

CORNISH COLLEGE

2016 ANNUAL REPORT





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MESSAGE FROM THE PRINCIPAL



At the conclusion of the 2016 school year and my first as Principal, I sat down and reflected on how my hopes of joining a thriving school community, committed to a culture of educating for a sustainable future, were realised. How life at Cornish was everything I imagined and much more.

What I expected and found that is so central to the College, is a community of learners who thrive as they're given opportunities to think for themselves and become creative problem solvers.

There is a wonderful sense of camaraderie amongst staff and an abiding passion for the Cornish approach to teaching and learning. This skilled team of professionals collaborate effectively in program planning and care deeply for students' wellbeing. They are supported by a committed College Council and I am delighted to be working alongside them and greatly appreciate the insights they bring to the leadership of the school. Likewise, our hard-working and dedicated Parents' Association fosters and promotes a strong sense of community. I have enjoyed attending the Parents' Association meetings, and gathering less formally with parents, getting to know the wonderful community that is a mark of Cornish College.

There were a number of significant one-off events, and many regular events in 2016 that offered students great opportunities to learn and grow. Students gained a great deal through a number of key annual events, all firsts for me in 2016, and I've enjoyed learning more about them. These included:

- The annual Art Walk – featuring many diverse works of students' art, set-up within our grounds which inspired many of the pieces
- MAD (Make A Difference) Week – a truly unique celebration of learning, with students and staff alike working together to create ambitious projects such as our new frog bog habitats and soundscape garden
- House Performing Arts Competition – a highly entertaining and successful, dance, drama, music ensemble and mass choir extravaganza

- Winter Sleepout – 50 students from Years 6 to 12 and 11 teachers slept out in cardboard boxes raising over \$14,500 for Swags for Homeless, providing emergency relief for more than 150 people who are homeless
- National Book Week – literacy is a real passion of mine so it's great to see reading celebrated through a range of events, complementing the great use of the CLIC (Cornish Learning and Information Centre) throughout the year
- MADE (Make A Difference Experience) – Our Year 9s go to Thailand and Laos each year. They are immersed in the culture, staying in remote villages, and carry out a range of services to help those communities
- Japan tour – Years 6, 10 and 11 students travelled to Japan to visit our sister schools and gain first-hand experience of life in Japan, as well as strengthen their language skills

In addition to these experiences, we have had some great individual and team achievements in 2016. Our Swimming Squad won back to back Southern Independent Schools (SIS) Division B Swimming Championship Shields, our Junior Girls also won the SIS Soccer Pennant and our SIS Division B Athletics team won for the first time, moving into Division A in 2017. This is a testimony to the students' efforts and dedication to training.

Our public speaking team placed second in the VCAA Plain English Speaking Awards with two Year 12 students, Aidan and Josette being highly commended in the competition and Josette progressing to the state semi-finals.

Year 6 student Rory won the state-wide Junior Japanese Speech Competition for his age group and a team of Year 10 students won the SIS Teen Chef Competition with a mouth-watering Asian inspired menu.

Our 100-acre classroom is a real asset and the wonderful Indigenous Plant Trail was recognised at the Victoria Schools Gardens Regional Awards. We're proud of this recognition as we know how well-used the trail is, being explored each week by our ELC, Prep and Primary students, and often used by Secondary students. It is a source of inspiration for art, poetry, science and indigenous education throughout the school.

In 2016, the community joined together to celebrate the work and contribution of our School Chaplain, Mr Jarrod Davies, when he was officially commissioned in May. We witnessed the completion of new learning spaces for our Years 4, 5 and 6 students too. Thank you to everyone's generosity through donations to the Kerry Bolger Centre, and to those who supported us and worked tirelessly to ensure it was ready for the new year.

We farewelled a number of valued staff and welcomed new ones. I'd like to thank some of the longest serving staff in particular for their enormous contribution to Cornish College over the eras; Mary Parker, Geraldine Pollock, Maris Syme, Lynn Cook and Anne Beruldsen.

Now in 2017 we have started with a sense of excitement. Interest in our school from new families has been high and we welcomed our largest cohort yet with some 700 students this year. Cornish College has come a long way in the last five years and we celebrated our achievements together on our Foundation Day in February.

I'd like to thank everyone for embracing me and it has been an honour to lead the community through a fast-paced year full of achievement and joy.

Ms Vicki Steer
Principal (2016 – Present)



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 school motto 'Make A Difference' is evident throughout the curriculum as well as our commitment to sustainability. Students participate in and lead a vast number of initiatives to make a positive impact on the community. A handful from 2016 include:

- The Winter Sleepout raising money for Swags for Homeless
- Bottle for Botol, promoting sustainable environmental practices here in Australia and in Indonesia
- The design and build of an aquaponics system
- The development of the Indigenous Plant Trail by Year 1 students in 2014, was recognised in 2016 as the winner of the Regional Award in the Victorian Schools Garden Awards
- Year 2 students raised money to fight global poverty by selling icy poles and loom bands

- Year 10 students undertook community service placements at local organisations such as care facilities, special needs schools, opportunity shops and local indigenous nurseries
- Year 9 students worked with SCOPE, a not-for-profit organisation that exists to support people with physical, intellectual and multiple disabilities
- Students distributed donation boxes to collect non-perishable and personal hygiene items for 'Matt's Place' in Chelsea; a venue where people who are homeless, lonely or disadvantaged can receive and enjoy a free warm home cooked meal and develop friendships

We value mutual learning and the exchange of ideas between students, teachers and parents. Our students contribute to 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

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 has academic rigour and helps students to develop rich understandings and creativity. Through inquiry-based 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.

Through a focus on our 'Make a Difference' motto, students from ELC to Years 12 learn compassion and empathy. 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 encourages creativity and the development of thinking skills. They place a strong emphasis on building a foundation of skills for learning through structured inquiry. Students and staff also work collaboratively with teachers acting as a guide for students and supporting them to reach their potential.



COMMUNITY FEEDBACK

Cornish College worked with its community in 2016 to seek feedback about levels of satisfaction with the College. Students, parents and staff took part in the 2016 Independent Schools Victoria (ISV) Lead Satisfaction Survey.

The most striking results were high levels of satisfaction that were consistently higher than the results from statistically similar schools or the ISV benchmark. Almost across the board, our College performed better in terms of satisfaction from our students, parents and staff.

The Leadership Team has conducted an initial, high-level analysis, which is outlined below. Results are rated as scores out of 10. These results, and further analysis, will feed into planning as the College Council, Leadership Team and wider staff continue to drive quality and improvement throughout the College.

PARENT SATISFACTION

Top three results

- 9.28 The school is a safe place to learn
- 9.08 The school provides an excellent environment in which to learn
- 9.05 Parents are made to feel welcome to visit the school

Development areas

- 8.07 The learning program offered at this school meets the needs of individual students
- 8.06 Teachers understand the differing abilities of students and teach accordingly
- 7.99 The school library/resource centre has outstanding resources for students

ELC PARENT SATISFACTION

Top three results for school effectiveness

- 9.85 Overall Satisfaction
- 9.85 Recommend to others
- 9.67 Parental contact and involvement

All ELC Parent Satisfaction results rated above 9 out of 10, and all were above the ISV benchmark and have increased since our 2013 survey.

STUDENT SATISFACTION

Top three results

- 8.67 My school is a safe place in which to learn
- 8.58 I have access to high quality technology and resources that help me learn
- 8.44 I am happy to be at this school

Development areas

- 7.62 I feel enthusiastic and excited about my school
- 7.61 My school gives me the opportunity to develop my interests and talents
- 7.42 My teachers make time to help me when I am having trouble with my learning

YEAR 12 EXIT SURVEY

Top three results

- 9.25 The school has encouraged an atmosphere of mutual support and concern
- 9.15 Overall, I have been satisfied with my experience at this school
- 9.15 I find this school a safe place in which to learn

Development areas

- 8.30 I have been motivated to learn at this school
- 8.25 The school has equipped me with skills and knowledge needed for the future
- 8.00 The learning programs at this school have met my needs and interests

STAFF SATISFACTION

Top three results

- 9.19 I am happy to recommend the school to people
- 9.11 I use a variety of teaching strategies and learning activities to help students learn
- 9.07 Staff in this school are dedicated to improving student learning outcomes

Development areas

- 8.56 Students are well supported to help them improve the standard of their learning
- 8.56 There are excellent opportunities to learn using computer technology at this school
- 8.00 Students have access to high quality materials and resources that help them learn
- 5.49 I receive constructive feedback on how I am performing in my job



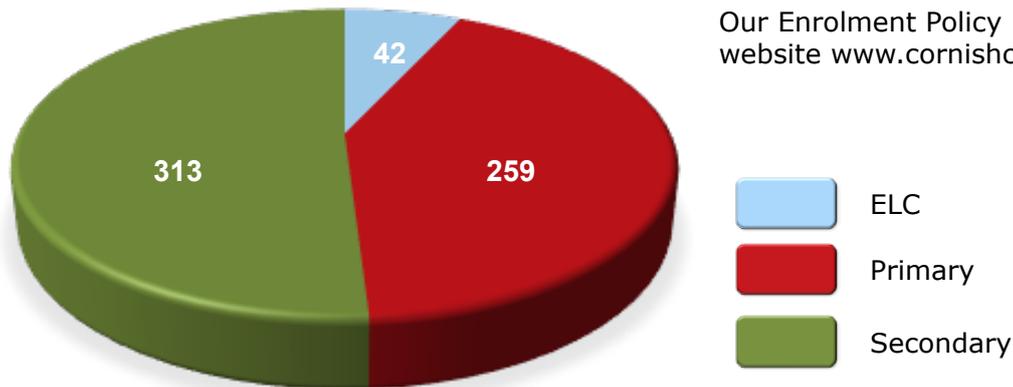
OUR STUDENTS

ENROLMENTS

Cornish College had 572 students enrolled from Prep to Years 12 in 2016. In addition, Cornish College operates an Early Learning Centre which had 42 students enrolled in 2016. We had a 45:55 split between female to male students.

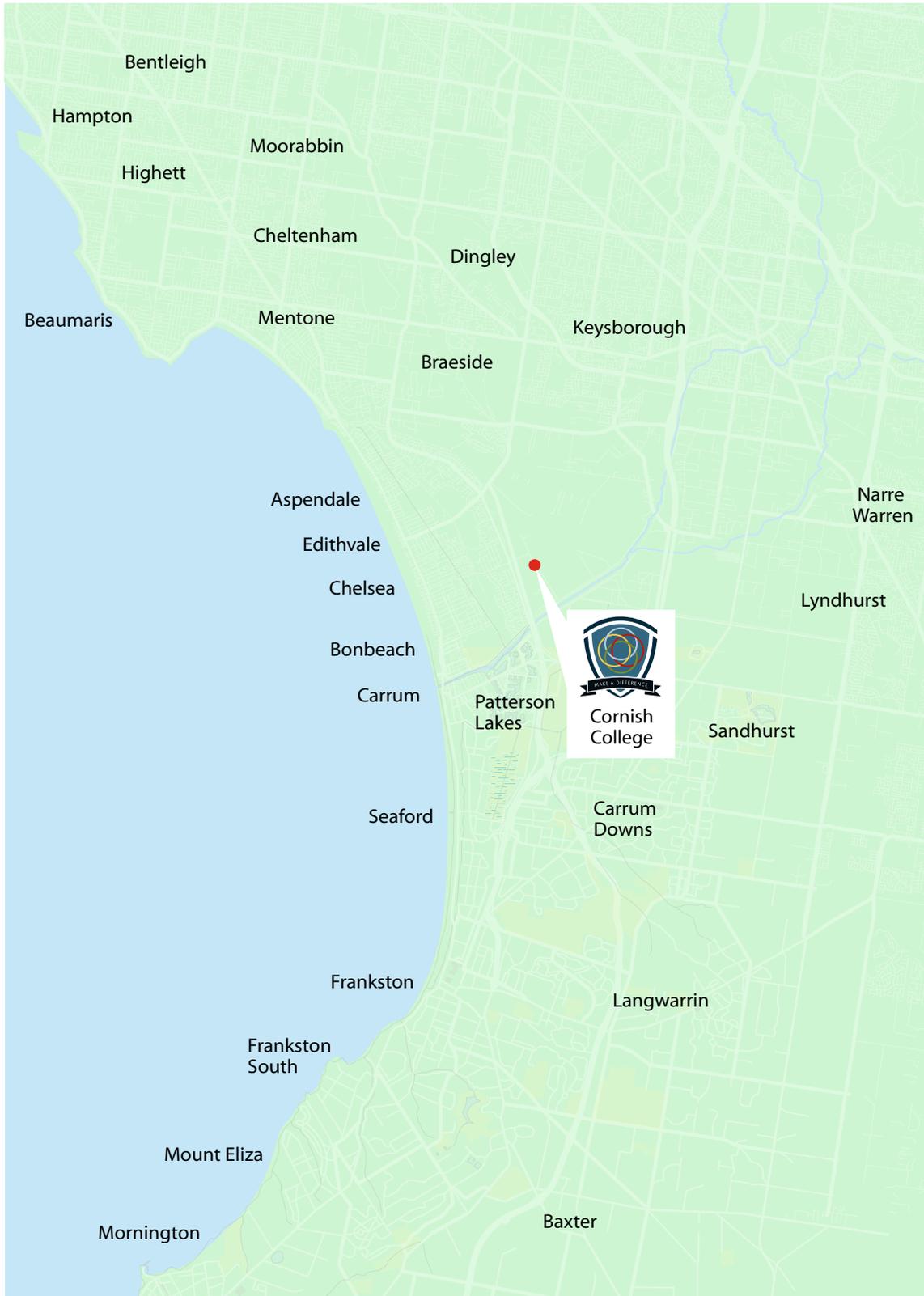
Our College is strengthened by people of different faiths and cultural backgrounds who share our core values and add to the richness of school life. Diversity of background and experience is welcomed and accepted as an integral element of our culture.

Our Enrolment Policy is publicly available on our website www.cornishcollege.vic.edu.au.



STUDENT POPULATION

Our students come from a wide geographical area. In 2016 we had students living in South Melbourne in the north, to Mornington in the south and Cranbourne in the east and many Bayside suburbs in between.



STUDENT LEARNING OUTCOMES

NAPLAN PERFORMANCE

Below is a summary of NAPLAN performance by Year Level from 2013 to 2016. Results are compared against the national average.

YEAR 3	2013	2014	2015	2016
READING	Above	Substantially above	Substantially above	Above
PERSUASIVE	Close to	Close to	Substantially above	Above
SPELLING	Close to	Above	Substantially above	Close to
GRAMMAR AND PUNCTUATION	Close to	Close to	Above	Close to
NUMERACY	Above	Above	Substantially above	Above

YEAR 5	2013	2014	2015	2016
READING	Above	Substantially above	Substantially above	Above
PERSUASIVE	Close to	Above	Above	Above
SPELLING	Close to	Above	Close to	Close to
GRAMMAR AND PUNCTUATION	Above	Substantially above	Close to	Above
NUMERACY	Above	Substantially above	Close to	Above

YEAR 7	2013	2014	2015	2016
READING	Above	Above	Substantially above	Substantially above
PERSUASIVE	Close to	Above	Above	Substantially above
SPELLING	Close to	Close to	Close to	Close to
GRAMMAR AND PUNCTUATION	Above	Above	Above	Above
NUMERACY	Close to	Close to	Close to	Above

YEAR 9	2013	2014	2015	2016
READING	Above	Substantially above	Substantially above	Substantially above
PERSUASIVE	Substantially above	Substantially above	Above	Above
SPELLING	Close to	Above	Above	Close to
GRAMMAR AND PUNCTUATION	Above	Above	Above	Above
NUMERACY	Close to	Above	Above	Close to



VCE RESULTS

A total of 19 Year 12 students completed VCE and VCE VET studies as our second Year 12 cohort at Cornish College. We are very proud of all they have achieved during the year. In delivering a VCE Program to a currently smaller sized cohort, Cornish College delivers VCE 'Beyond Boundaries.'

Through this, we tailor individual courses for each student in order to meet the needs of their career pathway choices. This may mean students access face-to-face style delivery of curriculum on campus, access courses at other educational institutions, undertake courses online or through Distance Education with the support of a Learning Coach here at school, or participate in a blended approach under the guidance of a Cornish teacher.

We are proud to offer personalised courses and can report on the following:

- 19 students successfully completed their Year 12 VCE to receive their Victorian Certificate of Education
- 19 Year 12 students completed the Units 3&4 examinations for VCE
- Six Year 12 students studied via Distance Learning
- 21 Year 11 students undertook an accelerated study and/or completed a unit 3&4 subject
- Three students sat a scored VETiS Program, externally delivered and assessed by a TAFE provider

With a cohort of 19 students in Year 12 (all 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 19.

We can report:

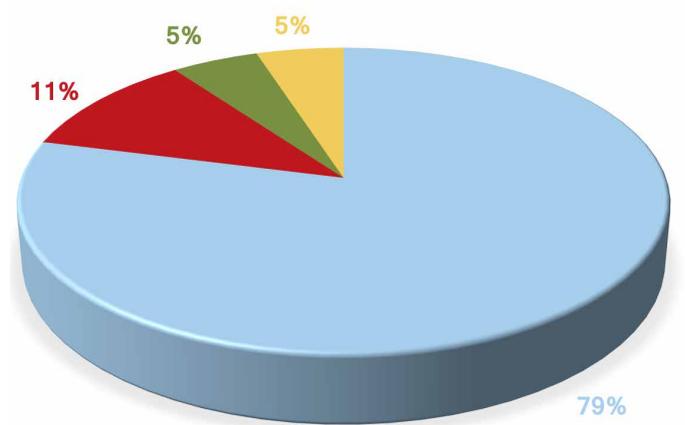
- 100% of students received their VCE certificate
- There were 23 VCE studies at Units 3&4 level taken by the small cohort
- Three students were awarded the inaugural VCE Baccalaureate (for studies in English, Mathematics and a Language with scores above a set value)
- 5% of the cohort received above 95 as their ATAR
- 5% of the cohort received above 90
- 32% of the cohort received above 80 as the ATAR (meaning 32% of students were in the top 20% of students in the state)
- 5% of the scores were 40 or above
- 10 out of 23 average subject scores were above the state mean
- The median score was 29
- Of the 88 raw study scores, 4 were above 40



TERTIARY PLACEMENT OFFERS

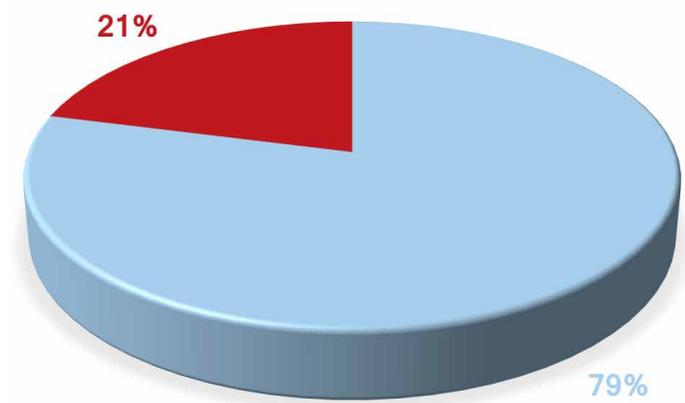
FIRST ROUND VTAC TERTIARY PLACEMENT OFFERS

- First preference
- Second preference
- Third preference
- Fourth preference



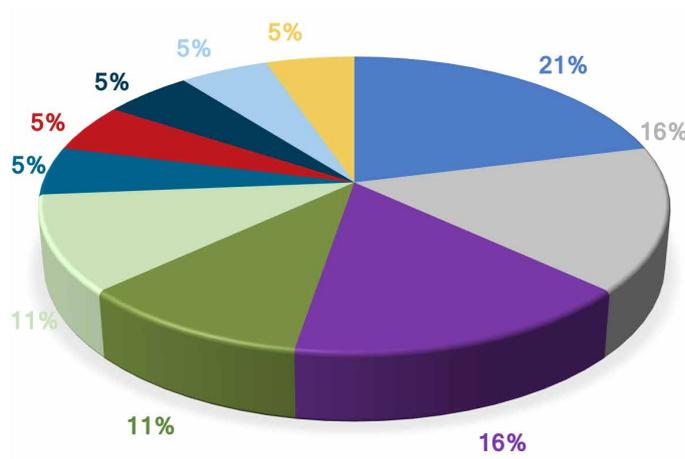
TERTIARY STUDY OFFERS

- University
- TAFE



TERTIARY OFFERS BY INSTITUTION

- | | |
|---|--|
| Melbourne University | Federation University |
| Deakin University | Homesglen TAFE |
| Swinburne University | Monash University |
| Swinburne TAFE | RMIT University |
| Victoria University | RMIT TAFE |



STUDENT ATTENDANCE

The College monitors students' attendance daily through form rolls, and requests that parents contact our Reception 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.

We have a publicly available Attendance Policy on our website www.cornishcollege.vic.edu.au.

ATTENDANCE %

Year Level	2016	2015
Prep	96%	95%
1	94%	95%
2	96%	96%
3	94%	97%
4	94%	95%
5	97%	96%
6	95%	96%
7	96%	94%
8	94%	95%
9	93%	94%
10	93%	95%
11	94%	94%
12	85%*	94%

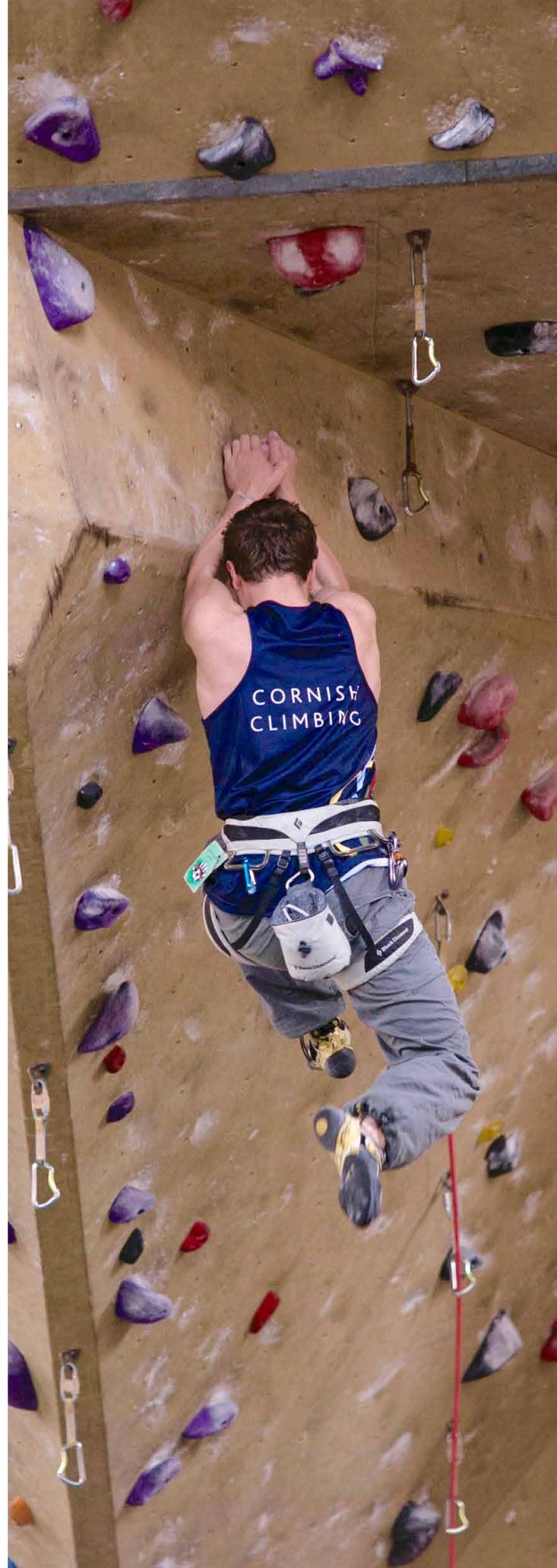
* There were 19 Year 12 students in 2016. Two students within this small cohort had approved absences that have significantly affected the overall attendance rate.

STUDENT WELFARE

The College has policies and procedures to provide students with a safe environment. A number of policies that promote the welfare of students are publicly available on the website www.cornishcollege.vic.edu.au. These include:

- Academic Care Policy
- Anaphylaxis Management Policy
- Attendance Policy
- Behaviour Management Policy
- Bullying and Unacceptable Behaviour Policy
- Child Safe Policy
- Code of Conduct
- Concerns and Complaints Policy
- Enrolment Policy
- ICT Use Policy
- Mandatory Reporting Policy
- Privacy Policy
- Social Media Policy
- Uniform Policy
- Working With Children Check Policy

All teaching staff have Victorian Institute of Teaching registration, which includes a five-year Police Check. All non-teaching staff have a current Working with Children Check. It is now a requirement of contract that all staff have a Police Check.





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.

In 2016 we did not have any staff who identify as Aboriginal or a Torres Strait Islander.

STAFF QUALIFICATIONS

AMBROSY, Joshua	BSci/BTeach (Science), MEd	CONNOLLY, Louise	BArts, PG CertEd, PG DipEd
ATKINS, David	BMus, DipEd	CONWAY, Jacinta	BEd (Primary)
BANGER, Helen	BEd (PE, English) Grad Dip (Student Welfare)	COOK, Lynn	BEd Hons (French and Dance)
BANKS, Nancye	BArts, DipEd	COOPER, Julie	MBBS, MTeach
BASTIDAS, Karen	BEd, BTeach	CORNISH, Hayley	BEx Science, BPsych, Dip Ed (Sec)
BERULDTSEN, Anne	BEd Primary (Literacy & Mus), Dip Teach (Prim)	CROTHERS-HUENEKE, Triesha	Dip Teach (Prim), Grad Dip (Ed Sci), M (Ed St)
BIRD, Dean	BExSc, DipEd (Sec)	DAVIES, Jarrod	BEd (PE), Grad Dip (Bible and Min)
BOOTH, Hannah	BEArt, DipEd	DAVIES, Kelly	BEd (Prim) Hons
BOSEVSKA, Julie	BEd, MEnv	DAVIS, Michael	Dip Teach (Prim)
BYRNE, Mark	B Sci Hons (Chem), DipEd (Chem & Maths), Grad DipEd (Curriculum Admin), Grad Dip (Soc Sci), Grad Dip (Sport Sci)	DENNIS, Jason	BEd
CAMPBELL, Julie	BEd (Japanese), Grad Dip (TESOL)	DENTON, Annemarie	BEd (Geog & Politics)
CAMPION-GELEIT, Meaghan	Dip Teach (Early Child)	DIXON, James	BATeach
CARRIGY, Brenna	BMus, DipEd, MEd (Spec Ed)	DODD, Sarah	BEd (Sec)
CARROLL, Sarah	PGCertEd (ProfStEd), PGCertEd (Early Child) , BSc Hons (Pharmacology)	DOWLING, Bernadette	BEd (Primary), DipEd (Primary)
CHRISTOPHERSON, Jane	BA (French, Indonesian, Maths), DipEd	DRYDEN, Robert	Grad Dip Ed (Music Education)
COAD, Melissa	BArts (AmericSt, Hist, Lit, Politics, Philosophy), BEd (Psych, Human Movement, Physiology, BioMech)	FOOS, Nathalie	BA, DipEd
		FORREST, Nicola	BEd (Sec), Master of School Leadership
		GOODMAN, Andrew	BEd (PE)
		HALL, Emily	BSc and GDipEd
		HILL, Nadine	BMus, Bed
		HINTON, Rebecca	BSc Hons (Textile Design and Design Management) Grad Dip (Sec Ed)

HOLLAND, Geoffrey	B Physical and Outdoor Ed	PEDERSON, Roseanne	BEd
HUNTER, Jeremy	BEd	PIOTROWSKI, Jodie	BEd
JOHNSON, Andrea	BSc Hons Biol QTS, PGCert ICT, MEd School Leadership, MEd (Research) CyberSafety"	POLLOCK, Geraldine	BEd (Textile Arts, Fine/ Studio Arts), DipTeach (Art, Music)
JONES, Deborah	MSc (Education), P.G.C.E, B.Sc (Hons)	RAFFAELE, Kae	BArts (Hist), GDipEd (LOTE)
KABENGELE, Bournik	BPh, BTheo, GradDipArts (French - Hons), MArts (Theol), GradDipEd (LOTE, ESL)	RHODES, Nathan	BEng (Comp Sci), BTeach (Prim & Sec)
KEETLEY, Natasha	BA (Legal Studies & Soc Studies), PGrad Ed (Prim & Sec)	RILEY, Sue	BArts (Hons) Comms, PGCert (Edu)
KOUTSAKIS, Diane	BArts, Dip Ed (English History)	RUSSELL, Jeanette	BEd (Primary) (Art & Childrens Lit), DipTeach (Early Child, Music)
LAKE, Timothy	BEng, DipEd	SAMPSON, Trudi	BArts (Japanese), Grad Dip (Teaching Eng to Speakers of other Languages), Grad Dip Ed
LANG, Lisa	BAppSci, DipEd	SAVILLE, Donna	BEd, DipEd, MHort
LESKOVEC, Samuel	BMus, MTeach	SOMMERVELLE, Chris	PhD, MMus, DipAMus, MTeach, Post Grad DipTeach, Grad Cert AdvLearn Leaderhip
MAUGHAN, Keith	BA, DipEd	STEER, Vicki	BA(Hons), MA, Dip Ed, Grad Dip Ed Admin
M ^c PHAIL, Rebecca	BA (Contemporary Music), Grad Dip Education (Music)	STEVENSON, Melenie	BEd (Dance and Drama), BArts
MILLAR, Samantha	BEd Sec (Arts)	SYME, Maris	Dip Teach, MEd Stud
MORGAN, Peter	BSc Hons (Biotechnology), PhD Biochemical Engineering, Dip Ed	TAMPION, Rebecca	BEd, Master of School Leadership
NEEDHAM, Jessica	BA, DipEd, Post Grad Dip Arts	THRESHER, Darren	BEd
PALFERY, Andrew	BA (Hist/Crim), BComm (HR Mgmt), Dip Ed	WENDE, Beverley	BA (Geog, Anthropology), DipEd
PARKER, Mary	BEd (Maths, Eng, Art), DipTeach (Primary)	WESTWOOD, Peter	BEd, Grad DipEd, MEd, Grad Dip Ed Studs (TESOL), MEd Studs (Admin and Adol)
PARRINGTON, Alexandra	BSci (Nurs), MEd, Post Grad Cert Ed Studies IB, BTeach (Prim and Sec), Post Grad Cert in Ed Research	WINTER, Eloise	BEd (Prim)
PAUL, Rebecca	BSci, Dip Teaching	YEOMANS, Kylie	BEd, BTeach (Prim)
PEARCE, Gita	BBus, MTeach (Early Childhood)	ZEIGLER, Lauren	BEd, BA (Drama)



You need some dirt

With sticks -
in his mouth
- Etheny

It's like a house
for birds to
go in and



GOVERNANCE

CORNISH COLLEGE COUNCIL

Cornish College is an unincorporated Association. College Council members are responsible for the governance of the College ensuring the school adheres to the democratic principles as set out in the Education and Training Reform Regulations 2007.

Ms Vicki Steer, Principal, was appointed by the Council and is responsible for the day to day management of the College.

The Executive Team manages the College in accordance with the strategic direction set by the College Council.

Cornish College had a five-year Strategic Plan (2012-2017) which has been renewed in 2017, and a Council Constitution. Our Plan and Constitution are both publicly available in the Governance section of the Cornish College website www.cornishcollege.vic.edu.au.

COUNCIL MEMBERS

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

- Rev Dr Robert Johnson (Chair)
- Mr Trevor Gurr (Vice Chairperson)
- Ms Vicki Steer (Principal) Appointed 1 Jan 2016
- Mr Blair Gardner
- Mrs Kerry Wellington
- Mrs Christine Marks
- Ms Maria Wilton
- Mr Bruce Stradling
- Mr Chris Begg
- Mr Max Verberne
- Mr Lister Hannah Appointed 19 May 2016
- Mrs Robyn Kiddell Appointed 19 May, stepped down 15 Aug 2016
- Mr Phil Broderick Stepped down 17 Mar 2016

EXECUTIVE LEADERSHIP TEAM

- Principal Ms Vicki Steer
- Deputy Principal Ms Nicola Forrest
- Business Manager Mr Martin Massey
- Senior Years Team Leader Mr Mark Byrne
- Middle Years Team Leader Mrs Sarah Dodd
- Primary Years Team Leader Mrs Anne Beruldsen
- Head of Primary Years and PYP Co-Ordinator Mrs Sue Riley
- Early Learning Centre Team Leader Mrs Jeanette Russell
- Operations Manager Mr Michael Davis
- Chaplain Mr Jarrod Davies
- Community Relations Manager Mrs Meagan Finch



PARENTS' ASSOCIATION PRESIDENT'S REPORT

I would firstly like to begin by acknowledging everyone who helped make 2016, my first year as President, a very successful one. Not only from a fundraising perspective but also from a community building perspective.

It has been an absolute pleasure to hold the position as President and one I truly value. Working collaboratively with Ms Vicki Steer, Principal, and all staff, has been a key element to the success of our projects. I have also greatly appreciated, and have been inspired by, the fabulous contributions from our vast and wide parent community.

The willingness of so many people to step up and be involved in whatever is asked of them is such an integral part of building on the positive culture within our community. These key foundations are valuable in so many ways. It also highlights and models to our children the value we, as parents, place in continuing to build on a positive culture for our wider evolving community.

The two key events over the past year that particularly spring to mind are the Masquerade Ball in August, where we raised over \$25,000 for the school, and the inaugural Ladies' Luncheon. Both events were new concepts from the Parents' Association's perspective and we appreciate everyone getting behind and supporting these events.

With our school continuing to grow at a rapid rate, it is important to adjust and adapt our events accordingly and continue to provide a range of different opportunities to engage as many parents as possible, whilst recognising that not everyone likes the same things. Earlier this year we introduced to the community the Cornish College Parents' Association Events Page on Facebook, which has proved to be a truly valuable tool for assisting with information distribution. This page has been designed as an 'add on' to the wonderful work of all our class representatives, in ensuring important information is circulated wide and far.

We held the first function for the Cornish Dads' Program which I am told was a fabulous afternoon for all who attended.

We have three more events planned for the coming year just for the dads and male role models, and are confident they will be as successful and well attended as the first one.

The Parents' Association continued to support and work collaboratively with the College in a variety of ways. Below I've listed just a few:

- Tastes that Make a Difference cookbook
- Mother's Day and Father's Day stalls
- Foundation Day volunteers
- SIS Golf volunteers
- Recycle Program
- Book Club
- Cornish Connections newsletter
- Refreshments and sausage sizzle for cross country days
- Volunteers to assist with school tours and open day
- Scholastic Book Club arrangements
- Organising the Premiers' Reading Challenge
- Mad Night@Cornish catering
- New parents' dinner
- Chiben Day volunteers

Finally, our most recent focus has been to plan and continue to work collaboratively with the College in setting some goals for the coming year. The main outcome of these discussions has been around targeting playground projects for fundraising with the central idea of the College highlighting what the needs are.

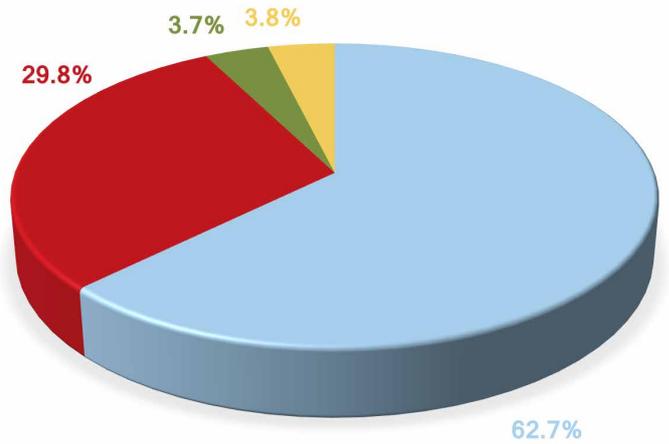
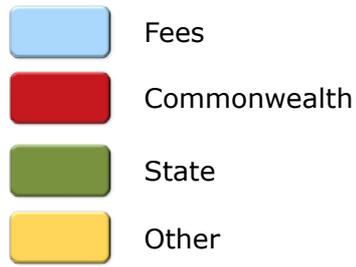
A lot of the discussion has centred on ensuring that the identified projects are adaptable and moveable to allow for relocation as potentially determined by the new Cornish College Master Plan, which is an ambitious long-term plan to improve the campus.

I am looking forward to reporting on another great year for 2017.

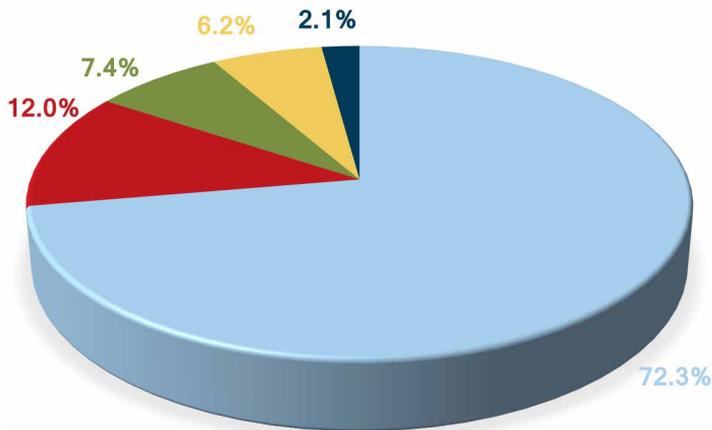
Tara Broderick
President

FINANCIALS

REVENUE



EXPENDITURE





CORNISH
COLLEGE

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