

CORNISH COLLEGE

ANNUAL REPORT 2015



CORNISH
COLLEGE

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MESSAGE FROM THE PRINCIPAL

This Year's Annual Report outlines a wide range of activities and learning that has taken place during our fourth year as Cornish College. This year is also my last as Principal, after 44 years in education and 24 years at Cornish. What a great year it has been to end on, with our first Year 12 students and our student numbers reaching 546. Despite the sad loss of the much loved teacher, Mr Glenn White, it has been a wonderful year starting with another successful Parents' Association Carnival.

With our growth in numbers, our sporting teams have become more competitive and a highlight was our swimming team winning the Division II SIS Championships decisively. Our music and performing arts departments continue to flourish with the community thoroughly enjoying our Year 12 Theatre Studies presentation of 'Jump for Jordan' and our Secondary School production 'Two Weeks with the Queen'.

We continue to be inspired to 'Make A Difference' in the lives of others and were indeed fortunate to have Daniel Flynn, the co-founder of the Thankyou movement, as our guest speaker at our Annual Church Service. Yet again our students and broader community have given generously to a range of very worthy causes. The Winter Sleep Out raised \$10,847 for Melbourne's homeless - an outstanding effort. Our dedicated Bottle for Botol student committee sold nearly 300 bottles and, as a result, every student at our partner school in Bali received a re-usable bottle.

With sister school relationships now established in both Japan and France, we successfully hosted groups from both countries. We had a small group of Year 6 students and several senior students visit Japan in September, with a number of students having the opportunity for home stays.

Once again Make A Difference (MAD) week was a highlight of Term 2 with the theme of socio cultural sustainability. Our commitment to Educating for a Sustainable Future remains our strong focus, as was highlighted in our best ever Year 6 PYP exhibition, which focused on a broad range of issues from global warming to child exploitation and slavery. Clearly our young people continue to be aware of and consider the challenges that face us as a global community, as was evident at the Year 9 MADE exhibition and the Year 10 Socratic Seminar.

There have been successful Outdoor Education Experiences for all classes from Years 3 to 12. Years 3 and 4 enjoyed an active three days involving a low ropes course, archery and building survival shelters at Burnside Camp in Anglesea. Year 5s saw plenty of wildlife and learnt about conservation issues at Wilsons Promontory. Many Year 6 students describe their trip to Canberra as their highlight of the year, enjoying Parliament House and Questacon while they were there. Our Year 9 MAD Experience to Northern Thailand was a life changing event, with students being involved in successful fundraising and community service projects in several hill tribe villages. Our Year 8 students travelled to a new Uniting Church Camping (UCC) camp at Creswick for



the first time. Our first Year 12 Retreat was conducted at the UCC camp at Grantville, also the venue for the Year 7s. Our Year 10s enjoyed a week at Waratah Bay participating in a range of water and land activities. The Year 11 students undertook a journey down the Mornington Peninsula, paddling from Mornington to Dromana by sea kayak and cycling to Portsea after camping at Dromana.

The College's Creative Arts program continues to produce outstanding work with Primary and Secondary works displayed throughout the year. The achievements and talents of our Years 7 to 11 Visual Arts and Media students were highlighted at the very successful SIS Art and Technology Exhibition, held at the Cube Gallery in Frankston in November. Our Primary students enjoyed creating outside during Term 1, expressing their observations of our stunning surroundings in a variety of mediums and showcasing their creative efforts in the first Cornish College Art Walk. During MAD week we undertook a whole school project symbolising the theme of socio cultural sustainability through the use of upcycled aluminium cans. All of which contributed to a spectacular demonstration of the creativity by both our students and our staff.

Obviously what made 2015 so special is the fact that we had our first group of 17 Year 12 students studying VCE and completing their final year of study. With 19 VCE subjects running this year there have been a number of small classes with students getting almost one on one teaching in some cases. Six students also completed seven different VETiS courses at TAFE Institutes. Thanks to the College Council, our Senior School program has received extensive support with the employment of experienced VCE staff and the creation of learning coaches to assist where VCE students studied off-site.

With growth continuing to be a theme for 2016 and beyond, the College has embarked on its first building program and thanks to a Commonwealth Government Grant, community donations and prudent financial management by our Business Manager and the College Council, we are managing this \$1.8 million project without extending our borrowings. Watching our new building grow and develop has been exciting with everyone looking forward to occupying the new facilities at the start of Term 1 2016.





What a significant year it has been for the College with so much happening including the search for the College's next Principal. Yet again we were blessed with an outstanding field of applicants, including Ms Vicki Steer, who leaves the prestigious Ravenswood School for Girls on Sydney's North Shore after 11 years as Principal to take up her appointment at Cornish College.

As this chapter of my life closes I look to the next stage with a sense of excitement. I extend my most heartfelt thanks to the Cornish community for giving me the honour of being the College's inaugural Principal. It has indeed been my privilege and I leave believing that together we have laid the foundations of what I am sure will be recognised as an outstanding school and a leader of Education for a Sustainable Future.

I extend my very best wishes to Ms Steer and the staff for future success and trust that God will continue to bless you all richly.

Kerry Bolger
Principal
(Principal from 1991-2015)

GOVERNANCE

CORNISH COLLEGE COUNCIL

Cornish College is an unincorporated Association. In 2015 the College Council comprised 11 members responsible for the governance of the College. The College Council ensures the school adheres to the democratic principles as set out in the Education and Training Reform Regulations 2007.

The Principal, who is appointed by the Council, is responsible for the day to day management of the College. The College's Executive Team manages the College in accordance with the strategic direction set by the College Council. Cornish College has a five-year strategic plan (2012-2017) and a Council Constitution, which are both publically available in the Governance section of its website www.cornishcollege.vic.edu.au.

COUNCIL MEMBERS IN 2015:

Rev Dr Robert Johnson (Chair)
Mr Trevor Gurr (Deputy Chair)
Mr Kerry Bolger (Principal) Retired in December 2015
Mr Martin Massey (Secretary)
Mrs Heather Lyons
Mr Phil Broderick
Mr Blair Gardner
Ms Maria Wilton
Mr Bruce Stradling New member in 2015
Mr Chris Begg
Mr Max Verberne

Under the constitution, Councilors are unable to hold office for more than two consecutive terms (a total of six years).

LEADERSHIP TEAM

Principal	Mr Kerry Bolger (Retired December 2015)
Deputy Principal	Ms Nicola Forrest
Business Manager	Mr Martin Massey
Team Leader (Secondary)	Mr Mark Byrne
Team Leader (Middle Years)	Mrs Sarah Dodd
Team Leader (Primary)	Mrs Anne Beruldsen
Director, Early Learning Centre	Mrs Jeanette Russell



OUR VALUES

As a Uniting Church school we honour our heritage and commit to building our community on the Christian values of tolerance, kindness, respect for oneself and others, personal honesty, integrity and self-discipline.

Our College is strengthened by people of different faiths and cultural backgrounds who share our core values and add to the richness of school life. Diversity of background and experience is welcomed and accepted as an integral element of our culture.

We value mutual learning and the exchange of ideas between students, teachers and parents. Our students share in decisions that concern school policy and philosophy.

The safety and wellbeing of children at the College is paramount when developing activities, policies and management practices and the College promotes a culture of child safety.

We acknowledge the Boon wurrung people as traditional custodians of the land where our College stands.

OUR EDUCATIONAL PHILOSOPHY

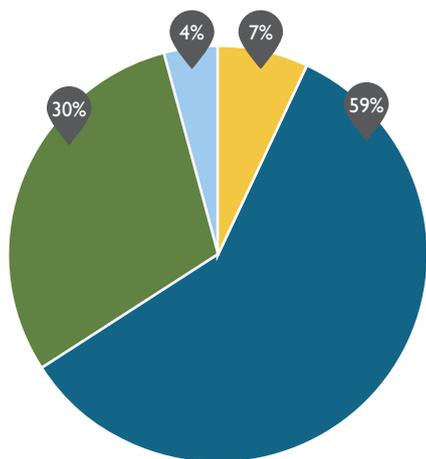
We understand that all children are natural inquirers and powerful learners. We nurture their sense of inquiry and aim to inspire a quest for learning throughout life. Our curriculum focuses on academic achievement and generating rich understandings and creativity. Through inquiry learning we combine subject-specific knowledge with valuable skills that enable students to learn beyond the classroom.

The Cornish College educational philosophy is based around a vision for the whole community of sustainable living. We embed sustainability in all of our teaching and co-curricular activities. Our Rings of Sustainability, underpin our curriculum and focus on natural, personal, socio-cultural and urban/ technological sustainability.

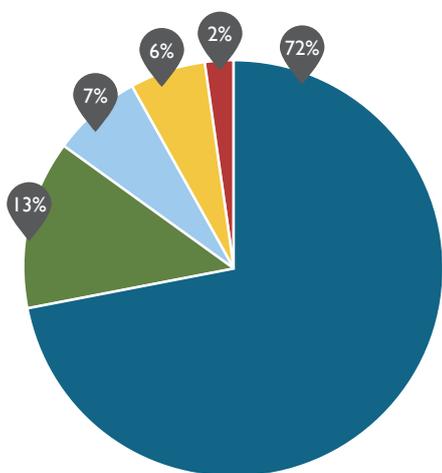
Overarching everything is our motto 'Make a Difference'. Students from ELC to Year 12 learn compassion and empathy, and they are challenged to make choices that will have a positive impact on the world. By developing the whole child, we create problem solvers and leaders who can truly make a difference within their community and globally.

Our teaching team encourage creativity and the development of thinking skills. They place a strong emphasis on building a foundation of skills for learning through structured inquiry. Children and staff also work collaboratively with teachers acting as a guide for students and supporting them to reach their potential.

2015 FINANCIALS



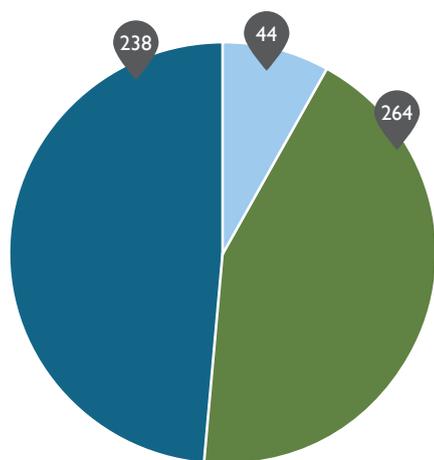
REVENUE



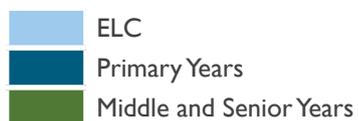
EXPENDITURE



OUR ENROLMENTS



STUDENTS BY SECTION



Cornish College had 546 students enrolled in 2015. Our Enrolment Policy is publically available on our website www.cornishcollege.vic.edu.au.

OUR TEACHERS

Our teachers work through the Australian Curriculum and AusVELS frameworks to deliver a core syllabus. A two-week timetable ensures appropriate time is allocated to all aspects of learning.

Our teachers are also skilled curriculum designers, reviewing the curriculum on an ongoing basis. They develop learning opportunities to ensure students can generate rich understandings and big ideas through inquiry. Inquiry is a structured and guided approach to learning that combines subject-specific knowledge with the skills of knowing how to learn - skills that go well beyond the classroom.

Teaching staff and qualifications

Ambrosy	Josh	<i>BScience/BTeach (Science), MEd</i>
Atkins	David	<i>BMus, DipEd</i>
Banger	Helen	<i>BEd (PE, English) Grad Dip (Student Welfare)</i>
Banks	Nancye	<i>BArts, DipEd, MEd</i>
Bastidas	Karen	<i>BEd, BTeach</i>
Batt	Janine	<i>Trained Teach Cert (Sec)</i>
Benson	Jacqui	<i>DipEd, Med, BSci</i>
Beruldsen	Anne	<i>BEd Primary (Literacy & Mus), Dip Teach (Prim)</i>
Bolger	Kerry	<i>BEc, DipEd, B Spec Ed</i>
Booth	Hannah	<i>BEArt, DipEd</i>
Byrne	Mark	<i>B Sci Hons (Chem), DipEd (Chem & Maths), Grad DipEd (Curriculum Admin), Grad Dip (Soc Sci), Grad Dip (Sport Sci)</i>
Cameron	Marilyn	<i>BMusEd, Grad Cert ORFF MusEd</i>
Campion-Geleit	Meaghan	<i>Dip Teach (Early Child)</i>
Campbell	Julie	<i>BEd (Japanese), Grad Dip (TESOL)</i>
Carrigy	Brenna	<i>BMus, DipEd, MEd (Spec Ed)</i>
Christopherson	Jane	<i>BA (French, Indonesian, Maths), Dip Ed</i>
Coad	Melissa	<i>Ms BArts, Bed</i>
Conway	Jacinta	<i>BEd</i>
Connolly	Louise	<i>BArts, PG Cert Ed, Med</i>
Cook	Lynn	<i>BEd Hons (French and Dance)</i>
Cornish	Hayley	<i>BEx Science, BPsych</i>
Couzens	Nigel	<i>BAppSci, Bed</i>
Crothers-Hueneke	Triesha	<i>Dip Teach (Prim), Grad Dip (Ed Sci), M (Ed St)</i>
Davies	Jarrold	<i>BEd (PE), Grad Dip (Bible and Min)</i>
Davis	Mike	<i>Dip Teach (Prim)</i>
Dennis	Jason	<i>Bed</i>
Denton	Annemarie	<i>BEd (Geog & Politics)</i>
Dodd	Sarah	<i>BEd (Sec)</i>
Dowling	Bernadette	<i>BEd (Primary) Dip Teaching (Primary)</i>
Dryden	Robert	<i>Grad Dip Ed (Music Education)</i>
Forrest	Nicola	<i>BEd (Sec), Master of School Leadership</i>
Foos	Nathalie	<i>BA, DipEd</i>
Goodman	Andrew	<i>BEd (PE)</i>
Hill	Nadine	<i>BMus, Bed</i>
Hinton	Rebecca	<i>BSc Hons (Textile Design and Design Management) Grad Dip (Sec Ed)</i>
Holland	Geoffrey	<i>B Physical and Outdoor Ed</i>
Hunter	Jeremy	<i>BEd</i>
Johnson	Andrea	<i>BSci, MEd, PGCert ICT</i>

Keetley	Natasha	<i>BA (Legal Studies & Soc Studies), PGrad Ed (Prim & Sec)</i>
Koutsakis	Diane	<i>BArts, Dip Ed (English History)</i>
Kugimiya	Simone	<i>Adv Dip Secretarial Studies, Modern Asian Studies, Grad Dip Ed (Japanese and ESL Teaching)</i>
Lake	Tim	<i>BEng, DipEd</i>
Lang	Lisa	<i>BAppSci, DipEd</i>
Liljegren	Kirsty	<i>BEd (Early Child), Dip Ed</i>
Maughan	Keith	<i>BA, DipEd</i>
McHugh	Cheryl	<i>BEd Prim (Art)</i>
McPhail	Rebecca	<i>BA (Contemporary Music), Grad Dip Education (Music)</i>
Millar	Samantha	<i>BEd Sec (Arts)</i>
Morgan	Peter	<i>BSc Hons (Biotechnology), PhD Biochemical Engineering, Dip Ed</i>
Needham	Jess	<i>BA, DipEd, Post Grad Dip Arts</i>
O'Brien	Jacqueline	<i>BEd (Environmental Sci & Biol)</i>
Palfery	Andrew	<i>BA (Hist/Crim), BComm (HR Mgmt)</i>
Parker	Mary	<i>BEd (Maths, Eng, Art), DipTeach (Prim)</i>
Parrington	Alexandra	<i>BSci (Nurs), MEd, Post Grad Cert Ed Studies IB</i>
Paul	Rebecca	<i>BSci, Dip Teaching</i>
Pearce	Gita	<i>BBus, MTeach (Early Childhood)</i>
Pedersen	Rosanne	<i>BEd</i>
Piotrowski	Jodie	<i>Bed</i>
Pollock	Geraldine	<i>BEd (Textile Arts, Fine Arts/Studio), Dip Teach (Art, Mus)</i>
Rhodes	Nathan	<i>BEng (Comp Sci), BTeach (Prim & Sec)</i>
Sampson	Trudi	<i>BArts (Japanese), Grad Dip (Teaching Eng to Speakers of other Languages)</i>
Saville	Donna	<i>BEd, DipEd, MHort</i>
Smith	Erica	<i>BEd (Prim)</i>
Stevensen	Melenie	<i>BA, Bed</i>
Sturma	Danielle	<i>Bed</i>
Sutton	Michael	<i>DipEd, Dip Tech Teach (Woodwork, Naval archi)</i>
Syme	Maris	<i>Dip Teach, MEd Stud</i>
Tampion	Rebecca	<i>BEd, Master of School Leadership</i>
Thresher	Darren	<i>Bed</i>
Walter	Robyn	<i>BEd, BSci (Zoo, Gen), DipEd (Maths, Sci), M Spec Ed (Learning disability, Policies & Prac)</i>
Wende	Bev	<i>BA (Geog, Anthropology), DipEd</i>
Westwood	Peter	<i>BEd, Grad DipEd, Med</i>
White	Glenn	<i>Dip Teaching (Early Childhood)</i>
Winik	Daniella	<i>M Psych</i>
Winter	Eloise	<i>BEd (Primary)</i>
Woodford	Bev	<i>B Mus Ed (Piano, Conducting)</i>
Zeigler	Lauren	<i>BEd (Drama), BA</i>

STUDENT LEARNING OUTCOMES

SUMMARY OF NAPLAN PERFORMANCE BY YEAR LEVEL 2012-2015

Results are compared against the national average.

Year 3	2012	2013	2014	2015
Reading	Substantially above	Above	Substantially above	Substantially above
Persuasive	Above	Close to	Close to	Close to
Spelling	Substantially above	Close to	Above	Above
Grammar and punctuation	Above	Close to	Close to	Above
Numeracy	Above	Above	Above	Above
Year 5	2012	2013	2014	2015
Reading	Above	Above	Substantially above	Substantially above
Persuasive	Above	Close to	Above	Above
Spelling	Close to	Close to	Above	Close to
Grammar and punctuation	Close to	Above	Substantially above	Close to
Numeracy	Close to	Above	Substantially above	Close to
Year 7	2012	2013	2014	2015
Reading	Substantially above	Above	Above	Substantially above
Persuasive	Above	Close to	Above	Above
Spelling	Close to	Close to	Close to	Close to
Grammar and punctuation	Above	Above	Above	Above
Numeracy	Above	Close to	Close to	Close to
Year 9	2012	2013	2014	2015
Reading	Substantially above	Above	Substantially above	Substantially above
Persuasive	Substantially above	Substantially above	Substantially above	Above
Spelling	Above	Close to	Above	Above
Grammar and punctuation	Above	Above	Above	Above
Numeracy	Above	Close to	Above	Above

VCE RESULTS 2015

As a school, we are proud of the achievements of the inaugural class of 2015, in successfully completing their VCE. In delivering a VCE Program, Beyond Boundaries, we are proud with the offering of personalised courses and can report on the following:

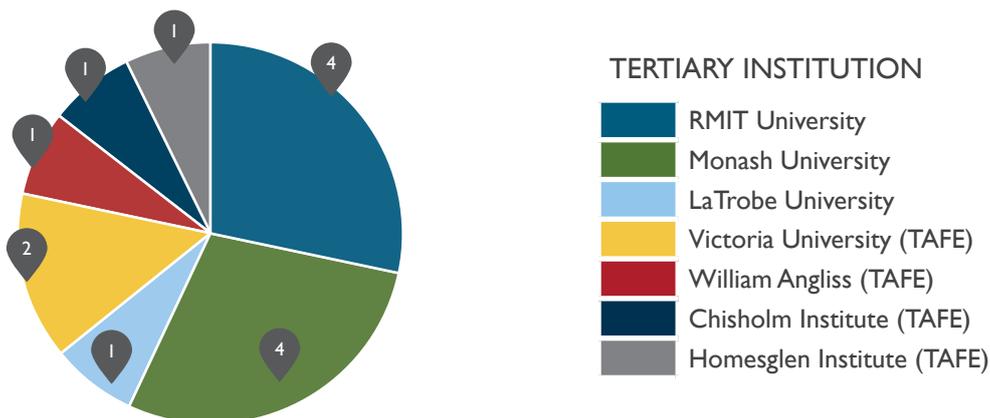
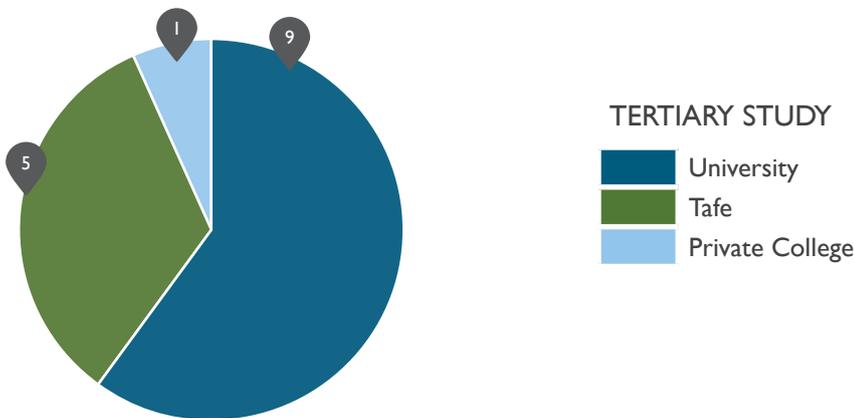
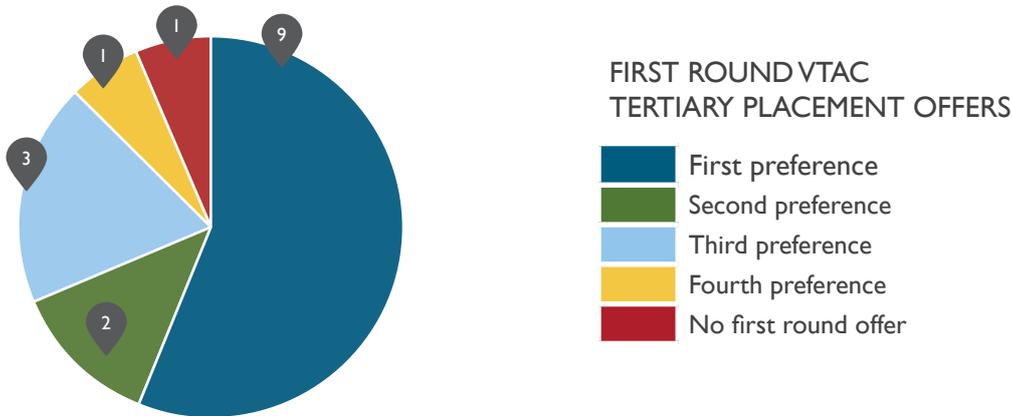
- 17 students successfully completed their Year 12 VCE to receive their Victorian Certificate of Education
- 16 Year 12 students sat the Units 3&4 examinations for VCE
- 3 Year 12 students studied via Distance Learning
- 7 Year 11 students undertook an accelerated study and completed Global Politics units 3&4
- With the small numbers, there were 11 partnerships formed with other schools, as there were less than 5 students in those subjects. One subject was granted exemption from a partnership.
- One student sat a scored VETiS Program in Sport and Recreation Certificate III, externally delivered and assessed.
- There were three applications granted for Special Examination Arrangements (SEAS) viz: Use of a clarifier and separate room for one student, use of a computer for another and rest breaks for one other student. Four applications were processed for Emergency Special Examination arrangements for Global Politics, for medical and emotional reasons, although none of the students needed to use the rest breaks or extra time.
- There was 100% attendance during examinations.

With a cohort of 17 students in Year 12 (16 of whom undertook the scored assessments in their studies), we must be statistically cautious when reporting on and comparing results. Percentages calculated for ATAR results are for a cohort of 16. We can report:

- 100% of students received their VCE certificate
- One student was unscored, meaning that they satisfactorily completed each study but did not undertake the scored assessment to receive a study score
- The median score was 31
- There were 29 VCE studies at Units 3&4 level taken by the small cohort
- The media did not classify Cornish College as a small school (20 or fewer students enrolled in at least one VCE unit at level 3&4), since the Year 11 enrolments in Units 3&4 Global Politics meant we had 24 students enrolled in at least one VCE Unit at level 3&4. For small schools, much care is required in interpreting their results as the overall results may be significantly affected by the results of one or two students
- 1 student was awarded the inaugural VCE Baccalaureate (for studies in English, Mathematics and a Language with scores above a set value)
- 12.5% of the cohort received above 95 as their ATAR
- 25% of the cohort received above 90
- 44% of the cohort received above 80 as the ATAR (meaning 44% of students were in the top 20% of students in the State)
- 15.3% of the scores were 40 or above, which is in the top 9% of the State.
- 15 of the external assessments had a mean above the state mean
- 7 of the external assessments (including the Sport and Recreation VETiS) were below the state mean
- For the indicative grades from staff (predictive grades by staff before the final examinations), there were 30 occasions where the students performed better than the indicative grade from the staff member. Of these 12 were 2 grades higher than predicted. There were 25 occasions when the student's final result was lower than predicted by the staff member and of these, 9 results were 2 or more grades different (including Sport and Recreation, which was the VETiS program at Chisholm)
- Of the 88 raw study scores, 13 were above 40.

TERTIARY PLACEMENT OFFERS

Of the 16 students applying for tertiary courses through the VTAC, 15 received a first round offer of tertiary placement and 9 students received their first preference. Students are studying across a range of institutions.



Courses and pathways students are embarking on include: Journalism, Laws/Arts, Event Management, Engineering/Arts, Agricultural Sciences, Business, Engineering, Business/Arts, Building Design, Sport Development, Psychology, Engineering/Science, Massage/Myotherapy, Hospitality, and International Studies. Everyone received offers for their chosen pathway. If they did not have direct entry into their desired course they had entry into pathways that can lead them to that desired course.

The one student who did not receive a VTAC offer in the first round applied directly to two institutions for their course. One student did not apply for tertiary placement and is taking a rest break and then pursuing contacts in the marketing field.

OUR COLLEGE REPORTS

EARLY LEARNING CENTRE

ELC 3

Throughout the year the ELC3 children have developed a strong sense of belonging to this special place, and built secure relationships with each other.

Sharing in joyful play experiences with our Year 8 buddies on a fortnightly basis has also connected the ELC group to the wider school community, with special relationships forming between the children and secondary students as the year progressed.

A highlight of the weekly program is our Walk Day, and it is within the natural bush setting of our school that the children truly encounter the freedom to explore and discover. This natural environment invites meaningful learning, inquiry and imaginative play. The children embrace the opportunity to visit and feed the chickens, adventure on the island, search for fairies, climb the mountain, discover small creatures, become mud monsters and much more. An excursion to the Cranbourne Botanical Gardens allowed us to explore the Australian bush through sight, smell and texture, building further connections to the land, the bush and our Australian culture, both past and present.

MAD Week highlighted our family culture and heritage. Sharing aspects of our family culture through cooking, storytelling and dance, the children further developed an understanding and respect for each other and who we are. The Special Family Dinner was another opportunity to come together and celebrate the uniqueness of our family.

The ELC environment provides many opportunities for collaboration and teamwork, and the learning that takes place is responsive to the children's interest and engagement with their surroundings. Learning and investigations that have taken place throughout the year were celebrated through the Living Portfolio Night. The children collaborated, working together in small groups, to further explore and bring together their interests, ideas and thinking through a range of media including art, music and movement. Our investigation into clouds was showcased with a large group performance bringing together the children's understandings of clouds, rain and the effect on the land.

We look forward to sharing another wonderful year together as a group in ELC4 filled with wonder, interest, creativity, imagination, engagement and joy.





ELC4

The ability to communicate, build and maintain relationships has been an important aspect of the year's learning. Connections were made with the new ELC3 children enabling the ELC4s to share their knowledge and experiences of our shared space. The Preps came for regular visits while the Year 8 buddies formed strong connections, working closely with the children throughout MAD Week and teaching them games during their fortnightly visits. The supportive connections families have made throughout the year were evident in the ELC4 camp night and the ELC family dinner. Both events highlighted the sense of community and fun we have all shared together.

Storytelling was a major focus and the children's imagination and creativity led to the creation of individual books and group stories that were illustrated or filmed. The children designed and made their own puppets and used these to develop storylines for shows. The exploration of light and shadows led to the composition of a shadow song and a shadow movement piece that were performed for families.

In depth small group projects were conducted over the year enabling children to work closely together researching, exploring and collaborating on a range of topics. Concepts such as empathy, respect, fairness and responsibility, together with the skills of problem solving, collaboration and thinking, evolved into explorations of shadows, mazes, being lost and improving the environment.

A focus of the year is how we work together and a visit to Ashcombe Maze enabled children to collaborate as they made their way through the mazes. Our second excursion to the Cranbourne Botanical Gardens linked in the PYP unit 'Finding a Cultural Identity' enabling children to explore indigenous plants, paint with ochre and use Aboriginal tools. The experience helped to develop an awareness of the indigenous people of our land and the different cultural backgrounds we each may have.

The highlight throughout the year was the weekly walks, exploring our property. The children enjoyed the time spent playing in the mud, climbing the mountain playing on the island, cooking at the camp fire and feeding the chickens, cows and alpacas along the way. The children embraced the opportunity to be in nature, to have a quiet moment, take risks, build resilience, collaborate with friends and, most importantly, to have fun.



PRIMARY YEARS

Cornish College is an authorised International Baccalaureate Primary Years Programme (IB PYP) school. The PYP has a focus on international mindedness and the development of the child as a global learner. This is achieved through embedding the characteristics of the Learner Profile into all aspects of the school day. Students are encouraged to be open-minded, principled and knowledgeable. They develop the confidence to become risk-takers in their learning. They become thinkers and inquirers who communicate effectively. They learn the importance of living a balanced life, to be caring and to learn to reflect.

STUDENT LEADERSHIP

Our 33 primary student leaders took on a range of roles and responsibilities throughout the year. Primary MAD Leaders this year were passionate about improving opportunities for others to have someone to play with. They developed an action plan, surveyed primary students, and then provided activities at lunchtime to foster social relationships.

Sustainability leaders have been active in working on the bin system and were instrumental in making everyone aware of how much electricity we use on heating. Rug Up Day was a great success and everyone now has stickers on their heaters to remind them to turn them off.

ACTIVE STUDENTS

Our Year 6 students this year have taken action to make others aware of a range of local and global issues. They have done this through their PYP Exhibition and through their 'Kids in Action' unit of inquiry.

Our Preps took action by inviting children from the Noble Park Language Centre to Cornish for a day of play and friendship, and provided clothing for the families from the centre.

Year 5s made us all aware of global issues through their Sharing the Planet unit with engaging and informative Claymation movies.

Students develop the PYP Attitudes as they move through the Primary Years Program. The development of these attitudes are enablers of action – they give students the motivation and purpose to take action.





DHUMBA-DHA BIIK

Dhumba-dha Biik is the indigenous term for Talk Country. Our Year 1 students are learning about the indigenous influences on our land and society. They use this as a provocation to learn about the environment. They look at plants, animals and a range of environmental issues through scientific and mathematical lenses. They are excited about the learning that each weekly Dhumba-dha Biik brings. Students develop enthusiasm about their surroundings, an appreciation of the environment, respect for the land and a curiosity to learn more.

MINDFULNESS AND WELL BEING

Our Mindfulness in May focus allowed us all to take some time to reflect, understand what it feels like to be 'in the moment' and to just be. Having a regular opportunity to be mindful resulted in times of quietness and stillness and promoted a sense of calm.

ECO-KIDS

Years 3 and 4 students took part in the two year EcoKids program, which focusses on environmental and sustainability issues. This practical hands-on program allows children to become active, independent learners and community participants. While maintaining best practice in literacy and numeracy, the children will also develop advanced problem solving strategies and techniques through meaningful and relevant activities.

The Kitchen Garden Project is one example of many practical aspects of the program where students plant, care for, cook and eat their own vegetables and herbs.

Finally, this year was a hugely challenging and emotional one as the whole College community was saddened by news that Year 2 teacher, Mr Glenn White, passed away. Students, staff and parents supported each other tremendously through what was an incredibly difficult time for all. The College continues to remember Mr White's contribution to the school as a great teacher, colleague and friend.





MIDDLE YEARS

The 2015 school year provided many amazing experiences for our Middle School students to grow and learn from. Our students displayed their learning through our many presentations across the Middle Years' integrated curriculum. These exhibitions provide a platform for students to showcase their learning to our community and those who were fortunate to attend would agree that they were far from ordinary.

OUR YEAR 7 EXHIBITION

A Night in the Museum was a terrific opportunity for our Year 7 students to demonstrate their inquiry into ancient history. With the provocation 'Ancient Civilizations' greatness is defined by its legacies, students formed groups to inquire into a variety of ancient societies and then reflect on their knowledge before writing a response to the provocation.

Using the Sustainability Rings as a guide, students researched life in their given society, highlighting specific examples of the greatness for which they were responsible. A Venn diagram, a timeline, a bibliography, maps and photographs were expected from the group while individual tasks included a persuasive essay, a primary evidence analysis table and an interactive activity.

As a group, students presented their information through a static display, role-play and dressing up as a character from that time. Our Year 7 parents had the opportunity to wander through the museum-style exhibition, experiencing life in ancient societies and viewed their child's creative inquiry responses.

OUR YEAR 8 NIGHT OF DECADES

Our Year 8 students considered a particular decade of significant change through a lens of sustainability, culminating in a Night of Decades celebration. Students were invited to work within a team, to select an era of interest and a person they believed best represented their chosen era. Term 4 was devoted to the exhibition with all teachers and students working towards the presentation of learning to the school community. The Night of Decades is a showcase of students' abilities and talents. Through all the disciplines and guided by concepts, students present their era by constructing Learning Centres that contain their inquiries, journals, reports, research and interview work. Students are also able to express their knowledge and understanding through drama, art, music, dance and information technology. The Night of Decades experience was an exciting time for our Year 8 students and their night went extraordinarily well with all of our students actively showcasing their learning from across the year.

OUR YEAR 9 MAKE A DIFFERENCE EXPERIENCE

A key focus of the Year 9 program is the Make a Difference Experience (MADE) to Thailand. At Year 9 students need to be challenged to discover their place in the world. The Year 9 MADE has the potential to be life changing and aims to:

- Be unique, powerful and empowering for all involved
- Challenge the physical, emotional and spiritual limits of each child
- Further develop students' sustainable thinking dispositions
- Emphasise cultural exchange as well as being culturally different.

The MADE is a 12-day journey to Thailand during the last week of Term 3 and the first week of Term 3 holidays, providing a rite of passage for students out of Year 9 and on to their next stage of education. It is held later in the year in order to be a more powerful experience as students have greater maturity from which to benefit. It is important to reflect upon such an experience and this is done through the Global Sustainability Program when students return to school. Students also share their experiences and learning through the Make A Difference Experience Presentation. Our Year 9 students presented their learning late in Term 4, illustrating incredible personal growth.



SENIOR YEARS

Much work was done over the summer vacation to prepare the school for larger numbers in 2015 and to produce a study area for students in the Senior Years. This adjoins a shaded deck area that boasts the best views in the school. Students took to the study area with focus and determination to succeed in their studies. Students could be seen working across the day, and before and after school with each other and with teachers in order to achieve their best.

In another year of firsts, 17 students were the first to complete Year 12 studies at Cornish College. Early in the year we had the Year 12 Blazer Presentation Evening where the College Blazer with teal and white piping added was presented to Year 12 students to acknowledge their unique position within the school. The Year 12 Retreat at Grantville was a combination of personal development, wellbeing and academic seminars.

The school year ended for Year 12 students with an emotional final assembly where they were given a guard of honour by the primary students followed the next morning by breakfast and tree planting. This tree with roots in Cornish will grow with them as they spread out beyond the school.

The Valedictory dinner completed the celebrations before they settled into the rigours of their final examinations. Students did their best and achieved fantastic placements in tertiary study or work.

Thank you to everyone who supported our Year 12 students – parents, teachers and students across the school.

Year 11 students came together as a tighter group, supporting and working together under the guidance of Melissa Coad. They made the Form Room their own with painting and decoration.

Year 10 classes may have initially felt like they were at the end of the earth in the relocatable classrooms – the Lake View Room and Court View Room – but they made themselves at home and enjoyed life in the senior program of the school. Students impressed parents, teachers and even themselves at the Socratic Seminar. This is the culmination of a 5000-word thesis and students presented their researched opinions and arguments. This reinforced for students that they can do amazing things.

House spirit grew and developed across the year with carnivals in swimming, athletics and cross country as well as regular House competitions during sport. The introduction of the House Performing Arts Competition this year gave everyone an opportunity to contribute in a different way and saw some amazing talent shared and House passion displayed.

Senior students experience balance across their academic program with sport across Senior Years as part of the core. Driver education programs, drug and alcohol education programs, health classes, the Community Service Program, camps, work experience and the Careers Program, MAD Week involvement and much more, all promote a balanced program across the year.





CHAPLAIN'S REPORT

CHAPEL

There are four chapel services every fortnight at the College. Chapel groups are divided into the following year levels: Prep to Year 4, Years 5 and 6, Years 7 and 8, Years 9 to 12.

In Chapel this year, we have covered a range of topics and issues. These have included social justice issues, worldview, personal and community values, focusing on the concept of 'greatness', Bible characters and their stories. In all areas, we aim to make connections between the values of the College and the values of Christianity and the Bible.

Chapel services aim to be fun, engaging and thought-provoking. Students are encouraged to participate and ask and respond to questions. Where possible, Chapel topics are followed up in Religious Education classes. Games, current and reflective music, drama, readings from the Bible, and prayer are all features of chapel services at Cornish.

This year we have been blessed to have outstanding Chapel leaders in Olivia Wood (Prep-Year 4 Chapel Leader), Darci Kelly (Year 5-Year 6), Bridie Kelly (Year 7-Year 8) and Samuel McRitchie (Year 9-Year 12). Each student has made significant contributions to the Chapel program and I am very grateful for their wonderful support and leadership.

We were privileged to hear from Daniel Flynn, Managing Director and co-founder of the Thankyou Group at our Annual Church Service on 16 March 2015. Daniel's inspiring message of making a difference, alongside his strong Christian faith, was extremely well received.

MAKING A DIFFERENCE/COMMUNITY SERVICE

2015 highlights included:

Some 65 students (and several staff) from Years 6 to 11 participated in the Winter Sleep Out on campus. Over \$10,847 was raised by the Cornish community. These funds will purchase around 127 backpack beds from 'Swags For Homeless'. Students also made 200 sandwiches and 70 frittatas for Oz Harvest's 'Eat Up' Program on the night.

40 Hour Famine – Students and staff across all year levels raised in excess of \$1,900. Years 10 and 11 student leaders participated in leadership workshops and planning sessions with a World Vision Youth representative.

Our community supported the Noble Park English Language Centre, which hosts many people who have just arrived to Australia, by donating shoes, clothing, basketballs and blankets at different times throughout the year. Students from the College also hosted a group of 20 students from the Centre introducing the students to the sport of golf and building relationships.

Mr Jarrod Davies
College Chaplain



PARENTS' ASSOCIATION PRESIDENT'S REPORT

PRESENTED AT THE AGM - 21 MARCH 2016

It gives me great pleasure to be able to present the 2015/16 Annual President's Report.

Once again 2015 has seen the Parents' Association involved in many activities for the whole College community.

Each year we are involved in 10 **School Tours**, giving prospective families an opportunity to ask those 'behind the scenes' questions not directly related to academic matters. Our involvement includes the cooking and service of a BBQ supper after our Twilight Tours. I still believe our role in this important marketing exercise is most beneficial for us as parents and for the College.

In April, we assisted with the **Easter celebrations** by providing **Chocolate Easter Eggs** for all the students.

A **Mother's Day Stall** was held in May. This is a well-supported shopping experience for ELC and Primary students. Secondary Students are also invited to participate if they wish.

Our **Cross Country BBQ** tradition continued in May and June. This gave the PA an opportunity to fundraise by selling sausages and drinks to the runners and their supporters from the many local schools who attended the two cross country events. We were supported by Bakers Delight in Mordialloc and Mean Bean Coffee Machine for both these events.

Our first **Trivia Night** was held in the college gymnasium on Saturday 8 August. This event was well supported not only by the college community, but also by visitors and friends who shared the night. It was given a tick of approval as a social event and was a resounding success as a fundraiser with **\$5,000** being raised to go towards the purchase of new stoves in the **Food Technology Kitchen**.

Once again, we welcomed our alumni friends to help feed Cornish families when we offered a **canteen service at MAD Night**. Special thanks go to David and Matsu Robinson and Cheryl, David and James Barker.

This year we continued our annual **Guest Speaker Program** and welcomed Janet ETTY-Leal in September. Janet spoke about sharing mindful practices in the home and she took attendees through a series of practical exercises as well as talking about the benefits of being in the present.

September also saw our **Father's Day stall** offering handy, practical gifts for all dads, grandads and significant males in our students' lives, and it proved as popular as the Mother's Day stall.

Book Club started mid-year 2014 and continued into 2015 under the guidance of Triesha Heunenke. This group is slowly growing in numbers and meets monthly in the CLIC.

The PA supported Book Week by providing volunteers to help the CLIC staff run a fundraising **Book Stall** from 10-12 November. Through this, the CLIC has been able to acquire a large number of new resources for our students to use.

The annual **Cornish Staff Appreciation Luncheon** was held on Monday 11 October, at the start of Term 4. All staff enjoyed delicious paella and Portuguese custard tarts along with coffee from the Mean Bean Coffee Machine.

As an Association we were proud to be able to donate **\$20,000** to kick start the **Cornish College Building Appeal** for the Kerry Bolger Centre.

The **Twilight Market** was held on Friday 20 November. Once again, this was a tremendous event not only for our school community, but also for the community at large. This has certainly become a fixture on the PA's calendar.

We have continued to invest in **cattle** as a means to raise funds. Thank you to the Stewart family along with our maintenance staff for looking after the cattle. This always proves to be a good investment.

The **IGA Ritchies loyalty program** has proven to be a good ongoing source of income for the Parents' Association. We also have commenced a loyalty program with Destination HQ travel agents in Beaumaris and Mentone. This program is open to all Cornish families and friends wanting to book holidays.

The **REDcycle (flexible plastic recycling)** initiative has been well received by the whole school community and we are looking forward to seeing a bench made from the recycled plastic delivered to Cornish early in Term 2. Thank you to Naki Khan for overseeing this program.

Collection and distribution of parent contact information. This year, for the first time, we collaborated with the College to collect parent contact details. This information is used by our 40 Class Representatives to create class contact lists. The role of the Class Reps is an invaluable part of the PA. Without these parents, the dissemination of information and requests for assistance would be almost impossible.

The annual New Parents' Dinner was hosted on Friday 5 February 2016. Approximately 90 new parents enjoyed the evening with executive staff, members of the PA, College Council members and Class Reps. A special thanks to Julie Harris, Catering Officer, and her staff for preparing a delicious meal. Thanks also to Josie Mulcahy (Year 12), Aidan Khan (Year 12) and Tierney Khan (Year 8) who provided service throughout the night.

As with any association, there are many people who make it great. I would like to thank the following people:

Office Bearers - I would like to take this opportunity to thank my fellow Office Bearers for their support and willingness to always take the lead on many of the activities conducted by the PA. Thanks also go to the General Committee members who are always there to lend a hand.

To the **families of Office Bearers and General Committee members** - thank you. Without their support at home, our Office Bearers and General Committee wouldn't be able to do what we do.

Class Reps - Thank you to Tara Broderick for being our Class Rep Liaison. Thank you to the 40 Reps for all you do from organising rosters, coordinating play dates, finding lost clothing, sending emails to your classes and in general anything that you are asked to do - I thank you.

To our **College Community** including parents, grandparents, alumni and friends, local businesses - thank you for always being willing to help out around the College, whether it be turning a sausage, reading to a student, helping in the Art Room or sponsoring an event, without all this support our association would not be as successful as it is today.

To **Kerry Bolger and more recently Vicki Steer and staff**, thank you. I am sure the partnership between the College and our association will continue to grow as Cornish does.

I would also like to thank Dr Rev Robert Johnson and our College Council for their ongoing support of our work.

In closing, as this is my final report, I would like to thank everyone who has supported me in the role over the past three years. However, I would like to especially thank the Office Bearers I have had the privilege of working with – Jodie Basel, Anna Cochrane, Emma Hartridge, Sharon Isbell, Naki Khan, Trish Ord and Kylie Planner. Without the support all these people, my role as President would not have been as enjoyable as it has been.

Thank you to all of our community for all that has been achieved and I wish the incoming Committee best wishes and good luck for the future.

Robyn Kiddell
President

A SUMMARY OF OTHER POLICIES AND PROCEDURES

ATTENDANCE REGISTER AND MONITORING

The College monitors students' attendance daily through form rolls and requests that parents contact the Office staff to explain any absences. Unexplained absences are followed up with the parent or guardian on the day.

Details of absent students and the reasons for their absence are shared with teaching staff.

CARE, SAFETY AND WELFARE OF STUDENTS AND ANAPHYLAXIS MANAGEMENT

The College has policies and procedures to provide students with a safe environment.

A number of policies that promote the welfare of students are publically available on the website www.cornishcollege.vic.edu.au. These include:

- Anaphylaxis Management Policy
- Behaviour Management Policy
- Bullying and Unacceptable Behaviour Policy
- Child Safe Policy
- Code of Conduct
- Concerns Complaints Policy
- Social Media Policy
- Uniform Policy

All teaching staff have VIT registration, which includes a five year Police check. All non-teaching staff have a current Working with Children's Check.

DISCIPLINE

The College's policies and procedures are based on a Restorative Practice approach to discipline. This ensures a fair, consistent approach that supports all parties in positively moving forward.

The Behaviour Policy describes the expectations for behaviour of students at Cornish College. All Cornish College staff are encouraged to model these behavioural standards and to teach children how to treat others, resolve conflict and contribute to a positive school environment.

In such an environment, young people feel connected and safe and learning is maximised. The College believes that an educative approach will develop student behaviour in a positive manner. The fundamental goal of the College's philosophy and practice is for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community.

EMERGENCY BUSHFIRE MANAGEMENT

Our College maintains an Emergency Management Plan and practices its response to emergencies and evacuations.

The College's maintenance team follows a schedule of works to remove materials that could easily ignite and to maintain emergency access to buildings and grounds. The team ensures safe storage of flammable materials.



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