Aide

We also welcome two outstanding and experienced administrative professionals to provide quality support in significant areas of operation from the commencement of 2011;

Penny van den Hoek, Academic Coordinator Prep Campus
Megan Bailey, PA to the Dean of Co-Curricular and the Knox Sports Academy

Several of the teaching appointments listed above have occurred due to internal promotions, restructuring, or the introduction of new subjects such as German and Japanese in the Prep School.

For example, our former Head of Science, Mr Andrew Weeding, has taken on the leadership position of ‘Senior Academic Master - Stage 5’ which will allow him to retain a Science teaching load but which has necessitated the recruitment of a new Head of Department in the person of Debbie de Ridder. Debbie has taught across all subject areas within the Science curriculum and is an HSC marker. Similarly, the School is delighted to have recruited the highly experienced Michael Griffiths as Head of Drama following the promotion of Charles Hambling to the role of Head of KAPA. Michael has a wealth of experience leading Drama departments in many Independent Schools and has been an HSC marker for seven years.

The promotion of Kathy Morelli to the position of Director Teaching and Learning K-6 and of Peter Ayling to the position of Director of Students K-6 has allowed the School to recruit outstanding teachers into full-time classroom teaching positions.

Those who follow current educational debates will know that the quality of the teacher in the classroom is now finally being recognised as the key to student academic performance more so than issues of funding or class sizes. Recent studies have shown that the best performing school systems recruit their teachers from the top third of each cohort graduate from their school system; top 5% in South Korea, top 10% in Finland, top 30% in Singapore and Hong Kong.

Conversely, lower performing school systems rarely attract the right people into teaching. The New Commission on the Skills of the American Workforce observes that, ‘We are now recruiting our teachers from the bottom third of high-school students going to College. It is simply not possible for students to graduate (with the skills they need) unless their teachers have the knowledge and skills we want our children to have’.

From recent experience at Knox, there has been a noticeable trend for quality graduates to see teaching as a worthwhile career. An example has been our recruitment process for an English/History teacher. Four of our final candidates had a UAI mark over 90 and each candidate had either Honours or Masters Degrees in English/History. However, not only do we seek academically bright and articulate teachers but also people of character, values and involvement in a range of cultural, sporting, leadership activities.

Sarah Hambly, who will join the staff in 2011, had a UAI of 99.45 and a Bachelor of Arts with First Class Honours and a Graduate Diploma of Education. Sarah received several academic prizes at University, is fluent in French and basic Spanish, was a volunteer English Teacher to disadvantaged youths in Rabat, Morocco for 6 months, a volunteer for the Central Australian Aboriginal Legal Aid Service, the Marrickville Legal Centre, and was the University of Sydney delegate to the inaugural Australian Conference on Corporate Social Responsibility.

In an increasingly globalised world, the School employs teachers from other countries and those with international experience. Two examples follow;

New ‘English Teacher’, Kirsty Roy, was schooled in Kenya up until our Year 10 level and then in Scotland for her senior years. After completing her schooling, Kirsty was accepted into Cambridge University where she attained an MA Honours in English and Drama and subsequently completed a Post-Graduate Diploma of Education from Moray House, Edinburgh.

Kirsty has been teaching English and Drama at the prestigious Edinburgh Academy since graduation. Kirsty’s Head of Department summed her up in the following way, ‘It is Kirsty’s character that marks her out. She is a young woman who possesses at the same time a remarkable drive as well as a striking equanimity and freshness of spirit. These qualities make her someone whom pupils and staff respect, trust and like enormously. She puts everything into her planning of lessons, her marking and into organisation of special activities. Her academic results have been outstanding. This past year, she took the top GCSE class, With a group of twenty-three, she achieved 100% A*-A grades in English Literature — something unprecedented. The pupils responded to her intense desire that each of them should do well.’

Glenn McLachlan has been employed as ‘Professional Learning and Accreditation Coordinator/English Teacher’ and also has an international background in education. Born in New Zealand, Glenn gained his Bachelor of Arts from Victoria University New Zealand and subsequently taught in the United Kingdom where he attained the status of Advanced Skills Teacher which enabled him to coach and support teachers across 20 schools in London. Glenn has led teacher development programs in Australia and has presented at teacher development conferences in the Asian region. Glenn is an outstanding classroom teacher, an HSC marker and is completing a Masters of Educational Leadership at Macquarie University.

The School is excited by the quality of new staff who will join our well established team in 2011 and we trust their experience at Knox will be richly rewarding.
2010 saw both changes and highlights in Agriculture. Aquaculture was reintroduced for Year 10 classes while turkeys as a side operation allowed the Stage 5 boys to not only experience the different animal industries but also self-assess presentations as part of their assessment mark. All year groups experienced excursions directly related to the syllabus areas being studied. Year 9 travelled to Moree to experience extensive broadacre cropping, while Year 10 travelled to Gloucester to work with cattle for three days. The Stage 6 students toured the north of the state to witness the recent changes in the wool industry.

Year 12 student, Lachlan Ellicott won the Norman Lethbridge Award which is donated by the Australian Angus Society of Australia. Lachlan was presented the award at the Royal Easter Show and he will now have additional monetary funding to assist in any agricultural study.

A number of changes occurred at ‘Inglewood’. With a failed grape harvest due to possums, the focus in the summer season was Giant Atlantic Pumpkins and summer vegetables. Beef cattle were once again a very successful enterprise with both the steer and the heifer growing and showing well in Term 1. The sheep are also thriving with four ewes and a heifer growing and showing well in Term 1. The sheep are also thriving with four ewes and a heifer growing and showing well in Term 1.

Pasture improvement and a new irrigation system have led to an increase in pasture growth year round. Poultry growth has been sporadic however the turkeys grew well at the end of the year. With an increase in the number of students and the visits from the Preparatory school, Agriculture appears to becoming more and more popular.

Christian Studies and Social Justice

Christian Studies is a compulsory subject for Years 7-10 students and Studies of Religion is offered as a Board of Studies subject in Years 11 and 12. Social Justice is imbedded in the Christian Studies program and within Year group initiatives, and is extended through our Indigenous Program.

The Christian Studies program for Years 7 and 8 focuses on the Knox values of wisdom, integrity, compassion and faith with particular emphasis on the Bible as a source of Christian teaching and guidance. The Year 9 course focuses on World Religions with emphasis on understanding and tolerance; the inspiration of great men and women of all faiths in exploration of ‘The Hero Journey’; and rites of passage in all traditions and connection to each boy’s personal journey to manhood. The Year 10 course has a number of units which focus on ethical dilemmas such as ‘Why does God allow suffering?’ and the nobility of forgiveness and Christian Manhood; who is the person I choose to be?

Social Justice is an integral part of the Knox ethos. Our young men work on many local, regional and international initiatives and learn to be advocates for justice. The program is supported by a team of Social Justice Prefects who mentor and assist students of all ages with activities such as White Ribbon Day, food drives for Homeless Youth, Closing the Gap initiatives, International Peace Day and Interfaith meetings.

Boys have opportunities to participate in such activities as:

- The annual Papua New Guinea service project where a group lives and works in a village in the Milne Bay Province;
- The Model United Nations and Peace Parliament programs;
- Meeting with people of other faiths in Interfaith Dialogue; or
- Raising funds to further support the AID Post which Knox has built in PNG.

The Indigenous Program at Knox is a unique one in that we directly liaise with indigenous communities, the local applicant’s school community, the families and the boys, who then undergo a nine-step application program in the selection process. Our Indigenous Program is both a community and relational one and based on the mutual benefits for all parties and stakeholders.

The decision to undertake an Indigenous Program here at Knox was a thorough one and it continues to grow as our relationship with various communities develops.

Drama

Curriculum Drama continued to focus on the written component across all year groups. The Department has continued to build on recent strong HSC results. Students continue to perform at the highest level across all year groups. Time management of Individual Projects became an area of concern with students continually postponing work on this aspect.

Drama was introduced as an elective in Year 8 with students taking Music having the option to study Drama for one term in place of their Music classes. In this way every Year 8 boy had the opportunity to try the subject. This has resulted in a significant increase in the number of Year 9 students electing Drama while Drama for Year 7 is provided by a Drama Club after school run by old boy, Hamish Briggs OKG05.

The Year 11 unit of work on Bullying culminated in a performance which had a high impact on Year 7 students and provided a formative assessment task for students.

The annual ‘KnOscars’, an evening of short films by Year 10 Drama students, was attended by guest speaker, the documentary maker Simon Nash. Visiting tutors included...
Jean-Paul Bell, Dennis Murphy, Arne Neame and the Alex Buzo Theatre Company in a joint workshop with Loreto Normanhurst girls. There was an excursion to *Mother Courage* (an HSC text) by the MSquared Theatre Company. These activities enhanced student learning. Co-curricular dance classes continue to have a significant impact on student skills in performance assessments.

ECONOMICS AND SOCIAL EDUCATION

Economics and Social Education encompasses a broad range of subject areas, including Commerce, Business Studies, Economics, Legal Studies and Society and Culture.

In Commerce, Year 9 students were passionate participants in the 3rd Knox Market Day in Term 2. This involved students planning a business venture, promoting their good or service over several weeks and selling their product to the School over two lunch times. An exceptional $4,564 was raised, after expenses, and distributed between Wesley Mission, Lifeline and the School’s Milne Bay Community Project in Papua New Guinea. Year 10 students enjoyed a visit to NSW Parliament House and the Downing Centre Law Courts in Term 1 and were keenly involved in the Parliamentary Club in Term 4, an activity within the topic area of Political Involvement. This included a hotly contested internal election and a visit from the Electoral Commission.

Preliminary Legal Studies students experienced how the law works in practice when they viewed cases at the Downing Centre Law Courts.

In Society and Culture, students participated in workshops on how to produce a better Personal Interest Project, which forms an important part of HSC syllabus requirements. Additionally, Society and Culture and Legal Studies students gained great insight from their visit to a Juvenile Detention Centre on the Central Coast.

In Term 3, Dorset Sutton OKG68, an experienced Marketing Executive, focused on tailoring his Colgate-Palmolive experiences to the HSC Business Studies syllabus during his engaging presentation while experienced educator Mr Mogan Dahl provided specific advice to Preliminary Business Studies students on how to maximise marks when writing business reports.

In Term 4, Knox joined forces with Loreto Normanhurst to provide all Year 10 students a simulated business experience as part of Australian Business Week (ABW).

ENGLISH

The year started with the work of Writer-in-Residence, Irini Savvides. Her work with Years 9 and 10 classes focused on practical strategies of imaginative writing. As an author and teacher, Irini was able to add authority and motivate boys to consider writing in new and interesting ways.

The School was most fortunate to have John Marsden, writer of the series *Tomorrow, When the War Began* to speak at this year’s Father and Son Brunch. He was a most engaging speaker and highlighted the importance of sharing stories; everyone has a narrative inside of them. It was particularly poignant to have John speak as the novel became a feature film, released in 2010, directed by Stuart Beattie OKG89.

Knox continues to be invited to host international authors. Boys in Years 6 and 7 had the opportunity to speak with writer, Michael Grant in small groups. The English Department has focused on the craft of writing in the most recent years and having writers share their experiences is an important part of the process.

Each year, the Year 8 da Vinci students work on the ‘Evening of Eminents’. 2010 was the most impressive event yet. Added to this, the rest of the Year 8 cohort showcased their performance skills in the first ‘Showcase of Greek Drama’. The boys presented extracts from the plays of Aristophanes and Euripides. The boys worked in teams of costume designers, dramaturgs, musicians and performers. This allowed boys to develop expertise and enjoy English.

In-Residence, Irini Savvides. Her work with Years 9 and 10 classes focused on practical strategies of imaginative writing. As an author and teacher, Irini was able to add authority and motivate boys to consider writing in new and interesting ways.

The boys are presented with a wide range of environments and issues which are reflected in the different fieldwork locations studied:

- Human impact in Manly for Year 7 students;
- A new fieldwork site, Calmsley Hill Farm, offered the Year 8 students the opportunity to investigate the changes the development of Sydney has had on the Cumberland Plain Woodland;
- Year 9 boys’ looked at their local community through individual investigation for their Research Action Plan;
- Year 10 students gained a better understanding of coastal geomorphology and management in visiting Palm Beach and Dee Why;
- Issues of water management in Sydney at Warragamba Dam and Rouse Hill were studied by Year 11 students;
- Year 12 boys study ecosystems at risk at Homebush Bay, urban dynamics in Pyrmont, and Urban Waste Management at the SITA Alternative Waste Treatment facility at Kemps Creek.

These fieldwork experiences allow the boys to develop a wide range of skills which can be applied both in the field, in the classroom and the real world.

GEOGRAPHY

Geography offers students a challenging and enriching academic environment, interesting and contemporary content and the application of state-of-the-art ICT software while allowing boys to gain untold benefits from the fieldwork excursions offered for Years 7-12.

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HISTORY

The popularity of History courses across the School continues to grow. Over 50% of students in Years 11 and 12 have chosen to study at least one History course this year and more than 70 students in both Years 9 and 10 have chosen to study Elective History.

Students are provided with thought-provoking and historically significant material. The aim is for the boys to critically examine events from the past in order to better understand the world in which they live. There is a strong focus on developing the students’ literacy skills with an emphasis on the writing of detailed, carefully considered paragraphs and essays. Alongside this focus on understanding and skills, is a commitment that the students should have a positive, engaging and enjoyable experience in History.

The 5th biennial History Tour departed in December with all places taken up within 3 weeks of the Tour’s announcement. Thirty-two boys from Years 8-11 and three staff visited the battlefields of Belgium and northern France, Paris and Italy. It was a unique experience for the students and staff.

LANGUAGES AND CULTURES

The Languages and Cultures Department continues to build on progress made in recent years. Stage 5 elective numbers are stable and Year 11 classes next year will be the largest ever across the three languages offered at Knox.

This year students were offered many opportunities to use their developing language skills in a variety of contexts. Some of the highlights included Year 7 Languages Day, inaugural Year 10 French Day with PLC, Year 9 Japanese Day, a sushi making workshop, numerous speaking skills workshops and visits from native speakers, Year 10 German zoo excursion, Year 9 German film competition, a visit from our partner school in Japan and Year 8 Tipkick, Boules and Daruma Otoshi competitions. These activities aim to encourage students to see languages as real and relevant.

The exchange program was expanded to include a second school in France; a total of eight students will travel to Germany and France on exchange. Next year we hope to expand the program further to include an exchange with a Japanese school.

As part of the commitment to incorporating technology into teaching and learning programs a number of classrooms on Scholaris were established to allow students to access resources and learning materials. A Languages Department workspace on Scholaris was also established where students and parents can access news about events and student success, photos, learning tips and the ‘Languages Matter’ newsletter. In Term 4 Knox hosted a ‘Technology Show and Tell’ workshop for languages teachers from schools throughout Sydney.

An initiative this year was the launch of Beginners German and Japanese classes for parents. The aim is to allow parents to step into the shoes of their sons and to gain an insight into what it is like to learn a language in the 21st Century. These classes have been enthusiastically embraced by a number of brave parents and staff, and have been a great success!

MATHMATICS

Outstanding 2009 HSC results ushered in an exciting year in Mathematics with Knox outscoring all non-selective schools in NSW in terms of raw Band 6 performance in all Mathematics Courses. This was a strategic goal set by the Mathematics Department some two years ago. It was achieved by engaging and driving students in meaningful and challenging lessons. Encouraging students to select maths courses they enjoy and have the best chance of success in, is central to a positive outcome. The School is committed to maintaining these high standards at HSC level.

2010 has seen the continued growth of innovative mathematics teaching via the use of technology. Applets ranging from probability simulation and statistical experiments to geometric constructions are now in widespread use, making mathematics more accessible and enjoyable for students of all abilities. Sharp compasses and plastic protractors are rapidly becoming museum artefacts! Staff and students have benefited from dynamic geometry software called GeoGebra. Theorems are now brought to life in this way for visual learners. Even mathematics assessment tasks are now being undertaken using Mathletics software as we vary our assessment style from traditional written tasks. A personalised consumer arithmetic assignment was designed for every boy in Year 9, meaning that students can now work collaboratively without fear of plagiarism.

Many students can find preparing for yearly mathematics exams a daunting prospect. However study is a skill just like any other that can be learned and refined. With this in mind Study Skills Seminars were arranged for students in Years 7-9 over several lunchtimes. Staff were pleasantly surprised when over 150 students gave up their lunchtimes to learn how to take notes, make summaries, manage time and be proactive by completing revision tasks in the lead up to the exams.

The Mathematics Department has considered the draft National Curriculum in Mathematics and provided feedback to ACARA directly and via various professional associations including the NSW Board of Studies and MANSW. A smooth implementation for our students will be a priority as we move forward through the process.

MUSIC

It’s an exciting time to be a Music student at Knox. In Year 7, students use computers and keyboards to receive virtual lessons. They also use their computers to learn about the instruments of the orchestra.

In Year 8 they add sound effects to a film using their computer. They then write a techno piece or a rap. These are uploaded to Scholaris for everyone to enjoy. Many students can find preparing for yearly music exams a daunting prospect. However study is a skill just like any other that can be learned and refined. With this in mind Study Skills Seminars were arranged for students in Years 7-9 over several lunchtimes. Staff were pleasantly surprised when over 150 students gave up their lunchtimes to learn how to take notes, make summaries, manage time and be proactive by completing revision tasks in the lead up to the exams.

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Using Sibelius software, students complete an arrangement of Nature Boy. They then write for a musical. Each student has to make a song come alive using his skills as a composer. All receive personal video feedback from the Composer Educator throughout the composition process. Visiting professional musicians teach each student the fundamentals of jazz, helping the class to perform and improvise authentic jazz music.

Students share their music in performances at Chapel and year meetings. These performances culminate in the Year 10 bands performing at their formal.

Each Music class has its own page on Scholaris where students receive virtual tuition, display work and download learning aids. Web 2.0 is taking on a substantial role in shaping the way we learn in Music.

Music students in Years 11 and 12 consistently achieve high level outcomes and they are encouraged to follow their passion for music. Students attend the Discovery Series concerts. Richard Gill takes them on a journey through the history of orchestral music and the students gain a deeper understanding of what makes the music work.

Each student receives tuition and video feedback from the Composer Educator. Music 1 students write a popular song and techno piece while Music 2 students write for a string quartet. For the HSC, Music 2 students work closely with the Composer Educator, Accompanist, Director of Instrumental Music and String Coordinator to workshop and record their compositions.

**PDHPE**

PDHPE includes a range of courses and subjects that challenge and enrich the boys. The core PDHPE course offered in Years 7-10 has seen many changes to the syllabus and the content is upgraded to keep up with innovations and technology. No longer do the boys use PowerPoint, Word and Excel instead the students are using multimedia to create their own websites and are learning to use Moviemaker to complete assessment tasks. The installation of an interactive SMART Board has seen the students benefit and the content is upgraded to keep up with Web 2.0 and the introduction of digital workbooks.

The elective PASS course provides students in Years 9 and 10 with experiences in the sporting culture of Australia. One of the most popular units is Coaching I and II, where students coach their peers for a lesson. Students develop a greater understanding of what it is like to be a coach. The Year 11 Sport, Leisure and Recreation course was at maximum capacity with an additional class added.

Students enjoyed this popular elective, experiencing what it was like to be a coach while studying the fundamentals of Coaching and Sports Management.

The Senior PDHPE classes continue to grow in numbers and popularity, with many students electing this challenging course.

Major excursions conducted included Year 11 PDHPE Outdoor Recreation Camp, Year 10 Elective PASS participation in the School’s swimming and athletics championships as carnival officials and the Year 9 Annual Dance with Ravenswood School for Girls.

The PDHPE Department continues to work with the KSA in all aspects of the subject to further enhance the development of its students.

**SCIENCE**

Pride is taken in developing creative and innovative opportunities for all students. Teaching programs not only comply with Board of Studies requirements but they also foster a desire for students to take their learning beyond the classroom. The following are a few of the many achievements this year that illustrate this goal.

The Science Department took an active role in the cross-curriculum Action Learning Project titled ‘Student Engagement through Authentic Assessment’. Three projects were trialled and include:

- A practical skills exercise aimed at developing students’ ability to administer self and peer assessment.
- A scientific methodology project that encouraged students to develop effective practical design skills through risk-taking.
- A web-based project on Values and Attitudes that was aimed at students developing considered responses to controversial issues in Science.

These tasks involved extensive student surveys to evaluate the effectiveness of the projects in relation to the stated outcomes. The results of all three projects can be found on Scholaris. In addition, the findings were presented to the UNSW Winter Conference and the Association of Independent Schools Science Teachers Conference. At the end of each conference, delegates completed surveys and the responses clearly indicated that Knox is a true leader in the design of creative pedagogy in Science.

Facilitated through Questacon, a number of our Year 10 students took advantage of an opportunity to consider climate change through a video conference with other students from Victoria, Tasmania and the USA. The students not only discussed their opinions on this topical issue but also engaged in dialogue with representatives from the emergency services. Organisations such as the SES and Rural Fire Brigade gave details of the challenges they face in relation to climate change.

In the local area, nine Year 11 students made it through to the final interviews for the National Youth Science Forum and seven of these students came from Knox. Benjamin So was selected to attend the Forum in Perth. He is compiling a video diary which will be made available on Scholaris.

Through the Science Club, students have an opportunity to extend themselves in areas of science that interest them, such as hearing about the Science Olympiads. This year, as an example, Year 12 Physics students heard Professor Cahen from the Weissmann Institute in Israel talk about semiconductors and solar cells. Next year the Science Club will be expanded to provide training to students to enter external competitions such as those offered by the Royal Australian Chemical Institute and the qualifying exams for the Science Olympiads.
TECHNOLOGY AND APPLIED STUDIES (TAS)

Creativity and the utilisation of available technologies through project based units of work is the basis for students undertaking TAS courses. The latest technology allows students from Years 7-12 to demonstrate design skills across a range of briefs presented to them. Analysis of the problem, development of ideas, management of the project, realisation of the solution and evaluation in respect to the Product, Process, Personal and Peer are integrated into each unit of work.

Collaboration plays an important role with real experiences of designers and design related activities enhancing the relevance of work studied in the context of the real world. Year 9 IST students visited the Powerhouse museum for an audio workshop. Year 12 Industrial Technology students visited the Working with Wood Show. Year 10 Graphic students ventured to Rose Seidler House and Year 11 Design and Technology students continued their partnership with Creative Instore Design Solutions as part of their design brief that incorporates a visit for their collaborative unit.

Computing students are using a wide range of software programs for their project work such as the Robotics unit in Stage 5 IST. Stage 6 students entered and were acknowledged for their excellence in a number of Computing Challenges in 2010. Our Design students are now utilising the Laser Cutter across all stages, from the Clock unit and Laser Cut Desk Tidy unit in Stage 4 to wide use in Stage 6 for the manufacture of jigs, models, prototypes and final products. This is extending the range of creative solutions and enhancing the quality of finished products.

Year 12 HSC Major Projects were once again acknowledged with nominations received for the DesignTECH display at the Powerhouse Museum.

The 2010 Major Projects Exhibition in the KGI Building was the highlight of the TAS calendar with a wonderful display of quality and creativity across all courses and involving all year groups.

VISUAL ARTS

The goals for 2010 were to continue to renew and develop the Years 7-12 program to ensure consistency, innovation, diversity and enjoyment.

Teaching and Learning was developed to encourage students to examine and respond to the contemporary world around them and provide an intellectual basis for the interpretation and deconstruction of objects, images, visual texts and environments. The programs aimed to foster an interest in the making, production and consumption of art.

The Annual Visual Arts Show was held in the John Williams Hall and the KG1 Building from 5-10 August. The Art Show exhibited a range of student artworks of the highest standard from Years 7-12 which showcased the diverse nature of practice of the students. The exhibition displayed a range of sensitive, innovative and resolved artworks from a group of highly creative young men.

The elective students participated in excursions to a variety of public exhibitions and galleries that included Sculpture by the Sea, The Art Gallery of New South Wales, The White Rabbit Gallery and The Museum of Contemporary Art. The opportunity to engage with traditional and contemporary artworks enables the students to gain increasing intellectual autonomy, evident in interpretations of their own work and the work of others.

Consistently strong Year 12 results are achieved in both practical and theory strands of Visual Arts. This has been achieved through individual tutoring, feedback and developing a strong rapport with the students.

PREPARATORY SCHOOL

EARLY STAGE 1 AND STAGE 1

This year the seventh Kindergarten group walked through the doors of the K-2 Centre. It is always rather special to see these little ones with barely a gap between their shorts and long socks. Kindergarten is a year of enormous change; academic growth, increasing social and emotional awareness and becoming part of a team. The world is exciting as the boys learn to read, explore mathematical concepts and learn more formally about the world around them. In the Kindy classrooms literacy and numeracy groups have ensured that children are grouped according to skill level thus receiving the support, consolidation or extension that they need in basic skills. Integrated units of work have involved all key learning areas: English, Mathematics, Science and Technology, HSIE, PDHPE and Visual Arts.

The boys have been in the choir, performed in concerts, had open days where parents and special friends visit and engaged in gardening and cooking activities. Highlights outside the classroom have included visiting the Agricultural Plot with Year 12 students, dressing as a pirate and engaging in activities at the National Maritime Museum and visiting Wildlife World as part of a unit on Australian animals.

In Stage 1 the emphasis continues to be on providing solid foundations of skills in Literacy and Numeracy. Integrated units of study have allowed the students to see the link between all key learning areas. Differentiation of the program caters for the range of boys in our care and enables individual research and interests to be pursued.

The boys in Year 1 went to Ku-ring-gai Chase National Park as part of an outdoor education day. They also participated in the Hospital Education program. Year 2 boys visited the Coastal Environment Centre as part of their unit on the Water Cycle. They hatched chicks in their classroom when learning about life cycles and the ‘Hands on Science’ program again allowed all boys in K-2 to participate in experiments and practical Science activities.

The introduction of the ‘You Can Do It’ program across K-6 strengthened and gave structure to an already strong social skills program in K-2.

One significant development is the seamless integration of technology into the classroom. Boys in all classes have access to laptops which move between classrooms. Every class now has a SMART Board and iPods have increasingly become a part of reading and maths groups. The boys have learnt many new applications and their skill level has increased as they utilise technology as part of their everyday learning.
Another new initiative this year has been the establishment of a vegetable garden with compost bins, worm farms and chickens. The boys have taken it upon themselves to care for their environment, caring for animals, recycling, growing and cooking their own produce.

**STAGE 2**

With enquiry-based learning being the direction in which best educational practice is heading, a problem solving afternoon as part of the mathematics curriculum was introduced to Stage 2. The boys were exposed to hands-on learning where they solved puzzles, codes and applied their mathematical knowledge to work out interesting and varied problems which may occur in everyday life.

Personal Interest Projects, known amongst the boys of Year 4 as PIP, were introduced for students to learn primary research skills, such as interviewing, questionnaire techniques as well as gathering appropriate and important information from books, journals and electronic sources. On completion of these projects many students reported an exhilarating sense of achievement. This was evident at the PIP Showcase evening held in Term 3 where students were able to show their projects to parents and mentors.

Outdoor camping experiences took place in Term 1 with Year 3 visiting Milson Island on the Hawkesbury River, where they enjoyed a range of activities including canoeing, archery and fishing. Year 4 split up; those on the Public Transport Challenge caught trains and a ferry to Cockatoo Island, while the remaining classes travelled to Chowder Bay, where bush regeneration, snorkelling and enjoying the fantastic harbour views were a highlight.

The boys worked hard in rehearsal during Term 3 for their Stage Musical, and were rewarded with high quality, entertaining performances. The Big Play was written by John Larkin, our Writer-in-Residence, whose humour and skill underpinned the very entertaining and relevant storyline presented to appreciative audiences.

Languages day was filled with croissants, chocolate and crepes for Year 4 and Italian racing cars for the motor enthusiasts of Year 3. The boys also complemented what they were learning in class with visits to Shore to see a production of *My Girragunji*, and later in the year to the ABC studios in Ultimo to see the Sydney Symphonia Orchestra.

**STAGE 3**

The social skills program ‘You Can Do It’ which is aimed at developing resilient boys who are able to make sound decisions and have a positive outlook on life, was introduced across the School.

As boys become engaged in the digital world within school and the wider community support through Cyber Space discussions and forums has been offered, allowing the boys to make informed decisions about computer use. The introduction of Claymation, a complete integrated computer/video program, enabled the boys to design, construct and produce a short animation with comments ‘This is sick’ and ‘This is awesome’ used to gauge the boys’ excitement and interest in the movie-making industry.

Transition programs such as the dissection of the eye-ball Science lesson offer the boys the opportunity to become familiar with the Senior School campus while undertaking engaging lessons.

Grandparents’ Day was a tremendous success and is a highlight for Year 6 boys. The boys were outstanding role models, the manner in which they respect and care for their visitors is most pleasing.

The musical and dramatic talents of the young boys were on display with the Year 5 Showcase Night and the Year 6 Musical, Treasure Island, a huge success.

Initiatives in 2010 included the provision of support and training for the incoming School Officers for 2011. The boys completed a two-day leadership course during which Rising Generations presented some challenging activities regarding team work and the qualities which contribute to being strong role models and leaders in the school community. The Mediation Program, based on the NSW Law Society Process of Conflict Resolution, has seen an even more cooperative, positive atmosphere with an overall increase in the self-esteem of the school community.

The Beach Safety Program, an essential activity in keeping the boys safe around water, identifying rips and learning about dangers associated with swimming in the ocean, was conducted ahead of the summer holidays.

**SUPPORTING THE CURRICULUM**

**LEARNING SUPPORT**

Last year, the Prep School adopted a similar model to the Senior School in catering for students’ learning needs. A stage coordinator and teacher aide at each stage level enables the K-12 Learning Support staff to maximise the learning of students utilising a predominantly ‘in class’ support model for core subjects. Both the Prep and Senior Schools used the Macquarie University MULTILIT programs as literacy interventions. Students who have completed the MULTILIT intervention at Prep are able to progress or continue with the MULTILIT Word Attack Skills Extension Program on transitioning into Senior School.

Both schools are well supported by counsellors, occupational therapists and speech pathologists in an endeavour to provide a team approach to interventions. The therapists work closely with Learning Support staff in catering for a diverse range of socio-emotional programs, social skills, handwriting, speech pathology and literacy needs.

The 2010 counselling initiatives and programs have had a K-12 focus involving:

- ‘Cool kids’ for Years 4-5;
- Peer Mediation with Year 10 and Year 5 mediators;
- Friends groups with Year 8 boys;
- Boys to Men Program to train Boarding mentors Years 7-11;
- Listening skills groups for Year 10s;
- Abbox debriefing sessions for Year 11s;
- De-stress and resiliency groups for Years 11 and 12 boys;
- Advanced study skills and HSC managing stress groups for Year 12s;
- Staff in-services involving interpersonal/communication training (interview skills) and staff team-building sessions;
- ESL students are strongly supported through the Senior School Intensive English program.

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Both campuses have placed a strong emphasis on problem solving to give our students skills to handle complex issues in the future. In the Prep School an autonomous learning program was introduced for Year 4 students. Selected boys were given projects built around individual interest. These personal interest projects became known as the PIP Program. Each boy was given a mentor and an opportunity to showcase their work.

A team of boys from Years 4-6 participated in the Tournament of Minds competition. Tournament’s aim is to enhance the potential of our boys by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a challenging and competitive environment.

At Senior School, the Future Problem Solving Program has further expanded with Years 7-11 students competing nationally. Senior teams excelled being placed first and second in Australia, qualifying to compete at the International competition in June 2011 at the University of Wisconsin, La Crosse on the topic Global Emergencies. David Kim and William Xi (both Year 11) were the two Australian recipients of the E Paul Torrance award for outstanding contribution to Future Problem Solving.

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Library

The Prep boys have been engrossed in their reading with record numbers of loans recorded as well as entries in the Premier’s Reading Challenge.

There were some outstanding author visits to inspire the boys with their reading and writing. The international author Mark Walden (HIVE series) visited early on, then Steve O’Connor (Elemental) and Michael Grant (Gone series) later in the year. There were more amazing author visits during Book Week celebrations when Australian children’s literature and reading are focused on. Award-winning Mark Greenway (author of Simpson and his Donkey) had the boys enthralled with his tales of Australian history and Ruben Meerman, also known as the ‘Surfing Scientist’, performed science experiments from his books. The younger boys loved the talks and demonstrations from illustrator, Sarah Davies (Fearless, Mending Lucille) and the older students discussed writing with author James Roy (Captain Mack, Edzel Grizzler).

To help support our instruction in information literacy, both the Prep and Senior School libraries changed their library management software to the web-based system, Destiny. Destiny uses current internet technology to provide access from school and home to the libraries’ catalogues as well as online electronic resources. Students have enjoyed Destiny’s colourful and intuitive interface, enabling them to interact with other students and share comments about books they’ve read. Knox was one of the first schools in NSW to install this software and many others have followed our lead.

Digital Video Commander has been implemented in the Senior School and will be expanded into the Prep School in 2011. Employing the latest in digital video technology, the management and delivery of video to staff and students will be greatly enhanced.

Career

The range of career-related activities has continued to expand with the view to achieving several specific objectives.

- To involve Year 11 boys in more proactive career planning on the basis that clarification of realistic career objectives has a positive and direct effect on academic focus,
- To challenge all senior boys to ‘think beyond the square’ in terms of careers, tertiary providers and courses,
- To enhance employability skills in terms of resume preparation, interview skills and networking.

It is pleasing to report that substantial progress was made in each of the aforementioned areas with the following being highlights of the year’s activities:

- Dr Jim Bright, Professor of Career Education at ACU, and leading journalist made a presentation to all Year 12 boys on employability skills appropriate to the 21st century,
- The continued involvement of all boys Years 9-12 (and parents) in the Career Central weekly newsletter,
- All students in Years 11 and 12 receive, via email, a Knox careers bulletin on a weekly basis,
- Over 30 lunchtime presentations were held covering a wide range of tertiary education opportunities, scholarships, cadetships and careers.

As always there is the challenge to do more, especially in terms of further developing employability skills of senior boys to help them meet the needs of an ever increasingly competitive workplace.
KNOX FOUNDATION LITERARY PRIZE

Year 10 student, Jamie Batten won this year’s Literary Competition with his engaging piece, The Art of Insanity, which explores themes of mental instability. His winning piece was entered in the Sydney Morning Herald Young Writer’s Competition.

THE ART OF INSANITY

The door is locked. A single shaft of dusty light pierces the slender slit nestled between two solid wooden panels. It blinds me so that I cannot see what lies behind or around it. Undefined particles of material flow majestically through the slim veil of silvery light that shatters the putrid dank black. I watch the swirling patterns drifting aimlessly around in the air; I could reach out and touch them, save for the eerie numbness which impairs my arms. They float so effortlessly, so placidly, so freely. I fix those itinerant fragments with an icy stare, yet they continue to cavort gracefully a mere inch before my sparkling eyes. They are teasing me, mocking me; I can hear their coarse rattling laughter scorching my head. The searing, scorching pain laces my face and eyes. It echoes blindly through the black, all around me, enveloping me. My ears detect nothing but the piercing shrieks of derisive mirth, my eyes are shards of pain and mournful anger, my mouth screams a silent cry of destitution. Every shred of my being yearns for release. The door is locked.

The door is locked. The once sparkling, freshly waxed sheets of willow are cracked and the varnish is peeling in great sheets from the surface, but they remain ever vigilant against transgression. Such confines to have. The slave of apathy, lethargy and stagnation. Banished as I am to endlessly monitor the inscrutable wooden boards before me and forever shall I be banished until the clocks and dials are smashed into oblivion in the swirling mist. Truly, my only source of comfort is in the knowledge that the insanity of eternally accompanying these unyielding blocks of organic conspiracy will eternally curb the chaotic brink of insanity. Long have I studied the fine grains of the willow, scrutinised every minute crevice and indent and pondered the welfare and whereabouts of the hapless tree from which these barring brutes were ruthlessly hewn. At times, I have immersed my entire conscience into the panels, become one with the slender streaks of fibrous strands and skied along the alpine cavities of the slab. It is funny that I say ‘at times’, for I have no comprehension of time at all. What place has structure and control in the land of the free? The door is locked.

The door is locked. I see the dark zooming around in the haze of nothingness. It rushes hastily in to every unoccupied space and chokes the air of thick pungent black. It is constricting. It presses against me, wrapping me in a compacted cold embrace. Icy tendrils of dark dashing around in dizzying circles before plunging recklessly down, filling my lungs with freezing sharp agony and settling like a colossal lump at the pit of my stomach. It stings my throat as it cascades in a spiralling descent, whipping with hateful speed. It weighs down oppressively, like a great burden on my back. And with it come the terrible cold and the maddening loneliness. I am chilled to the bone, raw and bloody come my limbs from the frostbitten stomach. It stings my throat as it cascades down over my face in pure, incessant torture, though my arms do not move an inch from my side. Through gritted teeth and blinding, malevolent eyes I glare intently once more at the tenderly hovering key. The bull charges again, determined to tear that irritating piece of scarlet fabric into incalculable miniscule splinters, blissfully ignorant of the utter impossibility of its goal. The flag swings upwards, away, flying away to freedom whilst the bull, exhausted and fuming, sinks, defeated, to the ground. Almost instantly, icy coils shroud the bull in a cloak of deadly dark and quashes the last of its hoarse breath from its lungs. The door is locked.

The door was locked. Slain, slumped in a mangled heap, the bull was given no respite. Torn from vitality, it was swept away in a wailing wind of darkness. The scouring key was ripped from the lock and blasted apart in the storm, the mocking lock shattered and cast into the void. The willow planks disintegrated, quailing under the righteous heat of the passing. Finally, the contempluous light, together with its many fragmented accomplices was encircled and snuffed out, leaving only pure radiance ascending over dazzling silver and perfect horizons.
OUTSTANDING STUDENT WORKS

DESIGN AND TECHNOLOGY

PEDESTAL TABLE MADE BY THOMAS MARKEY, Y12, FOR INDUSTRIAL TECHNOLOGY

STUART LING, Y12, DESIGNED AND CONSTRUCTED A PORTABLE DAYBED STORAGE UNIT

YEAR 8 TECHNOLOGY PROJECT

JAMES DRinan, Y12, WITH HIS MAJOR DESIGN PROJECT

LASER CUT CLOCK BY BRADLEY BETTY, Y7

TIMOTHY HITCHCOCK, Y12, DESIGNED AND MANUFACTURED AN EXTENDABLE MOUNTAIN BIKE RACK FOR DESIGN AND TECHNOLOGY

HENRY PEGG, Y7, AT THE TAS COMPUTER BUILDING COURSE

JOEL KAHN, Y12, WORKING ON A ROCKING HORSE FOR HIS INDUSTRIAL TECHNOLOGY MAJOR PROJECT
VISUAL ARTS

ANGUS BOWNES, Y10

HUGH PERCIVAL, Y10

PAINTINGS BY YEAR 11 STUDENTS COMPLETED IN THE PAINTING UNIT OF WORK

A DECAYED ENVIRONMENT BY DAVE BULBROOK, Y12

PRINTS BY YEAR 7 STUDENTS COMPLETED IN THE PRINT MAKING UNIT OF WORK

MARCO VAN WESTING, Y10

URBAN CONSTELLATIONS BY ADAM HUMPHREY, Y12

CONSUMED BY DESIRE – THE POWER OF SEDUCTION BY OLIVER BOWNES, Y12

AN ALTERED REFLECTION BY TIM DOBSON, Y12

CONSULMED BY DESIRE – THE POWER OF SEDUCTION BY OLIVER BOWNES, Y12

PAINTINGS BY YEAR 11 STUDENTS COMPLETED IN THE PAINTING UNIT OF WORK

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MARCO VAN WESTING, Y10

URBAN CONSTELLATIONS BY ADAM HUMPHREY, Y12

CONSUMED BY DESIRE – THE POWER OF SEDUCTION BY OLIVER BOWNES, Y12

AN ALTERED REFLECTION BY TIM DOBSON, Y12
Luke Bunis, KS

Once upon a time there was a Wolf and Little Red Riding Hood. She was going to visit Baby Bear. She went to the house. Baby Bear was asleep. The Wolf blew the door down. The Wolf ate Baby Bear. Then Little Red Riding Hood’s mum came and whacked the Wolf on the head with a frying pan. The Wolf spat Baby Bear out. The Wolf fell over and he ran away never to be seen again. They had a picnic and Baby Bear had a sleep over.

My Super Car by Lachlan Reeve, 1G

My super car has a bullet proof casing and twin grappling hook launchers. My car has twin ray guns that extend from the roof rack and twenty rocket thrusters that extend from the back of the car to propel it forward to catch bad guys.

My super car’s top speed is 912473 kilometres per second and completely voice controlled but it can be switched to manual mode. It has a mini hospital in the back so if anyone gets hurt you can treat them quickly.

This information is top secret. Do not let it fall into the wrong hands.

Bio-Poem by Jason Whiffin, 3O

Jason
Noisy, Funny, Sporty, Smart
Son of Maria and Gaius brother of Alyssa
Loves Family, Aeroplanes, Cricket
Needs Love, Happiness, Aeroplanes
Fears Caves, Avalanches, Hurricanes
Who gives Love, Help, Kindness
Who would like to see Aeroplanes, Uruguay, Portugal
Resident of Earth Whiffin

Damon’s Day at the Beach by Damon Woo, 2C

It was the last day of summer and the sun was as bright as a juicy orange. A rapid gust of powerful wind, as powerful as a lion, ruffled my wispy hair, as I walked on the footpath. I was stunned by the sparkling light of the magical, yellow sand. I got on my scuba diving suit and snorkel, and dived like a dolphin into the majestic blue sea. When I was in the sea the fish were so beautiful that they looked like angels.

Later while I was swimming extremely fast I didn’t notice that a dark shadow rapidly moved past me like an angry bull. I mysteriously noticed that the shadow was there. I had taken one billion photos though I only got one good shot! When I got out of the water I looked at the photo and was so surprised that I almost blew up because it was a Great White Shark and it was my most prized possession! When I went home I hung the photo on my trophy wall and celebrated with a party, piñatas and cake. This was the best day ever!

Camp Recount by Ben White, 4H

Year 4 students went on camp for three days, two at Chowder Bay and one at Cockatoo Island. We went on camp to learn how to get on with each other and to learn about Australian history.

The first thing I was interested in at Chowder Bay was the fish charts at the back of the room. Snorkelling was our first activity. We walked to the beach with our wetsuits on. While we were snorkelling I saw flathead, yellow fin bream, wobbegong, sand whiting, octopus, sea garfish and river garfish.

Later we returned to the beach and split into groups. We had to answer a sheet and pick up rubbish on the way. I chose to pick up rubbish as it was the most straight forward thing to do of the two. I picked up about 50 papers, but some of the other groups picked up 150, so we were really far behind.

Later we met the National Parks and Wildlife Service ranger, whose name was Dave. He said we will be pulling out weeds called asparagus fern. I pulled out one metre root which took me about ten minutes to dislodge. I also got bitten by a jumping ant which really hurt. That activity was so much fun.

Finally we made our way to Cockatoo Island. The best thing that we did on Cockatoo Island was the night walk and camping under the stars. We learnt that the convicts had to build their own cells and they only had about one metre and seventy centimetres to stand. Later on the walk went to where the bomb shelter was. One of the leaders gave us a bit of a fright by hiding behind a corner. When it got to bedtime the bats were screeching and I didn’t get to sleep until about one o’clock. The next morning I was pretty tired.

Mobile Phones at School by Hani Rifai, 5R

Most kids say that mobile phones should not be allowed at school. I disagree.

Firstly most phones can be used for education purposes such as:

- A calculator
- A ruler
- Spell check
- Geography (maps)

These are all good applications plus with the iPhones and other modern phones you can
get audio books and virtual books and this can encourage students to read more.

Secondly what if your parent is going to pick you up from school and gives your brother or sister a note, if they forget you could end up waiting a long time or do something wrong. However if you use a phone then both of you would know and not do anything wrong. I know this because it has happened to me.

Finally, students can use mobile phones for emergency use; like if someone gets on a train anything could happen but if you have a phone you can alert your parents at any time.

Those are just a few reasons to let kids use mobile phones at school.

THE CALM BEFORE THE STORM BY JAMES DONALDSON, 6F

The farmer had bright blue eyes, a broad mouth and a skinny figure due to the lack of food. As he nervously looked above his farm he saw black cloud as far as the eye could see. He started to ask himself if there was hail on its way. It could cause trouble to his crops and cattle. Everything was rushing through his mind as the last hail storm ten years ago ruined everything.

He was sprinting back to his shed to find shelter and he felt the first rain drop on his left arm. Every second it was getting heavier and heavier. He got back to the shed and nervously watched the storm start. He started to hear loud thunder and the cracking sound of lightening. The hail was dropping large balls big enough to hit with a golf stick. He saw one crop get hit, one after another. He just felt like curling up in a corner screaming and crying. His cattle were loudly going 'moooooo' and falling to the ground as lightning struck.

As the huge storm started to calm it was clear the crops were very badly damaged and most of his cattle had been badly hurt, with a few exceptions. He walked the distance of his farm and just dragged his limp body to look at the destroyed farm. He hadn’t felt this gutted since the last horrific hail storm ten years ago. As he started to reach the end of his farm he just completely dropped to the ground as he was so tired. The farmer just laid there in silence for a few moments and thought about how tough it is to be a farmer.

The next day he went out into the paddocks to check on the cattle and the crops. Expecting the worst he soon realised that many of the cattle had survived and they would be able to have calves. The crops looked bad but looking more closely he could tell from experience they would recover and he would be able to harvest them. The farmer breathed a huge sigh of relief as all was not lost and things looked much better than the last horrible storm.

Five months later and the farm was in great condition after this horrifying storm that could easily have killed everything. There was a lot more cattle and they were all very healthy. The crops looked as good as new and the farm was now starting to produce more food. The farmer was very happy and it is very inspirational that he has been able to protect and improve his farm. This is a story that teaches people to never give up hope.
CHAPLAINCY

The Knox experience is about discovering a passion for learning in all aspects of life; heart, soul, body and mind. Through Chaplaincy we seek to build in students, resilience, self control and a sense of awe and wonder at the journey life takes them through.

Through participation in Chapel, Ignite and other programs chaplaincy offers we encourage students to work together in Christ as a body, united in purpose, disciplined in commitment and trusting in mateship. Chapel is primarily about knowing and doing what God requires of us; ‘to act justly, love mercy and walk humbly with God’ (Micah 6:8).

During this year we have introduced a new Chapel format which includes a contemporary and contextual approach to worship and discipleship with students. This new format has allowed us to develop the Chapel programs relevance and energy with the addition of sound and music as well as wider student involvement and numerous guest speakers from the local community and the old boys.

The Christian students’ group, Ignite continues to meet in fellowship on Wednesdays, discipleship on Fridays and prayer on Mondays. This year’s Chapel prefects offered significant leadership to this program. We have seen the groups grow in number as students find it to be of support and value.

Chaplaincy has continued to be incorporated into the boarding program as an opportunity to integrate student spirituality in to the overall experience of Boarding.

The Cadet Support Platoon (CSP) continued this year with an aim to offer pastoral support to students in Year 9 as they journey through their recruit year. The goal of this platoon is to enhance the experience of cadets so that each student may take up the many opportunities for learning and development available during this stage of their time at Knox.

Faith is ideally expressed in every aspect of our school life in a way that is not separated but integrated. Whether students are in class, at lunch, at sport or at home, they are called to make decisions that are faithful and fruitful. The Apostle Paul challenges us to, ‘Act like men, love like Christ’. The Christian foundation of Knox Grammar School bears this conviction in its life and hope.

PASTORAL CARE

STUDENT WELFARE AND PASTORAL CARE

An internal student welfare and pastoral care review was conducted at the beginning of the year and the findings from staff and student input were compiled and presented back to staff. In addition, the School has embarked on a comprehensive external review of pastoral care at Knox. The Positive Psychology Institute team, led by Dr Suzy Green, has been engaged by the School for a longitudinal study and process of review of the current pastoral care strengths at Knox.

Interviews with staff commenced in Term 3 with additional canvassing of parents and students to be added to the findings from the staff interviews. The review will continue into 2011, examining how Knox can best meet the needs of boys in the years ahead.

STUDENT LEADERSHIP

The move to the portfolio-based student leadership structure has been very successful. With some minor improvements in accountability and greater input from those who oversee the portfolio areas the prefect system can again be enhanced for 2011 with the ‘purposeful’ leadership model adding value to both the leadership role and portfolio areas in which the leaders operate.

There has been a real shift in understanding that ‘prefectship’ is a significant role of service rather than being a reward and focusing more on developing leadership in junior boys within each portfolio.

The focus now for 2011 will be further developing the leadership opportunities for boys in Years 7-11. This is happening but needs further review and development.

STUDENT EXCHANGES

Knox is working more closely with Pymble Ladies College (PLC) to strengthen the exchange to Argentina, which now has five Knox boys and five PLC girls participating. Knox and PLC now also share an exchange partnership with the Collingwood School in Vancouver, Canada. The participation of particular schools and the timing of the exchanges vary from year to year and additional schools in other countries are being added to expand this very popular program.

The cultural exchange program, for boys in Years 9 and 10, has grown significantly over the last three years; in 2008 twelve boys participated, 15 in 2009 and 18 in 2010. We continue to enjoy a waiting list of keen students while appropriate new exchange partner schools are being sought.

GAP PROGRAM

As a result of feedback and input from relevant staff, the Knox Gap Program was restructured. The induction process, Gap responsibilities, program timetable, and lines of reporting have all been updated. The Gap Program will be reviewed again after the Semester 2 Gap students have departed. Thanks are extended to the staff who have contributed to the development of what should be a more clearly defined Gap Program within the School.
BOARDING

Friday 17 September was a special day for the Knox Boarding Community when Her Excellency, Professor Marie Bashir AC CVO, Governor of New South Wales arrived at the School to officially open the new Knox Boarding Centre.

The combination of an incomparable facility as well as experienced and caring staff is central to Knox developing a unique boarding culture. This culture enables boys to experience the highest levels of care, support, accommodation and an array of opportunities. The new Centre’s features have been driven by a number of key aims encompassing best practice to respond to the needs of young men and to prepare them for the world beyond school.

Knox 21st Century Boarding offers many opportunities via the Whole of Life Program for our Boarders to develop skills, broaden experiences and have fun. Another key ingredient to our boarding structure involves providing a significantly increased level of engagement and involvement of all residential staff, especially in the area of daily routines, tutoring and communication with families. Boarding at Knox is flexible allowing students and parents of vastly different situations and backgrounds to enjoy their experiences in Boarding.

Part of our commitment is to offer opportunities to overseas families. Once again the School attended the AEAS Australian Schools Exhibition in Hong Kong to form new ties and renew old friendships with our Hong Kong community. The highlight of this trip was the community function held at the Shangri-La Island Hotel. Surrounded by their family and friends, Boarders from our Hong Kong community received awards from distinguished guest and Old Boy, Professor Wong.

With so many wonderful initiatives and inimitable qualities it is not surprising the interest in boarding continues to grow and provide boys everlasting memories.

ARCHIVE & MUSEUM

The Archive & Museum continues to pursue its goal of selecting, collecting and preserving the ongoing history of the School. This year the Archive & Museum provided information services such as:

- Assisting family history enquiries.
- Research and preparation of program notes for the OKGA Honouring Chapel and Parade.
- Organising six displays in digital, two and three dimensions for School and community functions.
- Verification of past student attendance and educational attainment to employment agencies on behalf of Old Boys.
- Assisting Beagle Press in its production phase, prior to the publication of a monogram on the Nic Jools Collection.
- Preparation of video presentations for Speech Days.
- Writing the brief for the commissioning of an oral history memory biography of Dr IW Paterson AM.

The School Record Books, created by founding Headmaster Neil MacNeil, TM Haslett and Dr Bryden have been the focus of our conservation plan this year. Conservation book binder, Sabine Pierard has carried out treatment that will arrest deterioration and extend the life of each volume.

A total of 144 accessions have been processed in 2010 and amongst these are a number of significant donations:

- The family of the late Mr Gordon King DSO have generously donated his war service medals.
- Mrs Claude Middleton donated memorabilia relating to the Preparatory and Senior Schools. Her personal connection to Mr and Mrs Haslett has returned to the School, the music to the words written by TM Haslett in 1936 of the song, the Old Pine Tree. The Prep still houses a relic of this tree, in the form of a table made from its timber. The tree was cut down to make way for Gillespie Hall. Mr Haslett’s academic cap and gown and a 1937 Ewan House Troop scout shirt worn by her husband Dr Peter Middleton OKG37 were also among the donated items.
- Dr Michael Marks OKG70 donated several images relating to school life. One image depicts Form B2 outside the old Reid building in 1966 making their own light-hearted and unsuccessful anti conscription demonstration (a reference to the era of protest) for the release of their history teacher, the redoubtable Mr Rex Ward OKG61 (School Captain 1961, History Teacher, House Master, Coach and later Deputy Headmaster 1993-2002) from National Service and a tour of Vietnam.

KNOX ACADEMY OF PERFORMING ARTS

2010 was the year that Knox Academy of Performing Arts (KAPA) surged ahead as more students became involved in an ever-widening range of performances.

The first innovation, an intimate evening of lyrics, poetry and acoustic music called ‘Poetry and E Motion’ filled the Drama Centre. Original student songs showed newcomers in public for the first time. Old boy, Hamish Briggs OKG05 directed a superb production of Mark Ravenhill’s ‘Totally Over You; a searing look at teenagers’ obsession with celebrity which featured original music from our Composer-in-Residence. The traditional musical returned with Anything Goes. Doubling lead roles expanded student
facets of music. event enhanced Social Justice, our school showcase for twelve student bands. The collaboration with the Hungarian Children’s Choir was inspiring. Austria, all to an overwhelming reception. A tour of Scotland in the July holidays. They played to a big crowd and were part of a 1,500 strong cast in the Royal Edinburgh Military Tattoo at the Edinburgh Castle. The highlight of the year was the recording, at Fox Studios, of the mini-musical Bugsy Malone by younger students was an unprecedented November hit, co-directed by Kerrie Woods and newcomer Karen Bruce. Drama and Musical Theatre Clubs gained new members and the dance classes, free as part of the sports program, were brimming with talent from Knox and other schools. Male Voice Power (MVP), a contemporary choir, was launched this year and grew quickly from six to sixty-seven members. Their public debut, at the Town Hall, supported the White Ribbon Gala Ball. The student singers, many involved with KAPA, for the first time, also sang at local charity events. The emphasis on rock and pop music lets Knox students and the world know that real men sing.

The Gallery Choir toured Europe and sang at an International Youth Festival in Hungary, a recital in Budapest and Masses in both Salzburg Cathedral and Melk Abbey in Austria, all to an overwhelming reception. A collaboration with the Hungarian Children’s Choir was inspiring. Choral concerts in the Knox Chapel continue to be very well attended. Christmas music from around the world set the mood for the Christmas Eve service while other performances for the Gallery Choir included Garden Day, The Old Knoxonians’ Lunch and the Wahroonga Fair.

The Battle of the Bands, in collaboration with Sony, EMI and Universal Music was a showcase for twelve student bands. The event enhanced Social Justice, our school spirit and student interest in the diverse facets of music.

Instrumental music at Knox continues to grow at a rapid rate. Now 280 boys learn a range of instruments and perform in a myriad of styles and musical genres. Ensembles have increased to three concert bands, two stage bands, two orchestras and three chamber ensembles. These groups have the opportunity to enter various competitions and they recorded outstanding results, which are detailed in the Performance of Excellence pages, in the Sydney Eisteddfod, Dickson’s Yamaha Band Festival and the NSW Band Championships.

Our thriving String program had three quartets providing beautiful music at Garden Day, Knox at Home, the official opening of the new Boarding Centre and other important school events including a special collaboration with the newly formed MVP choir.

‘Showcase Under the Stars’ featured the talents of 160 boys from instrumental ensembles, bands, MVP solo performers and rock groups. Eighteen students were responsible for stage-managing and hosting, assisted by industry professionals in sound and lighting. This Showcase turned the oval into an outdoor concert hall for 700 parents and friends.

The Pipe Band was honoured to perform at the Royal Edinburgh Military Tattoo in Sydney in February. It was an experience the boys will never forget; they played to a combined audience of over 150,000 people and were part of a 1,500 strong cast in the biggest Tattoo ever staged!

Thirty-nine boys took part in an 18 day tour of Scotland in the July holidays. They competed as two bands in the Juvenile grade at the British Championships in Annan; performed at Edinburgh Castle, an honour normally reserved for the Scottish Military bands; endured some typical Scottish weather in Mull to celebrate Lachlan Macquarie’s 200th anniversary of becoming Governor of NSW; and a final highlight involved the band performing in the magnificent setting of Stirling Castle.

The latter half of the year saw the Prep Pipe Band, the only junior school pipe band in Australia, take to the streets of Wahroonga, joining the Senior School band, for Garden Day celebrations. The Governor of NSW, Her Excellency, Professor Marie Bashir AC CVO inspected the Senior School band at the opening of the Knox Boarding Centre and then invited the band to attend the Lachlan Macquarie Garden Party at Government House in November.

The competition section of the Pipe Band competed at the Manly Highland gathering in September and the NSW State Championships at Castle Hill in November, the results of which can be found in the Performance of Excellence section.

The quality of the work and the increasing number of boys participating in KAPA is securing Knox Grammar School a high profile in the performing arts.

Every boy at the Prep School has participated in one of the year group productions plus over 180 boys have been involved in the extra-curricular program which has included many performance opportunities.

The K-2 Twilight Christmas Concert was once again a fantastic evening of singing and dance, with this year’s theme being ‘Light the World’. Boys in Years 3 and 4 had much pleasure in performing The Big Play. It was an entertaining and funny production bringing together many elements of the arts including music, drama and dance. Year 5 boys participated in class performances of different picture books. This allowed boys to explore their dramatic and improvisational talents on stage. The highlight for many this year was the Year 6 musical, Treasure Island. It continued the high standard of dramatic performance that we now associate with the Prep School.

The participation in the school ensemble program has continued to grow. The three concert bands and jazz band continued to win numerous competitions including gold at the State Band Festival. The concert strings, recorder and handbells all had big wins at Ryde Eisteddfod. The concert strings participated with over 100 other string players in this year’s IPSHA String Festival. The choir and selected members of the concert band also participated for the first time in the IPSHA Music Festival. The highlight of the year was the recording, at Fox Studios, of the first ever Prep CD, Knox Rocks.
KNOX SPORTS ACADEMY

2010 has brought exciting opportunities as well as some challenges for the Knox Sports Academy (KSA). A new Head of the Academy was appointed along with a new Director of Coaching. These structural changes were accompanied by the KSA becoming responsible for all sport at Knox from Kindergarten to Year 12. The sequential skills based programming that occurs in the Senior School is now being implemented in the Preparatory School.

The School had many team and individual sporting successes throughout the year, with the best result being that the depth of our program continues to provide opportunities for all students regardless of age and ability. As such, students all receive the same coaching through our coaching methodology, whether it be the A team or the F team.

The KSA has challenges to meet and results to achieve but the students’ enjoyment of sport always takes priority in order for them to reach their full potential while having fun at the same time.

The KSA team met in July to review and invigorate the existing programs and also discussed how best to develop new strategies to promote sport for the individual and team at Knox. These programs will ensure that sport at Knox develops and progresses in a positive and supportive way. Students are being encouraged to continue to support the traditional sports on offer at Knox, whilst also being given the opportunity to access new sports either at school or within the community.

As an example, Knox continues to discuss with the AFL ways to bring this growth sport to Knox and we are looking forward to 2011, which will see both a Preparatory School team and a Senior School team in Saturday winter sport competitions. The AFL has kindly donated a set of goals for Knox to use for training purposes.

The KSA continues to foster and develop ways to work within the local community through its association with groups such as the Hornsby Ku-ring-gai Basketball and Tennis groups, the Mariners Academy, NSW Rugby and more. Whether it is assisting by providing fields or venues, staff or discussion groups, the KSA is involved. Students at Knox are provided with the benefits of these links, whether it is a new pathway opening or the ability to train at a higher level. As the new facilities are completed we will continue to look at ways to develop these links even further.

In the Senior School, students have been involved in all our traditional sports whilst many of the non-traditional sports continue to grow. Students are able to choose from the wide range offered and choose sports that suit them and help promote a positive approach to sport and life. House activities continue to be embraced by all students and the House competition is healthier and more competitive than ever.

Knox Prep has supplied a large number of boys to the various representative sporting teams at IPSHA, Combined Independent Schools and NSW State level.

While 2010 draws to a close, we are looking forward to 2011 with new facilities and new opportunities on offer for all Knox students.
CADETS

The Cadet Unit has maintained its important role in the life and traditions of Knox. As always, it aims to provide a valuable experience for all boys through structured training programs in physical challenges, leadership and planning. The Unit, together with the Pipe Band, regularly provides a ‘public face’ for the School, providing a ‘military’ presence at numerous community occasions.

2010 saw many of the reforms to the Cadet year, which we begun in 2009, having a beneficial effect on our most senior boys, as well as for recruits who start their experience in Term 4. Having our recruits start at this time is just one way in which the new leadership of the Unit can prepare their charges for an annual camp at the end of Term 1.

Other measures of the Unit’s success have included the community response to the major public events of the Unit; Anzac Day, Passing-Out Parade and the OKGA Honouring Parade. In Term 3, over 200 boys participated in promotion courses, providing practical, structured leadership training in the School. Many were also involved in other courses ranging from First Aid and Communications to Adventure Training.

At the end of Term 1, the Unit completed a very successful Bivouac/AFX on the training range at Singleton and into the Brokenback Range. The planning for this camp was a little more ambitious than other camps and saw the senior Cadets attempting some exercises that the Unit had last attempted in past decades. A change of location for the coming year will allow the Unit to further extend the physical challenge of this camp.

The Year 12 2010 Cadet year culminated at the end of Term 2 in a very successful Farewell Dinner held on the evening before the Church Service and spectacular Passing-Out Parade.

A continuing development in 2010 has been the number of Old Boys who have been prepared to give their time and commitment to the Unit. As such, staffing and activities continue to evolve to fit the changing demands of the times. What does not change though, are the best traditions and qualities the Unit draws from its history and its potential to provide our boys with a very special part of the Knox Experience.

OUTDOOR EDUCATION

2010 has built on initiatives and developments of previous years. The programs for Years 7, 8 and 10 were successful, engaging the boys in the challenge and fun of living and working in wilderness areas and ensuring that they learnt a variety of skills. There were a number of initiatives piloted this year: The Year 8 Camp saw students using technology in the field to promote authentic learning experiences and taking lessons out of the classroom and into the wilderness. The Year 10 boys had a very thorough preparation for their expeditions, with numerous training sessions, gear checks and even live cooking demonstrations. 2010 also saw a discovery program introduced for boys with limited outdoor experience. This initiative allowed a gradual education of expedition skills and the alpine environment over their week away, with the culmination of a short expedition to ensure the boys had a fun and productive experience.

There were numerous extension activities, which allowed boys from all stages and even parents to further their opportunities in the outdoors. These trips included Tall Ships Sailing expeditions, Father and Son Cycling Tour in New Zealand, Overland Track expedition and the Snow Sports trip.

CO-CURRICULAR

Knox is a school that provides many opportunities for boys across a wide range of curricular and co-curricular activities. While cadets, sport, drama and music have a bright stage, another group of activities continue to provide challenges and successes to individuals and teams. Individual student achievements for the programs mentioned below are highlighted in the Performance of Excellence section.

An excellent international competitive program for gifted and talented students, Future Problem Solving, opens the door of imaginative and critical thinking whilst focusing on significant issues for the future. The Knox program now spans Years 7-11 with the senior students enthusiastically mentoring the younger students. This year the teams were challenged by the issues involved with the topics of Sensory Overload, Invasive Species, Orphaned Children and Food Distribution. The senior team had been selected to attend the International Future Problem Solving Finals to be held at Wisconsin State University, La Crosse, Wisconsin in June 2011.

The oral presentation of a legal issue against an opposing counsel before a judge is known as Mooting. Students build confidence in public speaking, research and presentation skills. Students must prepare, articulate and defend complex arguments, and contests are decided by assessing the advocacy skills of the participants. Knox was represented in this competition by a group of Year 12 students whose research and preparation was very thorough and the level of presentation excellent.

Year 11 students participate in the NSW Law Society’s Mock Trial competition which sees students from Years 10 and 11 present a trial in front of a magistrate. Teams are assisted by a lawyer and a staff member acts as a manager. Knox had a successful year in this state-wide competition which involved 256 teams. Each team takes part in four rounds with the best teams progressing to the elimination rounds. Knox won through each of the five elimination trials to take on Bega High School in the grand final. Knox successfully presented the defence to win the case and the competition.

Toastmasters provides boys with the opportunity to learn how to prepare and deliver a speech with confidence. The course is delivered at Knox by the Turramurra Toastmasters Club. By the end of the course, boys were able to chair a meeting, give a toast, deliver a jest, and they learnt how to structure and deliver a speech. The final
KNOX PARENTS’ ASSOCIATION

The Knox Parents’ Association (KPA) is the umbrella organisation for parent activities and supporter groups across the school. These include the Prep School Social Committee; the Senior School Social Committee; Boarders’ parents; Pipe Band; and eleven sports parent support groups, Basketball, Cricket, Football, Rugby, Sailing, Snow, Surf Life Saving, Swimming, Tennis and Track and Field.

All parents of presently enrolled students are automatically members of the KPA and are actively encouraged to get involved in the school community through a specific supporter group and/or more broadly through participation on the KPA committee.

While supporter groups focus on a particular sport or interest, the KPA meets on a regular basis during each term to share information and to coordinate various activities during the year, but particularly the Knox at Home function as well as the annual Knox Gala Day.

While many parents are already involved in the Prep or Senior School Social committees or a supporter group, more parents are strongly encouraged to come along to KPA meetings and to support its activities. These meetings are the means by which the Headmaster and the Head of the Preparatory School as well as the School Council engage directly with parents on a broad range of school related matters and issues. We are open to and encourage parents to ask questions and to be fully informed in the life of the school. These meetings occur about twice a term and have a number of terrific parents involved who actively welcome new parents and newcomers.

The KPA, Prep School Social Committee and the Senior School Social committees have been very active during 2010, with just over $97,000 pledged to the School in 2011 from funds raised during the year. The KPA spreads these funds across both the Prep and Senior Schools in the form of gifts across a range of activities. In each case, the projects are ones that would not normally be part of the School’s normal operating budget, but are things that the applicants feel would add that little bit extra to the learning experience and growth of the students.

During 2010, gifts included:

- Musical instruments and equipment for the Prep School, Senior School and the Pipe Band including new guitars, drum and timpani sets, saxophones, xylophones and handbells; and
- All sorts of special equipment for Art, Geography, English, Maths and Computers, including wind tunnels, flash meters and digital cameras.

The teachers very much appreciate the efforts of the KPA in being able to support the learning experience of the boys in such a direct manner.

The KPA has also been supporting the building of the Great Hall with a total of $200,000 given to date and another $50,000 committed in 2011 to fund the special seating upon which future students, parents and guests will literally sit for many years to come.

These are outstanding achievements arising from the generosity of time by many convenors and helpers during the year. Congratulations to everyone concerned, no matter how small the contribution. Again, please get involved for the benefit of your boys and as a lasting legacy for the School.

OLD KNOX GRAMMARIANS’ ASSOCIATION

The Old Knox Grammarians’ Association (OKGA) was founded in 1929 and interacts closely with the School to support the traditions and history of Knox built over the past 86 years.

The Old Boys participate in the School’s Anzac Day service honouring those Old Boys who gave their life for their country. At the annual church and Confirmation Service the Old Boys participate to support the School’s Christian values, at the Cadet Honouring Service pipes, drums and swords are presented to the Cadet unit in honour of Old Boys who have served Australia in times of war.

To support the pursuit of giving your best for your school, the OKGA present the most improved awards for sport, art, music and drama to both Senior and Preparatory students.

Scholarships (in particular Gerry Alldis and Norman Winter Scholarships) are presented to assist boys who may not otherwise be able to attend or continue at Knox.

The OKGA is equally committed to supporting boys once they have left Knox in the pursuit of further academic achievement, employment opportunities, plus through Old Boy sporting and cultural clubs.

Reciprocally, young OKGA members now coach many of the school’s sporting teams plus being involved as drama and music coaches.

The OKGA is committed to supporting boys while at school and maintaining that support throughout their lives!
CHESS

NSW JUNIOR CHAMPIONSHIP
U18 winner: Bernard Chau (Y9)

CAS CHAMPIONSHIP (THE PURDY TROPHY)
Knox 48.5, Trinity 39.5, Cranbrook 35, St Aloysius 33, Barker 22.5, Waverley 1.5

NSW SECONDARY SCHOOLS COMPETITION
Open team: 3rd in NSW
Junior A team: 3rd in NSW, Divisional Winners and Metropolitan North Winners
Senior A and Intermediate teams: Divisional Winners and Metropolitan North Runners-up
Senior B and Junior B teams: Divisional Runners-up

NSW SCHOOLS’ TEAMS ONE DAY TOURNAMENT (THE TERRY SHAW SHIELD)
3rd: Open Team (Bernard Chau Y9, Kinto Wan Y10 and Vincent Chen Y7)

ECONOMICS AND SOCIAL EDUCATION

YEAR 9 COMMERCE
Market Day profit of $4,564 was distributed to Lifeline, Wesley Mission and a Milne Bay Community in PNG.

PWC AUSTRALIA & NEW ZEALAND ECONOMICS AND BUSINESS STUDIES COMPETITION
Cash Prizes (Top 1%)
Year 12 Economics: David Barnes
Year 11 Economics: Alexander McIvor, Lachlan Auer, Khosrow Kyanian, William Xi, Thomas Goldie

BRW PRELIMINARY BUSINESS STUDIES PRESENTATION AWARD
Thomas McKenzie

DEBATING

CAS
Premiers: 8A, 7B
Co-Premiers: 3rd, 10B, 9B

ISDA
Year 8 team progressed to the third semi final round undefeated

FED COMPETITION
Grand final winners: Year 7
Grand final runners-up: Year 11, Year 12

ENGLISH

KNOX FOUNDATION LITERARY COMPETITION
Overall Winner: Jamie Batten
Year winners: Henry Downing (Y12), Francis Maxwell (Y11), Jamie Batten (Y10)

FUTURE PROBLEM SOLVING

E PAUL TORRANCE YOUTH AWARD
David Kim and William Xi (both Y11)

NATIONAL CONFERENCE, MELBOURNE UNIVERSITY
Senior Division Global Issue Problem Solving Trophy Winners
2nd Team Booklet: Damian Morris, Dylan Sherman, Max Wright, Joe Yanagisawa (all Y10)

Action Plan Presentation
Champion: Damian Morris, Dylan Sherman, Max Wright, Joe Yanagisawa, Edward Tong, Dylan Hopcroft (all Y10)

Individual Champion: Dylan Hopcroft (Y10)
Alternate team: 1st place: Edward Tong (Y10)
Middle Division Global Issues Problem Solving
National Finalist: Vincent Chen, Miles Dingle, Johnson Man, Michael Liu (all Y7)

LANGUAGES

GERMAN
SAGSE (The Society for Australian German Student Exchange) scholarship winner: Sam Duncan (Y11)
German School Film Festival finalist: Benjamin Fodor (Y9), Lachlan Granville (Y9), Curtis Harbers (Y9), Hamish Newby (Y9)

KOREAN
Korean Language Performance Contest for Australian School Students: 2nd place – Jacob Godbout (Y10)

MATHEMATICS

THE AUSTRALIAN MATHEMATICS COMPETITION FOR THE WESTPAC AWARDS
Knox students were awarded 2 prizes, 7 high distinctions and 87 distinctions. The following boys had outstanding performances in this competition.

Prize (Top 0.1% in NSW): Brendan Leung (Y9), Matthew Dong (Y10)
High Distinction (Top 1% in NSW): Vincent Chen (Y7), Scott Reading (Y9), Howard Lin (Y9), Scott Muirhead (Y9), Jamie Batten (Y10), Benjamin So (Y11), David Loyzaga (Y11)

The Westpac Prudence Award
(the school's highest number of consecutive correct answers in the Australian Mathematics Competition): Alexander Cross (Y7)
THE AUSTRALIAN NATIONAL MATHEMATICS SUMMER SCHOOL
Kyurim Hwang (Y12) will attend the National Mathematics Summer School, a two week residential school, held annually in January at the Australian National University. Kyurim is one of the most accomplished young mathematicians to have come through Knox Grammar School having completed his HSC Mathematics Extension 2 course at the end of Year 10.

THE AUSTRALIAN MATHEMATICS CHALLENGE FOR YOUNG AUSTRALIANS
High Distinction (top 10% in Australia): Johnson Man (Y7), Andrew Zhou (Y7), Edward Fay (Y7), Michael Lang (Y7), Michael Liu (Y7), Alexander van Veen (Y7), Harry Rogers (Y9)

MOCK TRIAL
NSW LAW SOCIETY STATE FINAL
Grand final winners: Matthew Allen, Michael Crawford, Charles George, Thomas Goldie, Matthew Green, Sean Reading, William Xi, Matthew Yeldham (all Y11)
Advocacy prize: Matthew Green (Y11)

MUSIC
SYDNEY EISTEDDFOD
Symphonic Wind Ensemble: 1st place (for the 4th consecutive year) in the Premium High School and Community Concert Band Section
Knox Symphony Orchestra: 3rd place in the High School Orchestral Division
Knox Chamber Strings: Highly Commended for their performance in the Chamber Music Section

DICKSON’S YAMAHA BAND FESTIVAL
Senior Big Band: Gold in High School A Grade
Junior Stage Band: Silver in High School D Grade
Concert Band: Silver in High School B Grade
Year 7 Wind Band: Gold in High School C Grade

NSW STATE BAND CHAMPIONSHIPS
Concert Band: Won the Junior C Grade Division for the 3rd consecutive year
Symphonic Wind Ensemble: 2nd Place in the Open C Grade Division

NSW BAND ASSOCIATION STATE SOLO CHAMPIONSHIPS
James Bradley (Y10, French Horn): 1st place U19 French Horn, 2nd place U19 Jazz Section
Tom Spencer (Y8, Tenor Saxophone): 1st place U15 Saxophone, 1st place U19 Saxophone, 1st place U15 Jazz Section, 3rd place U15 Slow Melody Solo, honourable mention Juvenile Champion of Champions

HONOUR LIST CHORISTERS/SINERS
Gavin Brown (Y11): soloist for Scottish Rite Concert, Epping
Blake Condon (Y10): selected for ANATS Master class with Peter Cousins, finalist Ku-ring-gai’s Got Talent
Samuel Duncan (Y11): selected for ANATS Master class with Peter Cousins

PIECE BAND
NSW RSL Sydney Anzac Day March: 1st Junior Pipe and Drums Section
NSW State Championships Grade 4B: Champions
Combined Scottish Societies Contest Grade 4B: Champions
Combined Scottish Societies Contest (Shirley Wilson Trophy for Best Drumming Section): equal 1st Place

Combined Scottish Societies Contest (WA MacPherson Shield for Champion Band of the Day): 1st place
Royal Edinburgh Military Tattoo, Sydney: one of 12 bands selected to participate

PUBLIC SPEAKING
TOASTMASTERS YOUTH LEADERSHIP SPEECH COMPETITION
Term 1 winner: Lachlan Auer (Y11)
Term 1 runner-up: Daniel Swinton (Y9)
Boarders’ winner: Jason Seeto (Y10)
Boarders’ runner-up: Russell Lee (Y10)

ROSTRUM VOICE OF YOUTH COMPETITION
Regional heat winners: Terence Duggan (Y8), Robert Ferguson (Y8)

ROYAL EDINBURGH MILITARY TATTOO, SYDNEY: one of 12 bands selected to participate

Combined Scottish Societies Contest (WA MacPherson Shield for Champion Band of the Day): 1st place

KU-RING-GAI COUNCIL ‘VOICES OF THE AGES SPEAK OUT’ INTERGENERATIONAL PUBLIC SPEAKING COMPETITION
Runner-up: Paul van Westing (Y8)

LEGACY JUNIOR PUBLIC SPEAKING COMPETITION
Local heat winner: Robert Ferguson (Y8)
United Nations Youth Association Junior Public Speaking Competition
State final winner: Robert Ferguson (Y8)
State finalist: Kevin Kim (Y8)
VISUAL ARTS
Five students Bodys of Works from the 2010 HSC were included in ARTEXPRESS
- Connor Badenko
- Sam Brentnall
- Charles Callender
- Mitchell Marr
- Joseph Phelps

CAS CHAMPIONSHIP RESULTS

<table>
<thead>
<tr>
<th>Event</th>
<th>Position</th>
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<tbody>
<tr>
<td>Basketball</td>
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<td>Chess</td>
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<td>Cricket</td>
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<td>Cross Country</td>
<td>3rd</td>
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<tr>
<td>Debating</td>
<td>2nd</td>
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<td>Diving</td>
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<td>Football</td>
<td>4th</td>
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<td>Rugby</td>
<td>2nd</td>
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<td>Swimming</td>
<td>2nd</td>
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<tr>
<td>Tennis Summer</td>
<td>3rd</td>
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<tr>
<td>Tennis Winter</td>
<td>3rd</td>
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<tr>
<td>Track and Field</td>
<td>4th</td>
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<tr>
<td>Volleyball Summer</td>
<td>Equal 1st</td>
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<tr>
<td>Volleyball Winter</td>
<td>2nd</td>
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REPRESENTATIVE SPORT HONOURS

BASEBALL
**NSWCIS:** Connor Hawthorne (Y10), Lachlan Mayo (Y8)

BASKETBALL
**CAS 1sts:** James de Botton (Y12), Stuart McEwen (Y12)

**CAS 2nds:** Anthony Fotopoulos (Y12), Aonghus McEwen (Y11), Michael Rowley (Y10)

CRICKET
**CAS 1sts:** Daniel Donaldson (Y12), Christopher Green (Y11), Alexander Shaw (Y12), Matthew Woodcock (Y12)

**NSWCIS U15:** Tom Felton (Y8)

CROSS COUNTRY
**CAS:** Jack Barclay (Y8), Declan Bryant (Y10), Jacob Jones (Y7), Daniel Li (Y8), Benjamin Moss (Y8), William North (Y8), Myalls Paterson (Y11), Nicholas Pittman (Y10), James Poulos (Y8), Rhys Wickenden (Y10), Carl Williams (Y7)

**NSWCIS:** Jacob Jones (Y7), Daniel Li (Y7), William North (Y8), Carl Williams (Y7)

**NSW All Schools:** William North (Y8), Carl Williams (Y7)

DEBATING
**CAS 1sts:** Thomas Farmakis (Y12)

DIVING
**NSWCIS:** Liam Dummer (Y8), Christian Holman (Y7), Nicholas Jeffree (Y8), Lucas Wagschall (Y8)

**NSW All Schools:** Liam Dummer (Y8), Christian Holman (Y7)

School Sport Australia Championships
**NSWCIS:** Liam Dummer (Y8), Christian Holman (Y7)

FOOTBALL
**North Harbour U16:** Curtis Bell (Y10), Edward Brentnall (Y10), Jonathon Holland (Y10), Thomas Law (Y10), Benjamin Leighton (Y10), Michele Pizzata (Y10), Daniel Souza (Y10)

**CAS 1sts:** Alexander Denning (Y11), Callum Hinwood (Y11), Alexander Iannuzzelli (Y12)

**CAS 2nds:** Ryon Halvorsen (Y12), Thomas Law (Y10), Fraser Wilkinson (Y12)

**CAS 3rds:** Curtis Bell (Y10), Jonathon Holland (Y10), Benjamin Leighton (Y10), Michele Pizzata (Y10), Daniel Souza (Y10)

**NSWCIS:** Alexander Denning (Y11)

**NSWCIS Shadow:** Callum Hinwood (Y11)

RUGBY UNION
**North Harbour U16:**
Thomas Haggerty (Y10)

**CAS 1st XV:**
Hugh Alexander (Y12), Fraser Bursle (Y11), Jordan Reid (Y12)

**CAS 2nd XV:**
Myles Doughman (Y12), Timothy Duchesne (Y11), Joshua Horton (Y12), Jack Maguire (Y12)

**CAS 1sts U16:**
Liam C reely (Y10), Michael Rowley (Y10), Sam Kitchen (Y10)

**CAS 2nds U16:**
Nicholas Heath (Y10), Nicholas Olive (Y11), Oliver Nutbeen (Y10), Pierce Richards (Y10), Andrew Seton (Y10)

**Combined States:**
Timothy Duchesne (Y11), Jordan Reid (Y12)

**NSW Schools 1st XV:**
Hugh Alexander (Y12)
 NSW Schools 2nd XV: Cameron Clark (Y11)

 NSW Schools U16: Michael Rowley (Y10)

 Australian Schools Team: Timothy Duchesne (Y11)

 RUGBY LEAGUE

 NSW CIS: Daniel McMillan (Y12), Andrew Yeung (Y12)

 SAILING

 Yachting NSW Schools Championships: Liam Bennett (Y12), Jonathan Brennan (Y12), Julian Hannan (Y8), Shaun Hannan (Y11), Nathaniel McCaffrey (Y8), Malcolm Parker (Y11), Oliver Parker (Y7)

 Yachting Australia Schools Championships: Liam Bennett (Y12), Jonathan Brennan (Y12), Julian Hannan (Y8), Shaun Hannan (Y11), Nathaniel McCaffrey (Y8), Malcolm Parker (Y11), Oliver Parker (Y7)

 SHOOTING

 Australian Cadet Rifles: Matthew Dodds (Y11), James Heap (Y11)

 SWIMMING

 CAS: Bryce Edmonds (Y12), Tristan Daniell (Y9), Mitchel de Vries (Y10), James Garrett (Y8), Matthew Georgievits (Y8), Joseph Hillsberg (Y8), Thomas Johnson (Y11), Sebastian Joubert (Y7), Christopher Lim (Y9), Callum Mackay (Y7), Lachlan Mackay (Y10), Douglas Noble Brown (Y11), Alexander Perry (Y11), James Stanwell (Y10), Jacobus van Westing (Y10), Paul van Westing (Y8), Benjamin Whiteley (Y10), Richard Woolf (Y12), Mark Yeo (Y10)

 NSW CIS: Tristan Daniell (Y9), Mitchel de Vries (Y10), Matthew Georgievits (Y8), Joseph Hillsberg (Y8), Sebastian Joubert (Y7), Callum Mackay (Y7), Lachlan Mackay (Y10), James Stanwell (Y10), Jacobus van Westing (Y10), Paul van Westing (Y8), Benjamin Whiteley (Y10), Richard Woolf (Y12), Mark Yeo (Y10)

 NSW All Schools: Tristan Daniell (Y9), Matthew Georgievits (Y8), Benjamin Whiteley (Y10)

 NSW Age Touring Team: Tristan Daniell (Y9)

 School Sport Australia Championships: Tristan Daniell (Y9)

 Apology: 2009 NSW All Schools Swimming - Tristan Daniel (Y8) was omitted from the list of competitors in the 2009 Headmaster’s Report

 TENNIS

 CAS 1sts: Alexander Bourgeois (Y8), Jeremy Bourgeois (Y10), Christopher Green (Y11)

 NSW CIS U15: Alexander Bourgeois (Y8), Cameron Green (Y8)

 TRACK AND FIELD

 NSW All Schools: Michael Bee (Y8), Philip Biggin (Y9), Ryan Boot (Y7), Joshua Davies (Y10), Bryce Edmonds (Y12), Scott MacLennan (Y10), William North (Y8), William Owen (Y11), Myalls Paterson (Y11), Jack Sullivan (Y12), Carl Williams (Y7)

 Australian All Schools: Carl Williams (Y7)

 NSW State Schools Knockout Challenge: Intermediate team, 1st

 National Schools Knockout Challenge: Intermediate team, 8th

 VOLLEYBALL

 NSW CIS: Duncan Koenig (Y10), Jeffrey Li (Y11), Matthew Li (Y12), Brian Suryapranata (Y12)

 EXTERNAL SPORT SUCCESSES

 ARCHERY

 Victorian State Archery Championships: Simon Bold (Y7)

 Australian Age Archery Championships: Simon Bold (Y7)

 CYCLING

 Australian Cycling Track Championships: Michael Docker (Y9)

 DIVING

 NSW State Open Diving Championships: Liam Dummer (Y8), Christian Holman (Y7), Nicholas Jeffree (Y8)

 Australian Elite National Diving Championships: Christian Holman (Y7)

 GYMNASTICS

 Gymnastics NSW Junior Levels Open Athlete of the Year 2009: Liam Dummer (Y8)

 RUGBY UNION

 Sydney Juniors U16: Sam Kitchen (Y10)

 Rugby NSW U15: Michael Docker (Y9)

 SWIMMING

 Australian Open Swimming Championships: Matthew Georgievits (Y8), Benjamin Whiteley (Y10)

 Australian Age Swimming Championships: Tristan Daniell (Y9), Lukas de Vries (Y8), Mitchel de Vries (Y10), Matthew Georgievits (Y8), Joseph Hillsberg (Y8), Jason Jung (Y9), Christopher Lim (Y9), Callum Mackay (Y7), Lachlan Mackay (Y10), Alexander Perry (Y11), James Stanwell (Y10), Paul van Westing (Y8), Benjamin Whiteley (Y10)

 NSW Little Athletics Championships: Ryan Boot (Y7), Tyler Grindal (Y8), Jack McArdle (Y8), Scott MacLennan (Y10), James Paek (Y9), Carl Williams (Y7)

 Australian Little Athletics Championships: Carl Williams (Y7)

 Australian Age Track and Field Championships: Scott MacLennan (Y10), William North (Y8), James Paek (Y9), Myalls Paterson (Y11)