



# CORNISH COLLEGE

2018 ANNUAL REPORT

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# INSIGHTS FROM THE CHAIR OF THE BOARD OF DIRECTORS



2018 was the seventh year of operation for Cornish College, and another year of great growth and success. Our community was integral, as always, as we set out to finalise plans for the Senior Studies Centre and construction began. Opening in mid-2019, the Senior Studies Centre is supported by the Victorian Government, which pledged \$2,000,000 towards its development, matching Cornish's commitment. Initiatives such as annual giving campaigns and the inaugural Golf Day have enabled our community to support the construction.

Driving everything we do is our vision of 'an education as citizens who make a positive difference in contributing to a sustainable future'. The Cornish College Board, members of sub-committees and the Executive Leadership Team, all work tirelessly behind-the-scenes to support our skilled teaching team and general staff in helping us to achieve this vision. We know that the whole community pulls together to ensure the College can provide learning experiences that make a difference in the lives and education of our students.



We are very proud of everything our whole community approach has achieved this year. Highlights are:

- We congratulated our Class of 2018 on achieving wonderful results and ATARs. Of particular mention is our College Dux Henri Urpani, who received an ATAR of 98.90.
- We were recognised for having demonstrated substantially above average gain in reading achievement as measured by NAPLAN. The particular area of improvement is in students' reading, measured from Year 3 to Year 5, 2018.
- We were recognised externally with a Victorian Schools Garden Awards State Award (VSGA) for our EcoCentre, and dedicated volunteer Tony Girt, affectionately known as 'Big Poppy' was recognised as a finalist in the McArthur Early Childhood Volunteer of the Year Awards.
- Our students continued to shine, and we saw great success in the SIS Public Speaking Championships for the second year running, and also the Intermediate SIS debating.
- A number of teaching staff shared their knowledge and passion, through published articles or invitations to speak at conferences.

I invite you to read the 2018 Annual Report to learn how we are delivering an innovative curriculum and guiding students to become their best selves, armed with sought-after enterprise skills and motivated to make a positive difference in their communities.

I would like to thank everyone for their ongoing support and I look forward to continuing to work in partnership to achieve our goals in 2019.

Reverend Dr Robert Johnson  
**Cornish College Board Chairperson**

# A MESSAGE FROM OUR PRINCIPAL

We belong to a positive school community at Cornish where our College's four core values of compassion, integrity, respect and creativity provide a framework, or reference point for the way we work together and pursue learning each day, and throughout life. The academic achievement of our students is central. Yet an education that exists without a values framework feels like a mere transaction. Furthermore, we know that the development of sound values, beliefs and attitudes is the most commonly cited reason parents give for choosing Cornish.

## Cornish Values

Looking through the lens of our four core values, these are the highlights of 2018 at Cornish College:

### Compassion

In Harper Lee's classic novel about discrimination and acceptance, 'To Kill a Mockingbird', Atticus Finch advises his daughter, "If you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view, until you climb inside of his skin and walk around in it."

Through various initiatives we foster empathy and compassion in our students. Raising funds for Backpack Beds for the Homeless through the annual Winter Sleepout is important, but equally important is the experience of sleeping rough for one night.

Similarly, the Ration Challenge requires participating students to eat and drink as a Syrian refugee living in a camp in Jordan, helping to build students' understanding of and compassion for the plight of others whose lived experience is so different from their own.

Our curriculum fosters intercultural understanding. The Year 9 'Make A Difference Experience' and our language programs provide international study, cultural and travel opportunities with schools in Japan and France.

Our academic care programs help students' personal development by building the capacity to see and understand multiple perspectives, as does our approach to conflict resolution through restorative practice. Building compassion for others is key in preventing recurrence of unkind and inappropriate behaviours.

### Integrity

Integrity is defined as 'the quality of being honest and having high moral principles, having a good character; being sincere, decent and fair'. We encourage students to demonstrate integrity in all that they do. To this end we promote digital citizenship through the School's 'Growing Up Digital' program and 'Digital and Social Media Forum'. Academic integrity is promoted through students' learning about sound research methods and academic honesty. Personal integrity is fostered by activities such as our student leadership programs.

### Respect

Respect is at the core of all we do at Cornish. We work to support our students to build positive, respectful relationships with others and respect for themselves. School camps enable the establishment of connections with friends and offer personal challenge in a supportive environment, as do cocurricular activities such as House competitions, interschool sport, public speaking and performing arts. Programs promoting respectful relations are supported by Odyssey and Inspire at Years 7 and 8. The curation of student art works in the primary art walk and secondary art exhibitions allows our community to acknowledge and appreciate student efforts. Indeed, our practice of presenting students' learning through the various exhibitions held during the year, including MAD Week, the ELC Living Portfolio, Year 6 Exhibition, Year 8 Night of Decades, and the Visible Thinking Seminar with Year 10, all demonstrate a deep respect for the work of our students and their teachers.

### Creativity

We celebrate our students' creativity and encourage them to apply it in many contexts. From consideration of social issues in a Social Justice Forum to creating the Year 5 Claymations, our students are continually applying creative thinking. In performing arts, student creativity is witnessed in our vibrant House Performing Arts competition, or 2018's Cornish Youth Theatre original and powerful production 'Now I Lay me Down to Sleep', Year 6's 'A Thousand Cranes' production, and choral and instrumental performances in the Winter and Summer Music Festivals.

These four core values of compassion, integrity, respect and creativity, combined with our commitment to make a positive difference, provides a strong framework for equipping our students to become positive young people who will make significant contributions. I thank our student for such efforts in 2018.

Thank you to our teachers, learning assistants and all general staff at Cornish College whose dedication and hard work enables great learning and excellent academic care. Thank you to parents and members of the wider Cornish community for your ongoing support of the school and engagement in our strong College community.



Ms Vicki Steer  
**Principal**



# SHOWING OUR VALUES

At Cornish, the values of respect, creativity, compassion and integrity guide us as we build relationships, impart knowledge, learn, support others, work and study.

- 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.

Both our school motto, 'Make A Difference', and our commitment to sustainability are evident throughout the curriculum. Students participate in and lead a number of initiatives to make a positive impact on the community.

Wonderful 2018 initiatives include:

- In the second year of the Ration Challenge, the Cornish community rallied to make an even more significant difference. A team of over 70 students, parents and staff endeavoured to live on the rations of a refugee for a week. The personal challenge was very difficult and gave all participants a small insight into the life of a refugee. With the support of teammates and food rewards gained through fundraising, the team successfully navigated the challenges of the week and raised over \$8,000 for refugees in need.
- The Winter Sleepout raising money for Swags for Homeless. This annual event raised a record total of more than \$24,000 in 2018. We had 50 students (and a waiting list), 20 staff and 4 alumni involved. The money raised helped provide over 240 people who are living on the streets with dignity, comfort and protection. We were privileged to take 24 of the backpack beds to Community Support Frankston, an agency that supports people who are homeless in our community. Several hundred sandwiches were made on the night for the Eat Up! program who provide lunches for local children.



Kidney Beans    Dried Chick Peas    Rice

**ACT FOR PEACE RATION CHALLENGE**

**COULD YOU LIVE ON THIS MUCH FOOD FOR 1 WEEK?**  
Please donate: <https://my.rationchallenge.org.au/cornish-college>

Flour    Sardines    Lentils

\$64 can provide a refugee with rations for 3 months  
\$144 could educate a child for 2 months  
\$256 can feed a refugee for a year

- For the third year, Cornish educators inspired us by donating time and expertise to a school in Timor Leste during their winter holidays. The teachers provided English language teaching support and left materials and gifts with the Fatequero School, that were either made or donated by Cornish students and the wider community.
- In mid-August, when the weather was very cold, Cornish College took action to save energy, and the planet with Rug Up Day 2.0. Fulfilling our College motto of 'Make A Difference', we came to school wearing scarfs, gloves, beanies, and extra socks as we turned off the heating for the day.
- For the last two years, Cornish staff joined teams to embark on the Oxfam 100km Trailwalker. In 2018, the team raised over \$8,000 for projects overseen by Oxfam.
- Senior students baked cupcakes as part of the RSPCA Cupcake Day to raise money for the great work done by the animal shelter.
- The annual 'Great Book Swap' during MAD Week raises money for the Indigenous Literacy Foundation, aiming to reduce the disadvantage experienced by children in remote Indigenous communities across Australia by lifting literacy levels and instilling a lifelong love of reading. Students also raise money throughout the year with ice-cream sales and selling Christmas cards.
- Christmas is a time for giving, and Cornish families were once again generous with donations of non-perishable food items, stationery and toiletries. College Social Justice leaders Freya and Zoe (Year 10) co-opted several other students including Isabella and Mason (Year 7), Reagan (Year 8) and Lily (Year 9) in developing the Blue Day initiative. Members of the Blue Day team visited Lentara Uniting Care to personally deliver the donations, which were shared amongst refugee families in time for Christmas. Lentara Uniting Care said of the donation:
 

"We received the truly generous donation of food, toiletries and money today from you and your class. My team and I are blown away by the generosity of your students. We are grateful that they thought of us and our clients. All today I heard the pride in my staff's voices as they invited clients to take what they needed from our now brimming shelves, it was wonderful!"
- Our kind-hearted Year 10 students decided that instead of participating in a class Kris Kringle, they would purchase a gift for a child in need for Christmas in 2018. They pooled their money together to purchase a bicycle and helmet, worked together to assemble the bike and placed the gift under the Kmart Wishing Tree.
- Bottle for Botol (B4B) is a non-profit social enterprise that aims to empower students worldwide to move beyond single-use plastics towards an environmentally sustainable future. Cornish College students became involved in this initiative in 2014. B4B sells stainless steel water bottles, one-for-one. For every purchase of a stainless-steel water bottle in Australia, a 'botol' is donated to a student in Bali.

"I believe that Bottle for Botol embodies this perfectly and that is why I joined. It makes me feel like I am able to create change and have an impact on our environment. It makes me feel like I am able to do something about ocean pollution. At B4B we try to prevent plastic from polluting our earth" - Madeline, 2018 Bottle for Botol Year 8 student leader.



# 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.

## **A Philosophy of Sustainability**

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.

## **Creating Community and Global Citizens**

Through a focus on our Make A Difference motto, students from ELC to Year 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.

## **Realised Potential Requires Collaboration**

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.





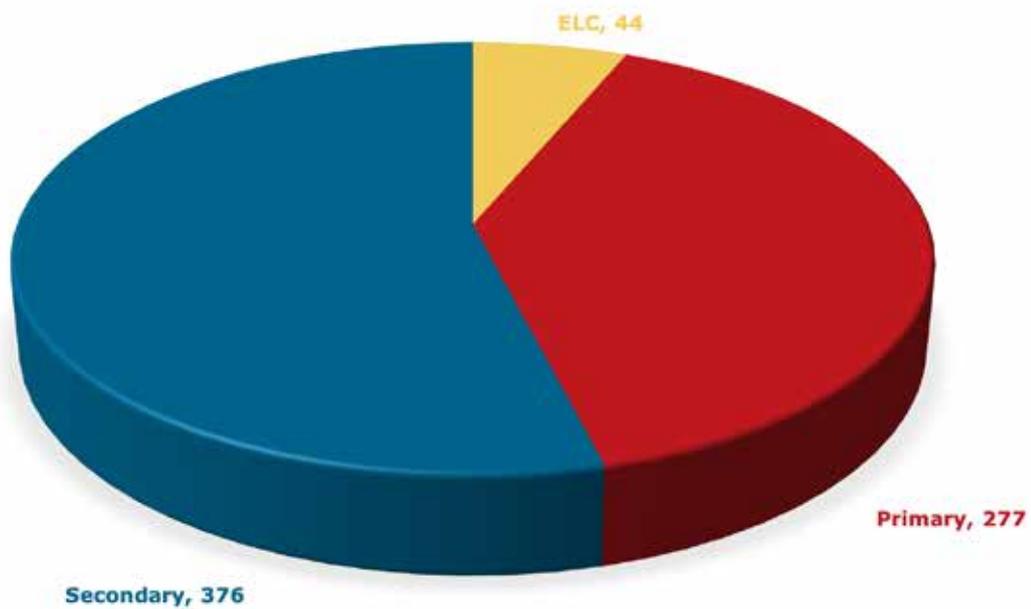
# OUR STUDENTS

## ENROLMENT GROWTH AND DIVERSITY

Cornish College had 653 students enrolled from Prep to Year 12 as of 30 January 2018. In addition, Cornish College operates an Early Learning Centre which had 44 students enrolled in 2018. We had a 45:55 split between female to male students.

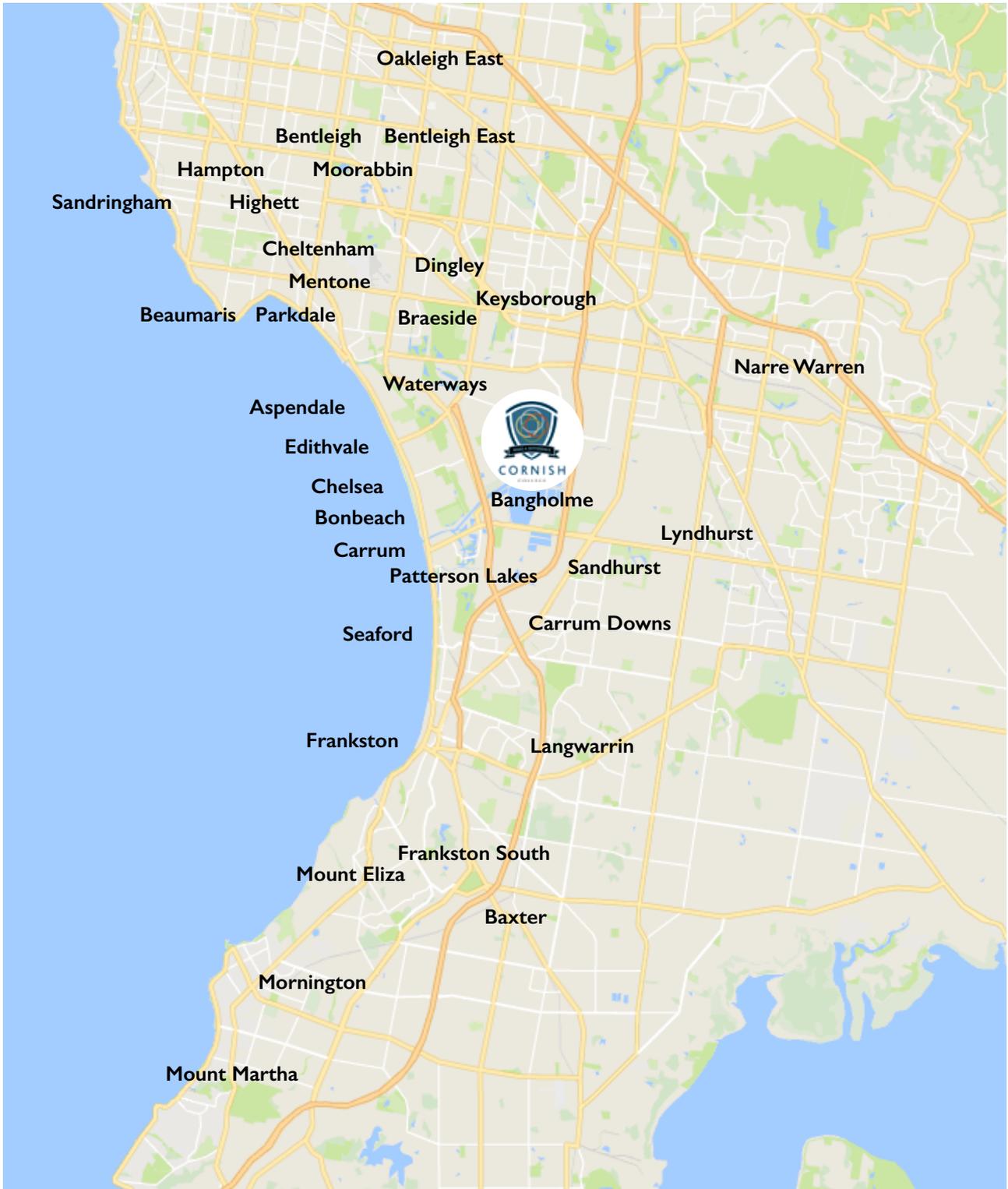
Our College is strengthened by people of different faiths and cultural backgrounds who share our core values and add to the richness of school life. Diversity of background and experience is welcomed and accepted as an integral element of our culture.

Our Enrolment Policy is publicly available on our website [www.cornishcollege.vic.edu.au](http://www.cornishcollege.vic.edu.au)



# STUDENT POPULATION

Our students come from a wide geographical area. In 2018 we had students living in Sandringham in the north, to Mount Martha in the south, Narre Warren in the east and many Bayside suburbs in between.



# STUDENT LEARNING OUTCOMES

## SUBSTANTIAL NAPLAN PERFORMANCE

Below is a summary of NAPLAN performance by year level from 2015 to 2018. Results are compared against the national average.

In 2018, Cornish College was identified as having demonstrated substantially above average gain in reading achievement as measured by NAPLAN. The particular area of improvement is in students' reading, measured from Year 3 to Year 5, 2018. Cornish College is one of just 64 schools in Victoria identified for an area of such significant improvement. The NAPLAN provides a useful snapshot of student achievement and it provides useful insights that assist us in the planning for and delivery of our programs.

We are committed to improvement in learning outcomes for all students at Cornish and have implemented a range of measures including use of student data to understand individual student needs, improving consistency in curriculum across the school, teaching strategies and investment in dedicated teaching resources for literacy and numeracy in primary school and mathematics for secondary.

YEAR 3	2015	2016	2017	2018
READING	Substantially above	Above	Substantially above	Substantially above
PERSUASIVE	Substantially above	Above	Above	Substantially above
SPELLING	Substantially above	Close to	Close to	Close to
GRAMMAR AND PUNCTUATION	Above	Close to	Above	Above
NUMERACY	Substantially above	Above	Substantially above	Substantially above

YEAR 5	2015	2016	2017	2018
READING	Substantially above	Above	Substantially above	Substantially above
PERSUASIVE	Above	Above	Above	Above
SPELLING	Close to	Close to	Close to	Close to
GRAMMAR AND PUNCTUATION	Close to	Above	Above	Close to
NUMERACY	Close to	Above	Above	Above

YEAR 7	2015	2016	2017	2018
<b>READING</b>	Substantially above	Substantially above	Substantially above	Substantially above
<b>PERSUASIVE</b>	Above	Substantially above	Substantially above	Close to
<b>SPELLING</b>	Close to	Close to	Close to	Close to
<b>GRAMMAR AND PUNCTUATION</b>	Above	Above	Above	Above
<b>NUMERACY</b>	Close to	Above	Above	Above

YEAR 9	2015	2016	2017	2018
<b>READING</b>	Substantially above	Substantially above	Above	Substantially above
<b>PERSUASIVE</b>	Above	Above	Above	Above
<b>SPELLING</b>	Above	Close to	Close to	Close to
<b>GRAMMAR AND PUNCTUATION</b>	Above	Above	Above	Above
<b>NUMERACY</b>	Above	Close to	Close to	Above



## IMPRESSIVE VCE RESULTS

Congratulations to our Year 12 students for having successfully achieved their VCE. Within the cohort of 53 students, a total of 48 students completed VCE as our fourth cohort at Cornish College. 27% of Cornish College's VCE students were placed in the top 15% of the state with an ATAR score of 85 or above, 40% of our students were placed in the top 20% of the state, and 50% were placed in the top 25% of the state.

Congratulations to Henri Urpani, our College Dux, who received an ATAR of 98.90 and a study score of 40 or above in four subjects; Algorithmics (HESS), Mathematics Methods, Physics and Specialist Mathematics.

Our students achieved a mean study score of 31 with twelve students obtaining study scores of 40 or above, in one or more subjects, putting them in the top 8% of the state. This is an outstanding achievement and was gained in the following subjects:

- Algorithmics (HESS)
- Business Management
- Environmental Science
- Legal Studies
- Mathematics Further
- Mathematics Methods
- Mathematics Specialist
- Physical Education
- Physics
- Studio Art

We also congratulate Year 12 student Zac Baruhas as the 2018 recipient of the Cornish Award, awarded to a student who encompasses Cornish values of respect, compassion, integrity and creativity.

While the focus of VCE is on Year 12 students, we also congratulate our Year 11 students who successfully undertook a Unit 3 and 4 subject, with two students achieving study scores of 40 or above. The majority of our Year 11 students sat a Unit 3 and 4 subject and have an excellent foundation to build upon as they move into Year 12 to complete their VCE in 2019.

With a small cohort of 53 students in Year 12 (a total of 48 students undertook 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 48 students.

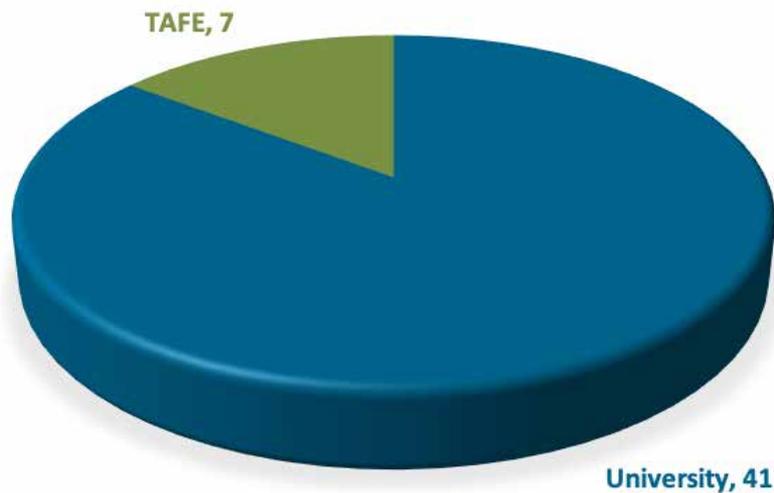


# TERTIARY PLACEMENT OFFERS

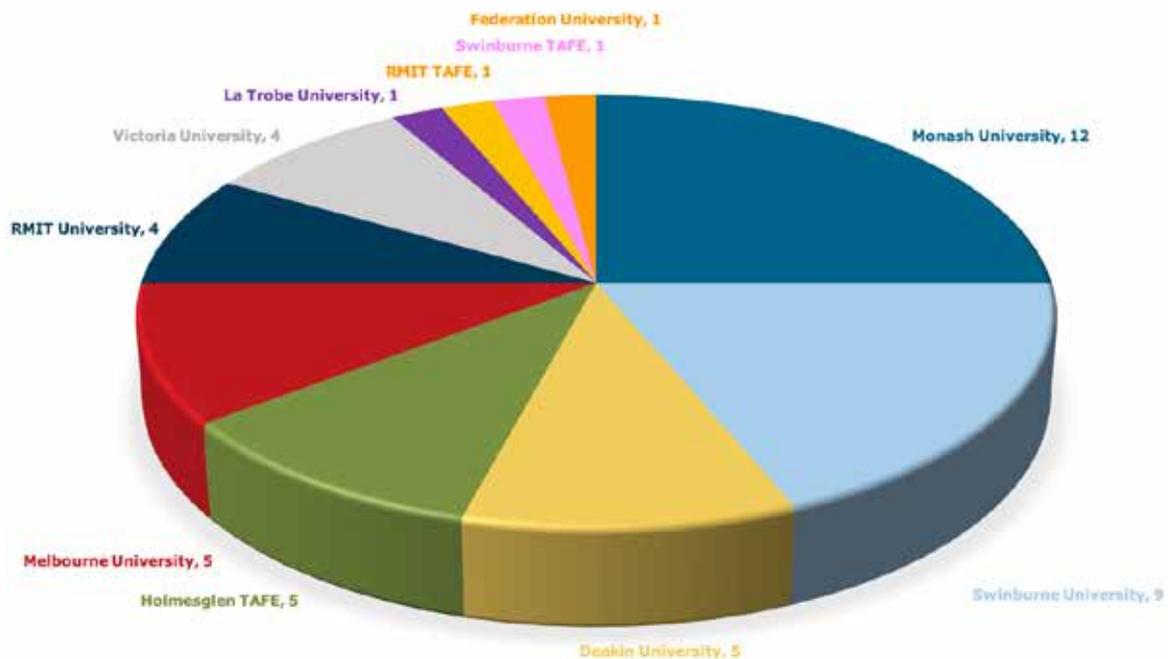
Some 24 students applied for tertiary courses through the Victorian Tertiary Admissions Centre (VTAC) and every student (100%) received a first round offer to study at University or TAFE, and that 20 students received their first or second preference.

We know how hard students worked to achieve their academic goals and would like to thank the parents and staff who supported them in their efforts. Much time was also spent considering their pathway beyond Cornish and it is thanks to this guidance and support that students now have pathways that will support their future career.

## TERTIARY STUDY OFFERS



## TERTIARY OFFERS BY INSTITUTION



# 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](http://www.cornishcollege.vic.edu.au).

## ATTENDANCE %

<b>Year Level</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Prep	93%	95%	96%
1	94%	95%	94%
2	94%	93%	96%
3	95%	94%	94%
4	95%	95%	94%
5	96%	94%	97%
6	95%	94%	95%
7	94%	95%	96%
8	95%	95%	94%
9	93%	94%	93%
10	93%	94%	93%
11	90%	91%	94%
12	92%	91%	85%*

\*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](http://www.cornishcollege.vic.edu.au). These include:

- Academic Care Policy
- Anaphylaxis Management Policy
- Behaviour Management Policy
- Bullying and Unacceptable Behaviour Policy
- Child Safe Policy
- Code of Conduct
- Community Code of Conduct
- Concerns and Complaints Policy
- Enrolment Policy
- Failure to Disclose Policy
- Grassfire Plan: Key Steps
- ICT Use Policy
- Occupational Health and Safety Policy
- Privacy Policy
- Snake 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. It is a requirement of contract that all staff have a Police Check. All non-teaching staff have a current Working with Children Check.





# OUR TEACHERS

Our teachers work through the Victorian Curriculum F-10 to deliver the core syllabus. Cornish College is an IB World school, applying the Primary Years Programme from Early Learning for three year olds through to Year 6. 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 2018 we did not have any staff who identify as Aboriginal or a Torres Strait Islander.

## STAFF QUALIFICATIONS

ATKINS, David	BMus, DipEd	DAVIS, Michael	Dip Teach (Prim)
BANGER, Helen	BEEd (PE, English) Grad Dip (Student Welfare)	DENNIS, Jason	BEEd
BANKS, Nancye	BArts, DipEd, MEd	DENTON, Annemarie	BEEd (Geog & Politics)
BARDSLEY, Warren	BBus (Hons), DipEd	DICKINSON, Luca	BExSprtSci, DipEd Primary
BASTIDAS, Karen	BEEd, BTeach	DILLON, Hannah	Ba, Grad DipEd (History, English), MTeach
BIRD, Dean	BExSc, DipEd (Sec)	DIXON, James	BATeach
BOOTH, Hannah	BEArt, DipEd	DODD, Sarah	BEEd (Sec)
BRADLEY, Mark	BSc, DipEd	FISHER, Sally	BEEd (PE, Sci), Grad Dip OE
BUZZA, Corinne	BA, DipEd	FORREST, Nicola	BEEd (Sec), Master of School Leadership
BYRNE, Mark	B Sci Hons (Chem), DipEd (Chem & Maths), Grad DipEd (Curriculum Admin), Grad Dip (Soc Sci), Grad Dip (Sport Sci)	GOODMAN, Andrew	BEEd (PE)
CAMPBELL, Julie	BEEd (PE), Grad Dip (TESOL)	HILL, Nadine	BMus, Bed
CAMPION-GELEIT, Meaghan	Dip Teach (Early Child)	HINTON, Rebecca	BSc Hons (Textile Design and Design Management), Grad Dip (Sec Ed)
CARRIGY, Brenna	BMus, DipEd, MEd (Spec Ed)	HOLLAND, Geoffrey	B Physical and Outdoor Ed
CARROLL, Sarah	PGCertEd (ProfStEd), PGCertEd (Early Child), BSc Hons (Pharmacology)	HUNTER, Jeremy	BEEd
CAVANAGH, Adam	BCivEng (Hons), DipEd, MTeach, MEd	JENKINS, Elizabeth	BSc, Grad Dip Ed (Prim)
CHRISTOPHERSON, Jane	BA (French, Indonesian, Maths), DipEd	JOHNSON, Andrea	BSc Hons Biol QTS, PGCert ICT, MEd School Leadership, MEd (Research) CyberSafety
COAD, Melissa	BArts (Hons), BEEd	JONES, Deborah	MSc (Education), P.G.C.E, B.Sc (Hons)
CONNOLLY, Louise	BArts, PG CertEd, PG DipEd	JUDSON, May	BA, Grad Dip Ed (Secondary), MEd
COOPER, Julie	MBBS, MTeach	KEETLEY, Natasha	BA (Legal Studies & Soc Studies), PGrad Ed (Prim & Sec)
CORNISH, Hayley	BEx Science, BPsych, Dip Ed (Sec)	KOUTSAKIS, Diane	BArts, Dip Ed (English History)
CROTHERS-HUENEKE, Triesha	Dip Teach (Prim), Grad Dip (Ed Sci), M (Ed St)	VOUSDEN, Jessica	BA, BEEd
DAVIES, Jarrod	BEEd (PE), Grad Dip (Bible and Min)	LAKE, Timothy	BEng, DipEd
		LANG, Lisa	BAppSci, DipEd

LAWSON, Mary	BSpEd, GradCertEd, DipTeach	RAFFAELE, Kae	BArts (Hist), GDipEd (LOTE)
MASSEY, Martin	BBusAcc and CPA	RHODES, Nathan	BEng (Comp Sci), BTeach (Prim & Sec)
MATTHEWS, Rhiannon	BSc Hons (Communication and Media Studies)	RILEY, Sue	BArts (Hons) Comms, PGCert (Edu)
MAUGHAN, Keith	BA, DipEd	ROBERS, Georg	BCom, BAdmin, CA
MCPHAIL, Rebecca	BA (Contemporary Music), Grad Dip Education (Music)	ROGERS, Dean	BCom, DipEd
MEEDE, Drew	BEEd (Primary), Cert Ed (Teachers Aide)	RUSSELL, Jeanette	BEdu (Primary) (Art & Childrens Lit), DipTeach (Early Child, Music)
MILLAR, Samantha	BEEd Sec (Arts)	SAMPSON, Trudi	BArts (Japanese), Grad Dip (Teaching Eng to Speakers of other Languages), Grad Dip Ed
MILLER, Amy	BAppSci (PE), DipEd	SHEEN, Emily	BASci, GradDipSe
MONOTTI, Dominique	B, BSc, Grad Dip Ed (Primary)	STEER, Vicki	BA(Hons), MA, Dip Ed, Grad Dip Ed Admin
MORGAN, Peter	BSc Hons (Biotechnology), PhD Biochemical Engineering, Dip Ed	STEVENSON, Melenie	BEEd (Dance and Drama), BArts
MORTON, Gary	BEEd Sec (Outdoor and Sci Ed)	STEVENS, Jon	BEEd, Grad Dip (Outdoor and Environmental Ed)
NEEDHAM, Jessica	BA, DipEd, Post Grad Dip Arts	STONE, Samantha	BA, Grad DipEd
NEWTON, Catherine	BAnSciMgt (Hons), MTeach (Sec)	TAMPION, Rebecca	BEEd, Master of School Leadership
PALFERY, Andrew	BA (Hist/Crim), BComm (HR Mgmt), Dip Ed	THRESHER, Darren	BEEd
PARRINGTON, Alexandra	BSci (Nurs), MEd, Post Grad Cert Ed Studies IB, BTeach (Prim and Sec), Post Grad Cert in Ed Research	TRAVIS, Melanie	BA (Hons), PGCE Dance
PAUL, Rebecca	BSci, Dip Teaching	VEBER, Stephanie	MTeach (Primary, Languages)
PEARCE, Gita	BBus, MTeach (Early Childhood)	WENDE, Beverley	BA (Geog, Anthropology), DipEd
PEDERSON, Roseanne	BEEd	WESTWOOD, Peter	BEEd, Grad DipEd, MEd, Grad Dip Ed Studs (TESOL), MEd Studs (Admin and Adol)
PHILLIPS, Bradley	BSc, DipEd, M Policy and Administration	WICKSTEIN, Ainslie	BSocW, BAppSc, MTeach(Prim)
PIOTROWSKI, Jodie	BEEd	WINTER, Eloise	BEEd (Prim)
POWELL, Lindy	BA, BTeach	YEOMANS, Kylie	BEEd, BTeach (Prim)
PRATT, Jess	BEEd (Primary)	ZEIGLER, Lauren	BEEd, BA (Drama)



# COMMUNITY FEEDBACK

## ALWAYS LISTENING TO OUR COMMUNITY

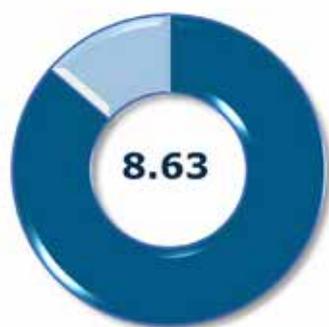
We know the value of gaining regular feedback from our students, parents, guardians, staff and wider community, to support a culture of continuous improvement.

Throughout 2018, parents had the opportunity to meet with our principal in small, informal meetings, to share their thoughts and opinions, or ask questions.

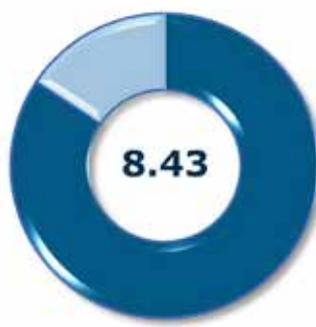
Every two years we take part in the Independent Schools Victoria (ISV) 'Lead School Effectiveness' surveys. These surveys ask a series of set questions to school communities that enable us to compare responses over time and benchmark our findings with other schools.

Cornish College worked with its community in 2018 to seek feedback about levels of satisfaction with the College. Students, parents and staff took part in the Lead Satisfaction Survey. Below is Cornish College's performance across a number of headline indications out of a maximum possible score of 10.

Parents are made to feel welcome to visit this school



The school is a safe place to learn



Teachers in this school know and care about my child



The school provides an excellent environment in which



Teachers stay up-to-date in the things they teach



# GOVERNANCE MATTERS

## CORNISH COLLEGE BOARD

College Board 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, is appointed by the Board 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 Board.

Cornish College has a five-year strategic plan (2017 to 2021) and a College Constitution. Cornish College is a company limited by guarantee. Our plan and constitution are both publicly available in the governance section of the Cornish College website [www.cornishcollege.vic.edu.au](http://www.cornishcollege.vic.edu.au).

## BOARD MEMBERS

Under the constitution, Board members are able to hold office for two consecutive terms (a total of six years).

- Rev Dr Robert Johnson (Chair)
- Mr Trevor Gurr (Vice Chairperson)
- Ms Vicki Steer (Principal)
- Mr Bruce Stradling (Treasurer)
- Mr Blair Gardner
- Mrs Kerry Wellington *Resigned 20 November 2018*
- Mrs Tara Broderick *Appointed 19 July 2018*
- Mrs Christine Marks
- Ms Maria Wilton
- Mr Chris Begg
- Mr Max Verberne
- Mr Lister Hannah

## EXECUTIVE LEADERSHIP TEAM

- Principal Ms Vicki Steer
- Deputy Principal Ms Nicola Forrest
- Business Manager Mr Martin Massey
- Head of Senior School Mr Bradley Phillips
- Head of Middle School Mrs Sarah Dodd
- Head of Primary School and PYP Co-Ordinator Mrs Sue Riley
- Early Learning Centre Director Mrs Jeanette Russell
- Operations Manager Mr Michael Davis
- Chaplain Mr Jarrod Davies
- Community Relations Manager Mrs Rhiannon Matthews

# PARENTS' ASSOCIATION PRESIDENT'S REPORT

The culture of inclusion at Cornish is something we should all be proud of achieving. It is a welcoming culture, centered on support of the child, with both the school and parents working collaboratively. The primary focus of the Parents' Association (PA) is to maintain and develop the sense of community that we all value so greatly, and to provide many opportunities for parents and families to connect and be actively involved in social events.

PA community events occur due to a great amount of effort and commitment, and the PA is grateful to all those who volunteer their time and energy to make these events possible.

In 2018, we introduced a new communications platform that has enabled us to better communicate with the parent community through regular emails. Along with the PA events Facebook page, this platform allows us to keep parents informed of all the opportunities for parents to become involved. Our year commenced with the New Parents' Dinner. Following great success in 2017, we continued with the format of a cocktail style event allowing better opportunity for parents to mingle. We took the event outdoors which was a wonderful way to enjoy a beautiful summer evening and make the most of our amazing school landscape while accompanied by the music of very talented Cornish students.

Our major social and fundraising event during 2018 was 'The Great Gatsby Ball'. The evening was very well attended by parents and the school community offering a fantastic night of entertainment with a band, silent and live auctions, a 'glittery tapping' dance number, and our 'just for fun' casino. The event was a huge success and raised \$20,000 to contribute towards the fit out of the upcoming Senior Studies Centre.

The PA also had the privilege of contributing funds towards:

- Downball walls
- Year 6 rugby tops and exhibition night
- Year 12 graduation gifts
- Primary robotics equipment
- Staff appreciation lunch
- The 'Cornish Conversations' series of parent seminars
- Student beekeeping suits
- Restocking the orchard
- Providing fruit for the Picnic Day colour run.

The PA enjoyed supporting school events including organising the soup kitchen at the Winter Music Festival, the canteen at the Summer Music Festival, and BBQs at cross country events, the SIS golf competition, and Chiben Day.

Our final event for 2018 was the annual Ladies Luncheon at the Sandringham Yacht Club. We had an amazing line-up this year with a fashion parade, an inspiring guest speaker with tips on achieving life balance, silent auctions, raffles, shopping, and of course fabulous food, fun and friendship.

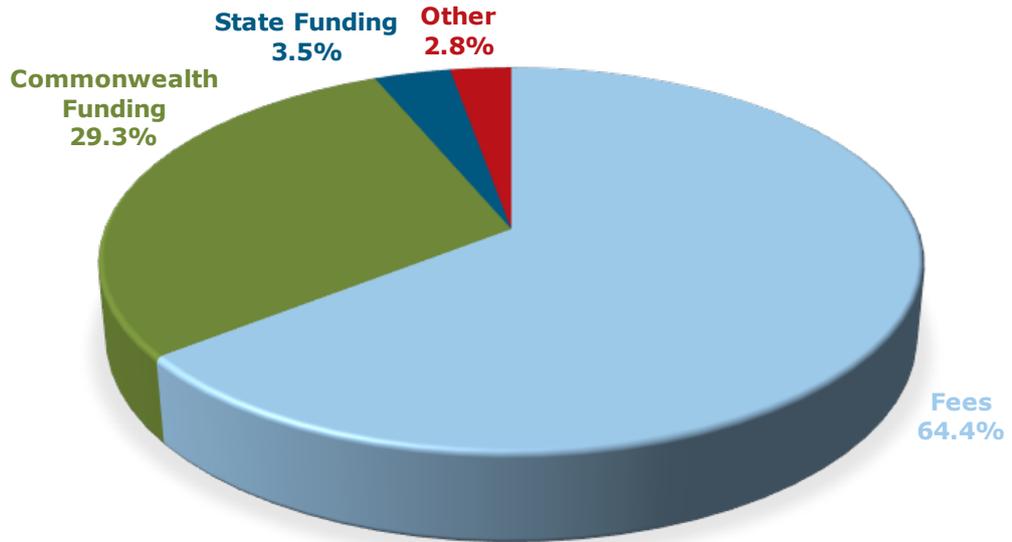
We hope that you have had the opportunity to experience the wonderful events during 2018 and hope that you have enjoyed being part of what is a unique and very special community.

Lara Sinclair  
**President**

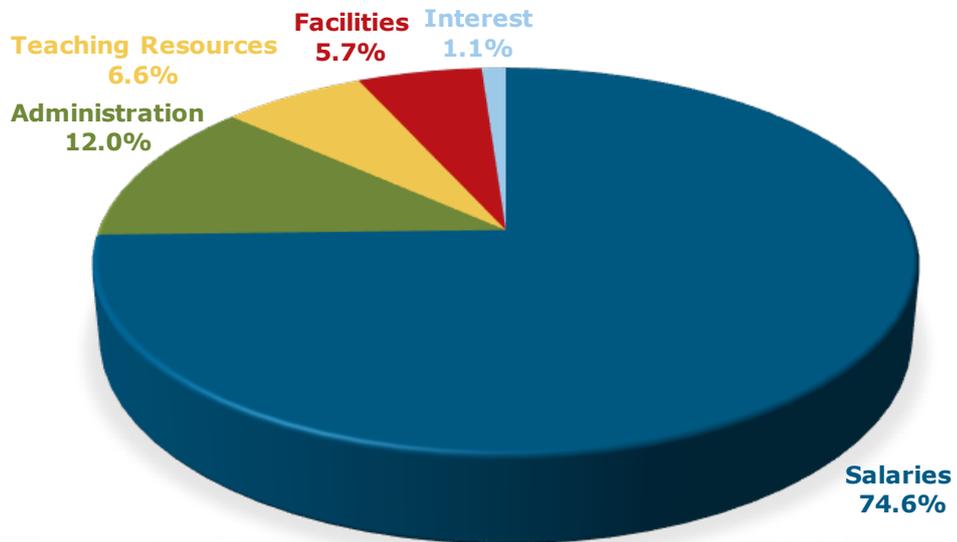


# FINANCIALS

## REVENUE



## EXPENDITURE





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