



2019 ANNUAL REPORT





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Acknowledgement of Country

We acknowledge the Boon wurrung people, a clan of the Central Kulin Nation, as the original custodians of this land who have lived here for thousands of years. We respect their relationship with the land and are committed to caring for this place and those who come here now and in the future.



Associated with the Uniting Church



CHAIR OF THE COLLEGE BOARD



2019 was a big year for Cornish College.

Earlier this year our Principal, Vicki Steer, told the Board that she wished to retire at the end of this year. We have been blessed with great principals, starting with Kerry Bolger, and Vicki, our second Principal, came to us having served as Principal of Ravenswood College in Sydney and Deputy Principal of Penleigh and Essendon Grammar School. She has really made a difference to our school, guiding us to become firmly settled in who we are, with strong foundations. During Vicki's time, we became independent, as a separately incorporated body, and had all the property transferred into our own name. These were very big steps for our young and growing school.

When the Board made the decision to appoint our highly capable Deputy Principal, Nicola Forrest, as our new Principal, Vicki felt free to "hand over the reins" early, to give Nicola the opportunity to plan for 2020. I want to publicly thank Vicki Steer for her great service to Cornish and for her outstanding educational and pastoral leadership.

Probably the most important legacy Vicki has left us is the new Senior Studies Centre, which was opened on 26 July by the Hon James Merlino MP, Deputy Premier and Minister for Education. Mr Merlino was joined by Tim Richardson MP, State Member for Mordialloc and Parliamentary Secretary for Schools. Vicki pushed hard for this

new building, knowing it was vital for the whole school, and guided the Property Committee and architects to deliver for us, and for future Cornish generations, a building that enables and guides students to learn as young adults, preparing them for future study or work, which builds community and which celebrates our environment and the sustainability which is so important to who we are. You just have to go into that building and see our students at work, individually or in groups, to know what a difference it makes.

Vicki also guided us to develop a very thorough revised *Strategic Plan* and a *Master Plan* for our property, which looks ahead to possible developments of Cornish College for the next twenty years. These two major pieces of work are guiding the Board as we plan for the growth of Cornish College into an exciting future.

The third great blessing of this year is that we were able to appoint Nicola Forrest as the third Principal of Cornish College. Many of our community know Nicola, because of her great service as Deputy Principal. Nicola is capable, intelligent, strong and caring but, most importantly, she really understands and lives the Cornish philosophy and is able to explain it, or should I say preach it, and live it. We look forward to hearing more from Nicola in a multitude of ways over the many years we hope she will lead our College.

But 2019 didn't just happen by itself. Some of you will remember only too well where we were in 2011, when it was announced that Cornish Campus

of St Leonard's would close. What happened was that all parts of the Cornish community stood together, and said: *Together We Can*.

I remember standing on the stage at MAD Night in 2011, when we finally completed negotiations for Cornish to continue – the last possible time we could do so – and saying now it is *Together We Did*. It was great what the community did then, with all parts – staff, students, parents, grandparents – working together, but I was wrong in my choice of words – I should have said: *–Together We Are Going to Keep on Making a Difference*.

This will be the last report I write as Chair of the Board, as I retire at the Annual Meeting this year. I am very happy to hand over to a strong Board, a great Principal and staff, to amazing students and to the whole Cornish community, to keep on making a difference.

Thank you for the opportunity to serve Cornish over these last nine years. It has been a privilege and a pleasure. We have been through challenging times, especially as we fought for the survival of Cornish and as we sought to establish a new school. There will be new challenges in the future, but I am confident that if we work together as a community, living out the Cornish values of *Compassion, Respect, Integrity* and *Creativity, always with Courage*, we will keep on making a difference, both in our students and in our world.

Rev Dr Robert Johnson





2020 Update

At the end of 2019, as we looked forward to continuing growth and development in 2020, none of us foresaw the upheaval and changes brought about by the coronavirus COVID-19. This has had a major impact on our families and on our school. Shortly before the end of Term 1, the State Government determined that all schools should cease face-to-face teaching. We do not, at the time of writing, know when we will be able to resume this.

Fortunately, Cornish has always emphasised flexibility and innovation, so staff, students and parents are responding well to the challenge of learning in this new way. Cornish@Home, as with all major changes, has had some teething problems, but the Board wants to pay tribute to the effort and innovation made by our staff, and put into practice by students and their families. This changed situation brings some major financial challenges to our school, because there are major financial challenges to a significant number of our families. The Board is monitoring this closely and seeking to respond to families with understanding and flexibility.

BOARD REPORT

Cornish College is an incorporated company limited by guarantee. The College Board comprises 12 members responsible for the governance of Cornish College. The Principal, who is appointed by the Board, is responsible for the day-to-day management of the College.

It is the role of the Principal and the senior leadership team to manage the College in accordance with the strategic direction set by the College Board. The Board does not have a management function.

Sub-committees

There are five sub-committees of the Cornish College Board and their roles and responsibilities are summarised below.

Risk & Governance

Responsible for oversight of governance principles, Board policies, codes of conduct and compliance and risk management mechanisms, as well as the management of executive succession and the evaluation of Board and sub-committee performance.

Finance

Responsible for oversight of all financial aspects of the College, including preparation of the annual budget and long-term forecasts, externally-audited annual financial statements, reporting to College Board and statutory bodies. This Committee also has oversight of internal controls and financial management systems, and is responsible for the appointment of the external auditor.

Property

Responsible for capital development policy, planning for the development of new College buildings and grounds, refurbishment of existing facilities, internal controls over property development and the appointment of external contractors.

Marketing, Community & Culture

Responsible for oversight of the development of marketing strategy and determining the marketing resources required to meet College needs, for recommending marketing principles applicable to Cornish and the Board, ensuring appropriate plans are in place for marketing of the College, ensuring

appropriate plans are in place for enhancing the community and culture of the College, and any other matters referred to the Committee by the Board.

Nominations

Responsible for interviewing and nominating candidates for Board sub-committees and for Board member (excluding Principal) positions.

Board Members

Rev Dr Robert Johnson

BA BD(Hons) DMin - Chair



Robert has been a member and Chair of the Board since November 2011. He has been a Uniting Church minister for 50 years, serving in congregations

in Victoria and New South Wales, and as General Secretary of the Synod of Victoria and Tasmania for 12 years. Robert has served on a number of other educational and community service boards, and is Deputy Chair of the Council of Ormond College. His two grandchildren love attending Cornish College and his family are deeply involved in the Cornish community.

Board Meetings

Board and Sub Committees 2019	Board		Finance		Risk & Governance		Property		Marketing, Community & Culture	
	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend
Robert Johnson	8	9								
Trevor Gurr	9	9	8	8						
Bruce Stradling	9	9	8	8						
Chris Begg	9	9	4	8						
Blair Gardner	8	9					8	8		
Lister Hannah	8	9			7	7				
Chris Marks	8	9			6	7				
Vicki Steer (Retired 31 July)	6	6	5	5	3	4	6	6	0	1
Max Verberne	8	9			0	1				
Maria Wilton (Resigned 30 June)	3	5			2	4				
Tara Broderick	9	9							5	5
Andrew Maher (Appointed 21 March)	6	7					5	8		
Claire Dawe (Appointed 23 August)	1	2								
Nicola Forrest (Appointed 1 August)	3	3	3	3	3	3	2	2	5	5
Martin Massey (Secretary)	9	9	8	8	7	7	7	8	5	5
Georg Robers *			7	8						
Richard Sallows #					7	7				
Tom Humphreys *							8	8		
Ollie Hinton *							2	8		
Tamay Basel *							1	8		
Dennis Freeman *									4	4
Cassandra Tonkin *									3	3
Kylie Jones *									3	5
Matsu Robinson *									2	3
Rhiannon Matthews *									1	1
Kelly Williams *									0	1

* Co-opted member # In attendance

Max Verberne

GradCertBusMgt - Deputy Chair



Max was appointed to the Board in May 2013 and is currently the Deputy Chair. His professional life has centred around company management and

within the telecommunications and software industries. Max's two children attended Cornish College.

Nicola Forrest

BEd(Sec) MSchLead – Principal



Nicola was appointed to the Board when she became Principal of the College in August 2019. She has been a staff member at Cornish since 2013 and was

previously Deputy Head of Cornish Campus of St Leonard's College and has worked in both independent and government schools. Specialising in curriculum design, pedagogical leadership and innovation in middle years education, Nicola presents workshops and keynote addresses for educators throughout Australia.

Trevor Gurr

BSc(Hons) AdvDipProjMgmt



Trevor was appointed to the Board in November 2011 and was Deputy Chair from 2011 – 2019. He has also been a member of the Finance Committee

since 2011. He has worked in the ICT and utility industries, primarily in program and project delivery for over 30 years in roles from software developer through to professional services management. He has also been involved, for over 30 years, in sports administration. Trevor's four children all attended the College.

Blair Gardner

BEC



Blair was appointed to the Board in November 2011 and is Chair of the Property Committee. Blair has over 20 years' experience in banking and financial

services, having previously worked for a variety of global and domestic banks. His four children currently attend the College.

Christine Marks

BA LLB



Christine was appointed to the Board in November 2011. Her connection to the school is through her father, Richard Cornish, after whom the College

is named. She is a member of Risk and Governance Committee and Chair of the Nominations Committee. Christine is an experienced Property and Estates Lawyer practising in the Bayside area.

Bruce Stradling

BCom BAccSci(Hons)



Bruce was appointed to the Board in April 2014 and has been appointed as the College Treasurer and Chair of the Finance Committee. He has worked in senior

financial roles across a diverse range of industries, has started and developed his own company, and has a long history of working with entities experiencing rapid growth. Bruce has two girls at the school and they are actively involved with the College and cocurricular activities.

Chris Begg

BMecE



Chris Begg was appointed to the Board in May 2012 as a representative of the Uniting Church, and is a member of the Finance Committee.

Chris worked at a major automotive manufacturer for many years, having developed a real time computer supply system for the control of component parts. He has also had significant involvement with the Melbourne Symphony Orchestra, Melbourne Arts Centre, Uniting Church and the Ceramics and Glass Circle of Australia.

Lister Hannah

BA TSTC GradCertSchLead (Dalhousie, Canada; Rutgers, USA)



Lister has been a member of the Board since May 2016 and is also the Chair of the Risk and Governance Committee. He has headed leading international,

independent and state schools globally for over 30 years, and has chaired several school management boards. He has

also been extensively involved in the accreditation (quality assurance) of schools world-wide and he currently advises schools internationally. Lister has a passion for educating for a sustainable future. He has served as a trustee of the Jane Goodall Institute (UK), and represented a Swedish-based consultancy as a co-founder of Compass Education for sustainability.

Tara Broderick

BSW GradCertFamT CertIV (Train&Assess) ADip (SocSci)



Tara was appointed to the Board in July 2018 and is Chair of the Marketing, Community and Culture Committee. Tara has worked in the public health

sector for the last two decades, has held previous university roles in clinical education and currently works as a specialist social work clinician. Tara was also President of Cornish College Parents Association for three years. Her three children attend the College.

Dr Andrew Maher

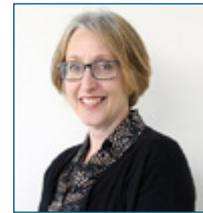
BArch PhD



Andrew was appointed to the Board in March 2019 and he is a member of the Property Committee. Andrew is an architect who works at engineering, design and advisory firm Aurecon, where he is a member of the Executive Committee. His eldest son attended Cornish and his two other sons are current students.

Rev Claire Dawe

BLib(Hons) MDiv AdvDipMin GradCertCFM



Claire joined the Board in August 2019 and is also a member of the Nominations Committee. Claire is a Uniting Church Minister of the Word and currently

in placement at Manningham Uniting – Doncaster, Templestowe, Box Hill. Her previous placement was in Chelsea, Edithvale and Carrum Uniting Churches and she was previously a family and youth worker at Mt Eliza Uniting Church. Claire's first career was as an information librarian. Her daughter is a current student at the College.

PRINCIPAL'S REPORT



What a privilege and a joy it has been to lead this wonderful school through the second half of 2019. On behalf of the entire College community, I thank Vicki Steer for her leadership of Cornish College from 2016 to the end of July 2019 – a time during which our school steadied its journey in another great chapter of our story.

The beginning of Semester Two saw the opening of our new Senior Studies Centre. It is a beautiful building and provides a superb blueprint for the building masterplan over the coming years. Our buildings and wonderful grounds are important and effective spaces for learning, but it is what goes on inside them, and in our 100 acre classroom, that really makes Cornish College a success.

Our students are on a 13 to 15 year journey (with the potential to progress all the way from Early Learning to Year 12), and our curriculum is the vehicle that takes them on that journey.

Some of the curriculum highlights this year have included:

- The Early Learning Centre living portfolio – an exhibition of learning through inquiry, the arts and the environment
- Prep to Year 6 outdoor learning – experience learning in, with and from nature. The primary art exhibition/art walk showcases the inspiration of our learning environment for the visual arts

Alex Parrington, Year 1 teacher and passionate outdoor learning educator reminds us that...

“Nature connectedness is directly correlated to pro-environmental behaviour and taking young people out into nature is directly related to nature connectedness. The skills and dispositions we teach through the lens of the Rings of Sustainability allow our young people to engage democratically with pressing environmental issues.

“By engaging our young people directly with nature through our outdoor learning program and giving them a tool to access the skills and dispositions to participate in, not only the conversation in an informed way, but to take action; I think we are well on the way to being world leaders in establishing ecological responsibility and sustainability as central elements of the education we provide here at Cornish.”

The growth and development of our school in 2019 would not have been possible without the combined efforts of many devoted people and I extend my warmest thanks and sincere appreciation to our leadership team and our amazing staff for their tireless determination to deliver positive experiences for our students, every day.

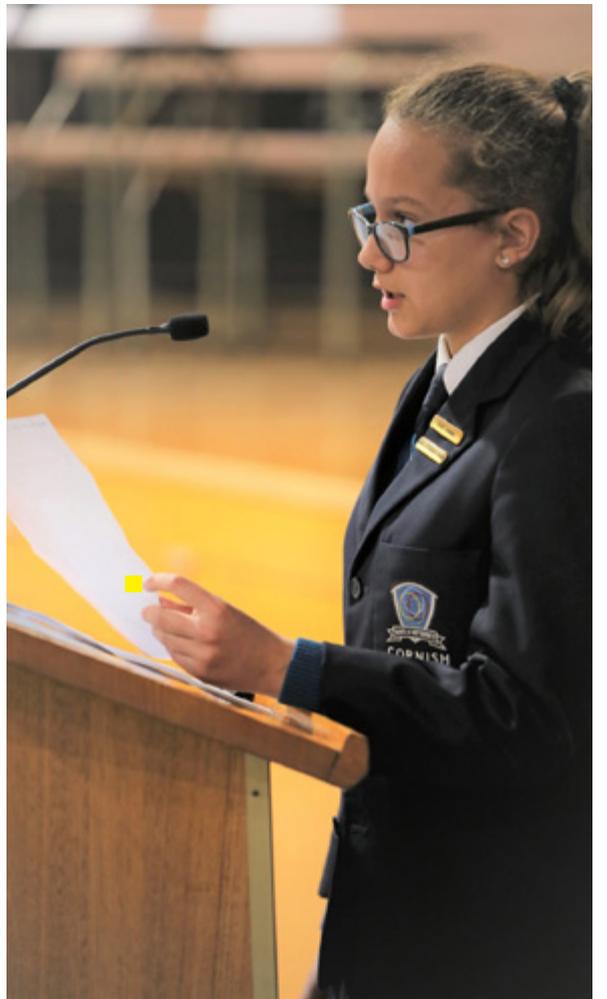
The support of parents at our school events has been very much appreciated and many have worked long and hard to assist in achieving exceptional outcomes. I would particularly like to thank our Parents Association, led by Lara Sinclair, for their wonderful support throughout the year.

Finally, I would like to acknowledge and thank the Cornish College Board, led by Rev Dr Robert Johnson, for their outstanding support of the College throughout 2019. Robert himself celebrated a significant milestone during the year, with the 50th anniversary of his Ordination on Tuesday 29 October. Congratulations on this amazing achievement and as he said... “I reflect that although the community and the place of the Church in the community has changed markedly in the last 50 years, the basic task of helping people to be open to the grace of God and to follow Christ in sharing that grace in relevant ways in the world is still exactly the same.”

Thank you all for welcoming me so warmly as the third Principal of Cornish College and I look forward with a great deal of excitement and anticipation to 2020.

Nicola Forrest





CORNISH COLLEGE STRATEGIC PLAN 2017-2021

Next Steps

With the appointment of Nicola Forrest as Principal of the College in August 2019, we re-focused our Strategic Plan 2017-2021, with the publication of a Next Steps document.

As the new Principal of Cornish College, I'm delighted to share the "next steps" in the *Cornish College Strategic Plan 2017-2021*.

In a world of social, environmental and economic challenges, people are looking for inspiration. Families are seeking schools that are committed to education of a different kind – education that develops the skills, attitudes and values that will shape generations as critical thinkers and creative problem solvers. They are looking for education that is

thoughtful about our future and immersed in our present, putting the health and wellbeing of young people at its centre.

Cornish College is a school that has the courage to challenge the boundaries and structures of our education system to ensure we develop a style of education that will make a difference for all young people and for a sustainable future – a world in balance, where there is enough for all, forever.

That is the future that we are educating for right now.

Nicola Forrest

1 Student learning and achievement

Further develop our student 'dashboards' providing comprehensive data on all students and their development.

Continue to grow our *Imagine...* program to support our diverse and highly able student population.

2 Student wellbeing and personal development

Complete a wellbeing master plan and embed our approaches to wellbeing aligning with the Resilience Project and Restorative Practices.

Further support student academic care through alignment of all student support services and the appointment of a Director of Student Learning to lead this.

3 Staff

Deepen the focus of staff professional development to ensure alignment in practice relating to the Primary Years Programme in our primary years and concept-based curriculum and inquiry in the secondary years.

4 Resources

Clearly define the Cornish College Rings of Sustainability and immerse them further into our curriculum and school planning (including resource management).

Achieve accreditation as a Resource Smart school through submission of the Core Module. Focus next on the Resource Smart Waste Module.

5 Community

Update the College's brand character and create a blueprint for Cornish College relationships, curriculum and pedagogy in a culture of inclusion.

6 Governance and Management

Promote our association with Future Schools Alliance, demonstrating our influence on the broader education system as a school of innovation and progression.

SUSTAINABILITY

Natural Sustainability

The placement of the 'natural' *Ring of Sustainability* on the bottom of our College logo is no accident – it reminds us that we are part of nature. We are reliant on its bounty and we have an oversized impact upon it. One of the key actions in our *Strategic Plan* under Pillar 4 was to work towards reducing our impact.

We have engaged with the ResourceSmart program, a Victorian Government program that provides tools to help schools reduce their ecological footprint and educate for a sustainable future, including a stepped certification process.

The ResourceSmart program has three key areas of focus:

- 1. Workplace/operational:** Gathering baseline data, reviewing curriculum, infrastructure and daily operations, and recognising prior achievements and opportunities for improvement. We use this data to plan how we will embed sustainability principles throughout the school and to set up a framework to track our progress and achievements.
- 2. Learning and teaching:** Creating a plan to build sustainability into teaching and learning, and to support teachers in embedding sustainability into the curriculum.
- 3. Whole school community engagement:** Communicate the fantastic work we are doing to the whole school community, and share our learning to demonstrate leadership in sustainability.

We have a ResourceSmart committee consisting of representatives from each of these three areas, which meets regularly to discuss key issues regarding sustainability at the College

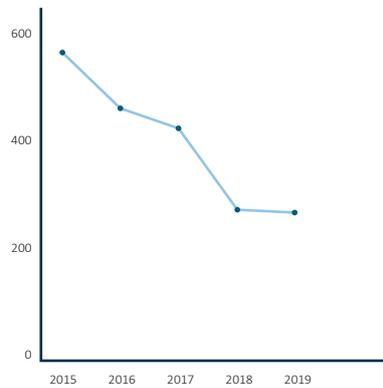


Here is a snapshot of our impact compared to 2015, the year we signed up to the program.

Baseline Data for Resource use

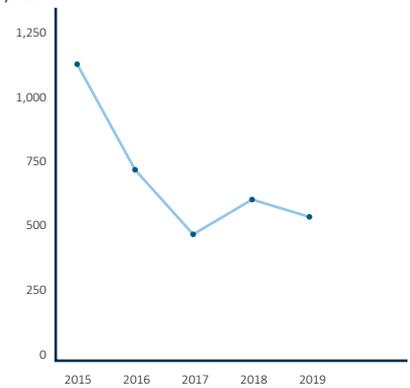
Energy Consumption

Gas usage measured as megajoules per student (MJ/student) is below the benchmark of 1400MJ/student and has stabilised around the 500 MJ/student mark.



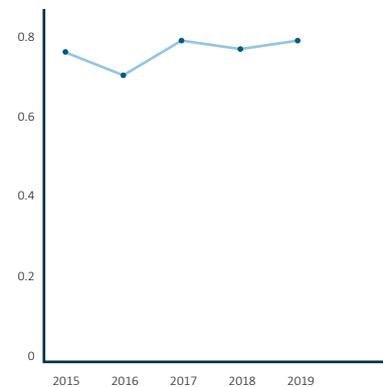
Energy Consumption

Electricity usage measured as kilowatt-hours per student (kWh/student) fell below the statewide benchmark of 400 kWh/student in 2018, after we increased our solar panels to create a 94 kWh system



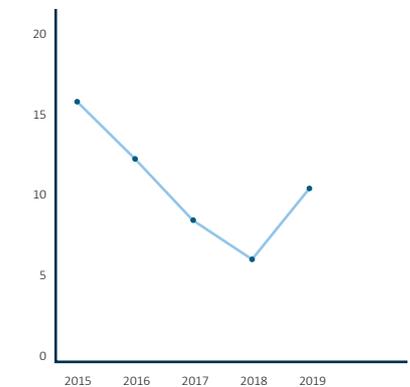
Landfill

Volume of waste sent to landfill measured as cubic metres per student is well above the benchmark of 0.3 and has stayed relatively constant unfortunately. Recycling over this time period has similarly been similar at average 0.15m³ per student per year and an equivalent of three reams of paper per student were used.



Water Consumption

Water usage in kilolitres per student (kL/student) per year is above the benchmark of 4kL. 2019 saw a significant jump caused by a number of leaks that were hard to find and fix. As part of the ResourceSmart program we were alerted to the leak by a remote monitoring system.



Biodiversity can also be measured as a function of the number and type of trees that are planted and habitat extras. Our current Habitat Quality Assessment Score is 78 out of a possible 100.

The ResourceSmart system into which we enter our bills is capable of calculating the carbon footprint of our resource use.

Compared to 2015, we have reduced usage of all resources by a total of 118 tonnes of CO₂, which is equivalent to a reduction of 349kg per student. This is hard to picture, but is equal to 2,368 million balloons worth of CO₂.

 Equal to travelling 14 million kms in a full bus - **118 tonnes of CO₂**

 Equal to flying Melbourne to Sydney 3,282 times - **118 tonnes of CO₂**

Baseline year: Jan 2015 - Dec 2015
Baseline year usage: 33,031kg
Average usage per year since baseline: 271,883kg

Baseline: Jan 2015 - Dec 2015
2019:

331,031kg **212,642kg**

As you can see from the data about our resource use, we have made some progress towards minimising our ecological footprint, but have more to do before we can truly say we are "walking our talk".

SCHOOL ACTIVITIES

Curriculum

In 2019, the College undertook a major review of curriculum, starting with a focus on Years 7 to 10. A high proportion of secondary teachers volunteered their time and expertise to be part of the review team, which was encouraged to think 'outside the square' and formulate part one of an implementation plan to re-imagine the Cornish College curriculum.

As part of the review and implementation plan, parents of students in Years 6 to 9 were invited to information sessions in the second half of 2019 for the launch of C20 – the College's curriculum initiatives for 2020. These sessions were well-attended and well-received by our families. The ensuing curriculum changes will be reported in the *2020 Cornish College Annual Report*.

In addition to this curriculum review, the College embraced changes and experienced many successes in its 2019 curriculum.

Early Learning Centre

In October, the Early Learning Centre received an *Exceeding* assessment rating from the Australian Children's Education and Care Quality Authority.

The report's summary highlighted the excellent educational qualities our displays.

- Educators demonstrated respectful and meaningful relationship with families and the wider community
- The school and networks, such as the local network of parents, were actively considered in all aspects of the service decision-making
- The service demonstrated consistent and frequent high-quality practices with the service philosophy clearly articulated
- Children were immersed in the natural world through inviting and engaging outdoor spaces, plentiful natural elements indoors and regular 'bush walks' on the extensive grounds and island located on the College premises
- The program at the service was structured in nature and provided children with the opportunities for flexibility. The structure was created purposefully with feedback from families and the needs of the children considered as central to this decision

- Educators demonstrated strong, engaging and warm relationships with all children. Children reflected those interactions and regularly sought comfort, play and engagement from educators throughout the sessions

Primary Years Programme

- Consolidation of the International Baccalaureate Primary Years Programme from Early Learning Centre to Year 6, building on the commendations and recommendations from our previous successful evaluation
- Primary teachers engaged in professional learning on the new Enhanced Primary Years Programme, in preparation for upcoming changes implemented by the International Baccalaureate
- New and highly successful approach to the Year 6 Exhibition – focusing strongly on systems thinking and entrepreneurial mindsets for transferability beyond the inquiry

Outdoor Learning

The College further established itself as leaders in nature pedagogy/outdoor learning in the primary years. The role of Outdoor Learning Project Leader was formalised with the appointment of Samantha Millar to this role. Together with leading primary teachers in this area, Samantha co-hosted a very successful Outdoor Learning workshop, with Alexandra Parrington, for external participants. Samantha and Alexandra also had a number of articles published in leading education and environmental journals for their work and leadership in Outdoor Learning.

Years 7 to 10

Secondary teachers engaged in professional learning workshops specific to building capacity in the delivery of engaging, concept-based curriculum, in the first half of the year. These workshops were also attended by participants in primary years and external participants.

Each year level from Years 7 to 10 presented families with student-led exhibitions, creating additional authenticity to the curriculum through sharing inquiries beyond the classroom.

- Year 7 Exhibition Ancient Civilisations and their leaders – a focus on sustainability and problem-solving

- Year 8 Night of Decades Integrated Curriculum exhibition viewed through the conceptual lens of change
- Year 9 Make A Difference Experience Celebration Evening Exhibition exploring values and essential understandings about global sustainability
- Year 10 Visible Thinking Seminar Exhibition of students' 5,000 word theses on an inquiry relating to global sustainability, followed by student and parent workshops focusing on global sustainability and Socratic dialogues to explore complex global issues

Years 11 and 12

Cornish College offers a variety of pathways and learning opportunities tailored, wherever possible, to provide individual pathways for our senior students.

Summary of the VCE programs offered in 2019:

- 34 different VCE studies – the number that run each year, depends on student demand
- Of the VCE individual student programs, approximately 90% of individual student programs were different combinations of studies/programs
- VET subjects were completed at a range of TAFE providers, mostly Chisholm, with approximately 20 different courses being accessed
- Several students completed enhancement university subjects or programs
- A small proportion of our students combined their VCE studies with structured workplace learning or a school-based apprenticeship – this gave them a VCE qualification, a VET qualification and one day per week working experience

Senior students were also involved in leadership, conferences, community service, sport and school activities, health, driver education, digital citizenship programs, drug and alcohol education, and cocurricular programs as well as a range of internal and external programs.



PARTNERSHIPS

Japanese Exchange

Our exchange programs are an integral part of the language programs each year, giving families and students opportunities to host a Japanese student, develop friendships, practise Japanese language skills and develop an appreciation of the differences and similarities between Australian and Japanese lifestyles.

The year began with much anticipation of our annual visit from Chiben Gakuen, our sister school in Wakayama. In February, the Years 5 and 6 students welcomed their Japanese buddies with a Torres Strait Island song called *Taba Naba* and speeches by our Japanese primary language leaders.

In Term 3, three students, Moe, Manoka and Kentarou, from our sister school Eisugakkan in Fukuyama attended Cornish College for a four-week school and hosting experience in Australia.

Another highlight this year was the 15-day Japan Study Tour in September for 22 students accompanied by three Japanese language teachers Trudi Sampson, Stephanie Veber, Julie Campbell, and Drew Meede. Amongst the many activities experienced while in Japan, students enjoyed Japanese cuisine, wearing 'yukata', taking an 'onsen' (public bath) and sightseeing at temples and iconic sites such as Hiroshima Peace Park. Students experienced the bustling cities of Tokyo, Kyoto, Hiroshima and Fukuyama and the quieter, country areas of Nagano and Miyajima Island. This year, a special inclusion was a 2-day visit to Nakasendo, an area rooted in historic charm and Japan's culture and traditions. An integral part of the program is the school and hosting program. This year, we visited Eisugakkan for two days, with most students experiencing 3-nights with a homestay family.

In Year 7, the highlight for language students studying French and Japanese was Anime Day. Students enjoyed dressing up in an anime costume and participating in an anime drawing workshop run by a professional 'manga artist'. The skills they attained from the manga artist were then combined with their language skills. The Crêpes for Change van supported our Anime Day, with money raised going towards those supporting homeless people in Australia.

French Exchange Program

In 2019, Cornish College, in conjunction with Kingswood College, welcomed 30 students from our sister school in Oyonnax, near Lyon. During their two-week stay, they were able to experience day-to-day family routines in Australia. Our students had the chance to practise their French and establish some international connections, in preparation for our reciprocal trip to France in 2020, during which our students will not only go to Oyonnax, but also visit Lyon and Paris. This partnership offers a biennial program where the French students come to Australia one year, and the Australian students go to France the following year.

We also welcomed two students from our second sister school near Angers in July for approximately six weeks. This exchange is reciprocated in December/January, when Cornish College students have the opportunity to travel to Angers to live with the participating families. Contrary to the group exchange, this is an annual program.

These two different types of exchanges, namely a group tour and an extended individual stay, provide a great advantage to our students by catering for a variety of language needs and goals.



Timor-Leste IMPACCT

Cornish College halo diferensa iha Timor Leste iha 2019. We certainly did make a difference in Timor Leste in 2019.

Between 7 and 17 July, twelve students from Years 11 and 12 joined three teachers in the inaugural student visit to the Fatequero School, Timor-Leste, which is the school we have been supporting. Cornish staff have visited three times since 2016, so 2019's trip was an exciting step forward, giving students the opportunity to be part of this amazing experience for the first time.

The 11-day trip included two days of travel, four days of immersion and teaching at the Fatuquero School, two days of rest on Atauro Island, and the remaining time learning about the culture and difficult history of Timor-Leste. Our students were exposed to the harshness of life in Timor compared with their relative wealth here in Australia, and the experience gave them an opportunity to live out our College motto, *Make a Difference, with gusto*.

These comments from some of the participating students give an indication of the significance of the experience for them.

- *I was able to make meaningful connections with children despite our significant language barrier. Once I returned to Australia, I gained an even better appreciation for my education, my teachers, my parents and my friends*
- *The people that we met, and learning about their devastating but honourable history, showed me that forgiveness, happiness and appreciation are the keys of life, and the people you surround yourself with are all that really matter*
- *This trip made me reconsider my everyday life and be grateful for the experience that I have in Australia. The people of East Timor are the happiest and proudest on the planet and I am so lucky to have experienced their culture*



Make A Difference Experience

The Make A Difference Experience (MADE) is a 12-day journey to Thailand, Laos or Cambodia at the end of Term 3. It provides a 'rite of passage' for students in our Year 9 program, which challenges students to discover their place in the world as they collaborate with communities to help build a more sustainable future through volunteer and service work.

Volunteer work is a core component of the MADE trip. Local communities always choose the required project and Cornish students provide the finance through their fundraising campaigns and the labour to help build the project. In 2019, some of the funds raised by the Cornish community were used to buy 1,000 small fish for a community school. The local students had built a pond system to raise the fish, sell them and use the proceeds to buy school equipment and more fish, to repeat the process. Cornish students were impressed with this entrepreneurial approach.

Our students reflected that the village experience, mixing with local children and learning how to communicate was the highlight of their experience. They also enjoyed local cuisine, bike riding and hiking, Thai boxing and visiting places of significance. The trip was enriched by talking to many people thanks to our local guide and translator.

Students prepared for MADE through the Year 9 Global Sustainability Program and independence and a sense of adventure was gained through the City Week experience at the end of Term 2. Students then spent Term 3 preparing for their MADE trip by inquiring into the history, geography and the culture of our neighbours in South-East Asia. Together, the students developed lessons and activities for teaching and playing. They also learnt a song, as singing is a much-appreciated way of giving back to the communities that have looked after the students so well.

- *Words cannot describe how grateful I am for MADE. Laos transformed me for the better – it changed the way I see the world and my view of how it works*
- *After visiting Laos, I feel a responsibility to continue to make a difference, as seeing the living standards there compared to those in Australia has made me feel so inspired to change the world*



Real Time Learning

Real Time Learning is an organisation that supports schools in expanding their capacity to deliver stimulating, enriching, and future-focused STEM (science, technology, engineering and mathematics) learning experiences by establishing significant partnerships with industry and the tertiary sector.

Real Time Learning have been working in partnership with Cornish College since April 2018. Throughout their association with the College, they have facilitated authentic learning opportunities, initially with students in Years 5–8, through tinkering workshops at BOSCH and subsequent extension workshops. Real Time Learning also facilitated an introduction for Year 6 students to participate in an industry tour at BOSCH, after which the College received a DREMEL 3D printer.

Real Time Learning's 'Adopt an Engineer' program commenced in October 2018, which saw Monash engineering student Akash Ramaswamy mentoring students in the STEM Breadth Studies subject throughout 2019. The program helped students connect their classroom learning with industry knowledge and expertise.

The Internet of Things – Kitchen Garden Project

The Internet of Things – Kitchen Garden Project (IOTKG) is a partnership with Monash University exploring the use of technology linked to kitchen gardens. Through our association with Real Time Learning, Cornish College was one of the pilot schools and hosted the first IOTKGP meeting in December 2018. Since that initial meeting, the IOTKGP has gone from strength to strength and now includes 17 schools.

In 2019, our Year 4 EcoKids program had been exploring the use of sensors in the gardens through the IOTKGP. At the end of 2019, Cornish College invested in Link Taps, as part of the program, to automatically water the garden beds, based on soil moisture sensor readings.

Cornish students had opportunities to participate in Real Time Learning showcases at the 2019 Grand Prix, Global Connections and a myriad of other STEM-related events, including:

- Future of Work
- Hip Hop Circus
- Global Food Table

Throughout 2019, our partnership with Real Time Learning helped students and teachers build capacity in STEM. The network and partnerships provided diverse opportunities for Cornish students, enabling them and their teachers to develop greater confidence about STEM learning.

Future Schools Alliance

Cornish College commenced a partnership with Future Schools Alliance in August 2019. As a member school, we become part of a network of schools Australia-wide with an appetite for change and innovation in education.

Our partnership with Future Schools Alliance provides teachers and leaders at Cornish College with opportunities to engage in professional learning and discourse with like-minded educators across Australia and world leaders in

education, along with monthly thought-provoking newsletters and literature and the opportunity to contribute to these.

The College Executive Leadership Team is afforded the opportunity to now engage with Future Schools Alliance conveners, Peter Hutton and David Runge, to explore the transformation principles that can assist us in challenging the past and creating deep, meaningful change in education.

Future Schools Alliance will stretch our thinking and guide us through provocations and critical reflection as we work toward creating a more inclusive, equitable and engaging model of schooling that will position Cornish College at the forefront of education.



Academic enrichment programs

Since its inception, Cornish College has encouraged high-achieving secondary students to apply for academic enrichment programs facilitated by leading universities, including the Kwong Lee Dow Scholars Program through The University of Melbourne and the Monash Scholars Program through Monash University. These programs provide important enrichment opportunities for our top students.

Kwong Lee Dow Scholars Program

The Kwong Lee Dow Young Scholars Program is an academic enrichment program designed to support high-achieving students during Years 11 and 12. The program is made possible through The University of Melbourne, and enables participating students to experience university life as part of their VCE studies, with access to a range of academic events and activities.

In November 2019, a Year 10 student, Sara Scully, was selected to participate in the program in 2020. Our 2018 recipient, a Year 11 student Naomi Kah, benefited greatly from the program in 2019 and will continue her participation in 2020.

Monash Scholars Program

The Monash Scholars Program is a prestigious program for high-achieving secondary students in partnership with Monash University. The program provides opportunities for personal and academic development, giving students the knowledge, skills and confidence to make sound study choices so they can build a professional network.

Four students, Niall Culleton, Naomi Kah, Benjamin Randall and Cooper Maher, were selected and participated in the 2019 Monash Scholars Program.

THE ARTS

Performing Arts

2019 saw the consolidation of events, staff and facilities. In particular, we need to highlight the huge amount of work undertaken by the maintenance and facilities team in re-purposing and fitting out our new spaces to cater for our growing program. It was also a highlight for us to be able to produce our first Performing Arts brochure. The brochure is a reflection of the growth of our department over the last few years.

Throughout 2019, students and staff alike enjoyed seeing the skills and knowledge gained and shared from being a part of a performing arts program that included cross-age, collaborative projects with members of the community, including alumni.

Classroom Music

- Year 7 Band Program
- Years 3 and 4 Strings Program
- Years 3 and 4 students went to see the Melbourne Symphony Orchestra perform *Carnival of Dangerous Animals*
- Year 2 Recorder Program
- VCE students venturing to the Melbourne Arts Centre to see renowned international jazz artist Wynton Marsalis perform with his Lincoln Centre Orchestra

Classroom Drama

- *Breadth Studies – Influencing the Audience* collaboration with Yarrabah School on a self-devised piece inspired by climate change issues entitled *The last animal. Ever*. The piece was performed at the Malthouse theatre as part of the Suitcase Series Festival.
- ELC Living Portfolio - an annual event celebrating the learning in units of inquiry through Drama, Dance and Music
- Year 6 Production – *The Grimms*

Classroom Dance

- *Breadth Studies* - Years 9 and 10 Dance students created a contemporary dance work which explored gender issues such as gender pay gap, mental health struggles and gender stereotypes
- *Year 9 City Week* - Transit Dance in Brunswick, a Melbourne-based dance training institution
- *Year 10 Breadth Studies* - visit to the Melbourne Arts Centre to see Bangarra Dance Theatre's piece 'Unaipon'
- *Night of Decades* - Year 8 students performed a dance piece for their friends and family. The movement style, music and costumes were taken from a historical era

Cocurricular events

- Twilight Market and Fair
- Southern Independent Schools - Big Night - Music and Dance and Theatresports
- Winter Showcase Festival
- Junior and Senior House Performing Arts
- MAD Night
- Secondary Production – *The Lion, The Witch and The Wardrobe*
- Music recitals and soirees
- Summer Showcase Festival
- Prep–Year 4 Christmas Celebration
- Years 5–12 Celebration Evening
- Lunchtime dance clubs in primary and secondary
- Performances at school tours, chapels and assemblies, and a luncheon concert at Richfield Village for our string players

Ensembles

Students embraced the school's many musical ensembles, from those which are open to all, to those which require a set level of instrumental competency. Research shows that it is the 'active' part of music-making that helps brain development and, as such, ensembles are an important feature of the program.

Music and Drama Tuition

- AMEB – increased number of students undertaking AMEB exams, with exceptional results across all instruments
- Student enrolment in either Music or Drama tuition was approximately 240 students
- AMEB – Private Drama Showcase



Visual Arts

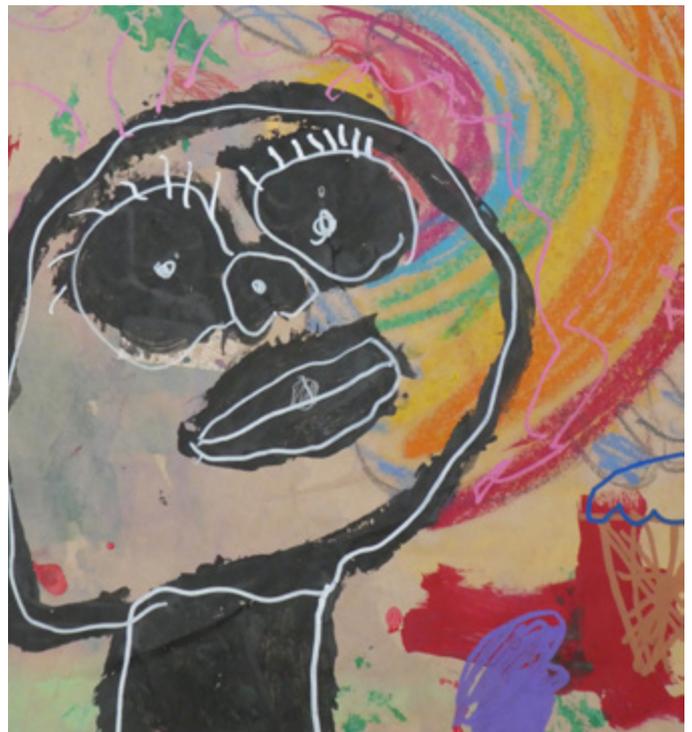
At Cornish College, we foster excellence in Visual Arts practice, by offering a diverse range of programs and resources to support the development of young artists in their studies. The Visual Arts expose students to a creative study of varying Arts practice and bring together an extensive range of creative disciplines, from Year 7 electives, Super Studies and VCE specialisation in Visual Arts, Visual Communication and Design and Media.

The Visual Arts empower our students with the capabilities and confidence to reach their potential and develop their creative thinking abilities to help them become resilient and flexible problem-identifiers and problem-solvers.

Students have the ability to showcase their skills and creativity in the Visual Arts gallery space and annual exhibitions, as well as exploring the Arts through incursions and exhibitions.

Major events on the calendar:

- Year 7 Discovery Day where the Years 6s did soft carve prints
- Year 7s created the collaborative painting of the driveway for Make a Difference Week
- Southern Independent Schools Art Exhibition
- Art Walk
- VCE Excursion to MOMA & 10Cubed
- Annual VCE arts exhibition in the new Senior Studies Centre
- Media screenings



Cocurricular

All activities that occur outside our academic programs are cocurricular activities at Cornish College. The College is a member of the Southern Independent Schools (SIS) network, enabling students to access a range of cocurricular activities and competitions outside Cornish. These cocurricular activities and competitions allow students to expand their understanding of how they interact with the world and stretch their boundaries to challenge their views.

In 2019, cocurricular opportunities included a variety of activities across sport, intellectual and miscellaneous categories, including the following:

Sport

- Golf
- Equestrian
- Swimming squad
- SIS sport
- Camps
- Mudlarks
- Dodgeball
- Arthurs Seat Challenge
- Junior Running Group
- Surf Lifesaving

Academic

- Tournament of the Minds
- Debating
- Da Vinci Decathlon
- English speaking awards, including the VCAA Plain English Speaking Award
- Language speaking competitions
- SIS Book in a Day
- Australian History competition
- Australian Geography competition

- Australian Mathematics competitions
- Engineering competition
- APSMO (Maths Olympiad)

Intellectual

- Chess
- Teen Chef
- Leadership
- ASX Share market
- National Youth Science Forum

Performance

- Theatresports
- Choir
- Bands
- Instrumental Music
- SIS and House Performing Arts
- AMEB Drama
- Dance
- Music recitals
- Primary and secondary productions
- SIS Art and Technology Exhibition
- SIS Big Night

Other

- I Sea I Care
- Winter Sleepout

Specific highlights from 2019 included the evolution of the camps program, which increased outdoor activity within the senior years; our Teen Chef team was placed third in the SIS Teen Chef competition; our Public Speaking team winning the SIS Public Speaking competition for the second year in a row, and the growth of the House Performing Arts program, which further increased the standard of students' performances.



Sport

Sport takes many forms at Cornish College to best serve our students' needs and their developmental progression. We offer both internal and external sporting competitions with a focus on 'sport for all', so that we give every student the opportunity to participate in activities that best fit their skills and confidence.

Internal program

We promote healthy and inclusive competition within the House structure, participating in three major sporting competitions – swimming, cross country and athletics – and through specific, individual competitions. In 2019, 540 students from Years 3 to 12 participated in events both onsite and at external venues such as Noble Park Aquatic Centre and Casey Fields Athletics Track. Points were calculated on a standards system, meaning that participation and 'doing your personal best' was the focus for every activity.

House Carnival winners

- Primary Swimming – Biik
- Primary Cross Country – Baany
- Primary Athletics – Baany
- Secondary Swimming – Biik
- Secondary Cross Country – Baany
- Secondary Athletics – Biik

There were 39 recorded results in the individual sporting competitions in 2019. With the combined points allocated from all of these events, the major competitions and several cocurricular events, the 2019 House Championship Trophy was awarded to Baany.

External program

In the primary school, we took strong teams to all of our District events and had over 40 entries into the Division competitions, four into the Regional events and one entry to the State Championships, with a student placing 3rd in the state for his age group in the butterfly. Regular weekly sport also happened throughout the year, with teams competing in most sports we offer and also in round robin days.

In the secondary school, we are involved with the Southern Independent Schools (SIS) competition, which provides A and B Divisions to participate in swimming, cross country and athletics, and regular weekly sport for combined year levels. Their structure categorises Years 7 and 8 as junior, Years 9 and 10 as intermediate and Years 11 and 12 as senior. Our juniors participate in House and SIS sports for two terms. Our intermediates also participate in two terms of SIS sport, while our seniors have a House/fitness/community sport session every week, as well as being able to opt in to participate in two terms of SIS sport.

In swimming, 70 secondary students competed in the B Division carnival and won age group championship pennants in Under 14 boys and girls, Under 15 boys and girls, and Under 16 girls. We also picked up the junior and intermediate shields, the overall aggregate girls points award and placed first overall in the championship – it was a hugely successful event for us.

For the cross country event, we were also in the B Division with a team of 66 students. It was our most successful year in our SIS cross country history, finishing in second place overall, with 13 individual placegetters and wins in the Under 13, 15, 17 and 21 girls events. One Cornish student was the fastest athlete across all schools for the day, running his 4km event in 10 minutes 13 seconds.

The athletics event was held at the Lakeside Athletics Centre and, as we had won the B Division championships in 2018, we had been promoted to compete in the A Division with the larger schools. Our team was the largest in Cornish history, with 88 athletes. We had many individual wins but our standout performer was a Year 8 who won her triple jump, 200m and 400m races, and was placed second in the 100m as well. Cornish received a merit award based on points accrued divided by the number of students in the team, indicating our performance was strong for a school our size.

In the SIS weekly sport, we entered as many teams as we could. In general, our performances were good but we struggled to defeat schools with more students to choose their teams from. Our aim was participation, and we had multiple teams in a single division so that we could involve as many students as possible. As such, we were delighted to win three pennants for the year. Congratulations to our intermediate girls' netball and AFL teams, and to our intermediate boys' soccer team for bringing home trophies!





COMMONWEALTH REPORTING REQUIREMENTS

Key Student Outcomes

2019 National Assessment Program - Literacy and Numeracy

The National Assessment Program - Literacy and Numeracy (NAPLAN) is a series of tests for students in Years 3, 5, 7 and 9 across the nation in the four areas of:

- Reading
- Writing
- Language conventions (spelling, grammar and punctuation)
- Numeracy.

At Cornish College, NAPLAN results form one aspect of the assessment and reporting process used to monitor and track student progress. Other important data collected includes internal assessments, classroom observation and supplementary standardised tests. This data, together with the NAPLAN results, supports teachers' professional

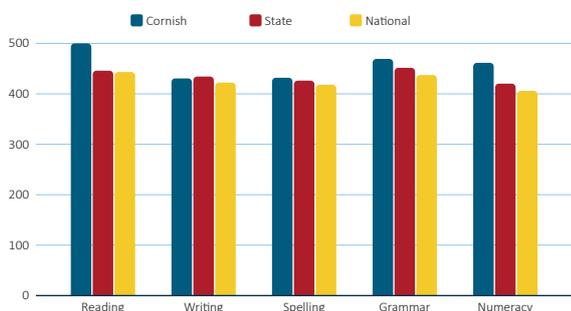
judgement about students' levels of literacy and numeracy attainment and progress, and assists in the forward planning of teaching programs.

In 2019 we are pleased to report that compared to students in Victoria and Australia, the results of Cornish College students are close to, or above in all four domains of *Reading, Writing, Language Conventions and Numeracy*.

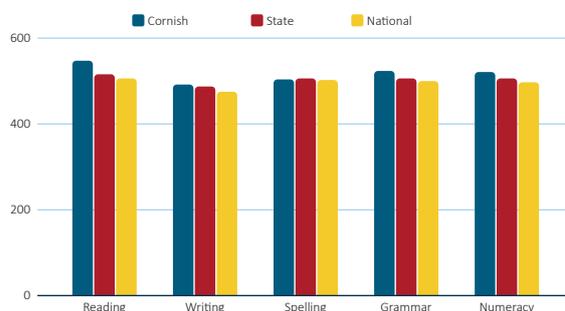
Worthy of particular note are the following results:

- *Reading* results in Years 3, 5, 7 & 9 are above both state and national averages
- *Grammar and Language Conventions* results in Years 3, 5, 7 & 9 are above both state and national averages
- *Numeracy* results in Years 3, 5, & 7 are above both state and national averages

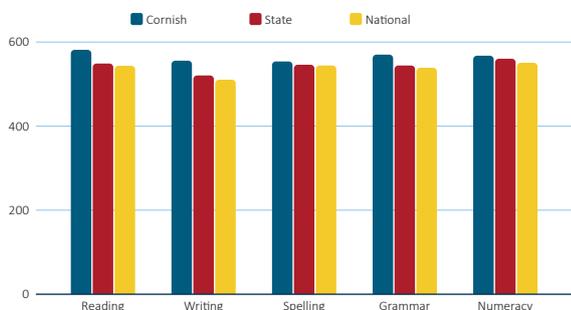
Year 3



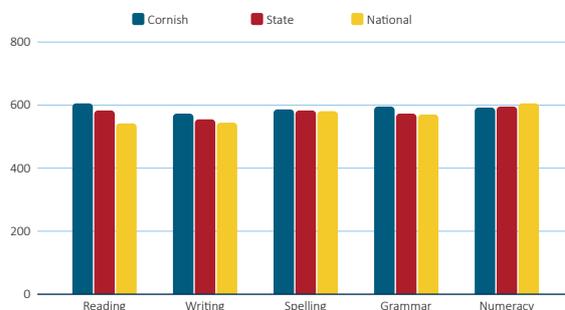
Year 5



Year 7



Year 9



Concluding remarks

Cornish College was acknowledged for demonstrating substantially above average gain in reading achievement, as measured by NAPLAN. We were one of just 64 schools in Victoria identified for an area of such significant improvement by the Australian Curriculum Assessment and Reporting Authority.

The substantially above average gain was achieved in students' reading measured from Year 3 to Year 5 compared with 2018 results, and Cornish College received congratulations, as improvement of this magnitude is significant.

Value Added

Cornish College offers broad curriculum and cocurricular choices that support the holistic development of all its students. These include provisions such as the visual and performing arts, sport and camps.

We believe strongly in supporting the communities in which we operate and have strong links with:

- Community Support Frankston
- Winter Sleepout/Backpack Beds
- Lentara Foundation
- Uniting Church Social Justice team

For staff, there are a broad range of benefits including:

- Competitive pay
- Service recognition
- Tuition fee discount
- Car parking
- Gender equality
- Employee assistance program leadership development
- Learning and development programs
- National and international tours

Student Attendance

The overall student attendance rate was 94.24%.

Senior Secondary Achievements

Vocational or Trade Training

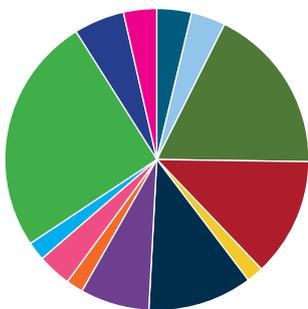
In 2019, 23% of students completed a VET subject as part of the VCE program.

Class of 2019 results

- Three students achieved an ATAR of 90 or above, placing them in the top 10% of all students in Victoria
- 14% received an ATAR of 80 or above, placing them in the top 20% of all students in Victoria
- Seven students achieved a Study Score above 40, one of which was a perfect Study Score of 50, placing them in the top 8% of all students in Victoria

Our 2019 Dux, Polly Draper, achieved an ATAR of 95.60 – a wonderful personal achievement.

Year 12 destinations - Tertiary Offers by Institution



- The University of Melbourne, 2
- Victoria University, 2
- Swinburne University of Technology, 10
- RMIT University, 7
- Photography Studies College, 1
- Monash University, 6
- La Trobe University, 4
- JMC Academy, 1
- Federation University Australia, 2
- Australian College of Applied Psychology, 1
- Deakin University, 14
- Australian Catholic University, 3
- Holmesglen, 2



Professional engagement

In 2019 Cornish College developed a plan for a refined model of professional learning that helps us to focus deeply on our core pedagogical practices for better alignment across the school with an aim to improve continuity of learning for Cornish College students. The focus on professional learning has been determined through whole-staff engagement in the development of a Pedagogical Master Plan, to be finalised and published in 2020.

The focus of professional learning in 2019, linked to the Pedagogical Master Plan, involving both presenters and participants from Cornish College was:

- Concept-based curriculum and instruction
- Nature pedagogy and outdoor learning
- Feedback and assessment routines

In addition to these main areas, teachers engaged in professional learning specific to their subject disciplines, literacy and numeracy and the Primary Years Programme. There was a continued focus on Teaching Handwriting, Reading And Spelling Skills (THRASS) in the primary years and on inquiry and instruction in mathematics in the secondary years.

Several VCE teachers participated in subject-specific professional learning, with an increasing number becoming examiners for their subject areas – which provides them with excellent professional learning and additional insight into the assessment specificities of their subjects.

Staff and Retention

At the end of the 2019 school year, the College employed 70 full-time equivalent (FTE) teachers and 36.3 full-time equivalent (FTE) general staff. This was an increase of approximately 6% in teaching staff and a decrease of approximately 6% in general staff.

The staff turnover rate for 2019 was 4% compared to 2018's rate of 3%.

In 2019 there were no staff who identified as Aboriginal and Torres Strait Islander.

In 2019, 67% of teachers were female and 33% were male.



Teaching and General Staff Qualification

Teaching staff are registered members of the Victorian Institute of Teaching (VIT). They all have, as a minimum, a tertiary qualification in Education, and approximately half hold an additional postgraduate qualification, such as a Master's degree, or Doctorate.

Many of the general staff also have tertiary and postgraduate qualifications in their respective specialist fields, and other related areas of expertise.

All staff qualifications are published annually in *Womin djeka*.

Community Feedback

Cornish College values and encourages feedback from staff, students and parents. Feedback provides valuable insights into how the College is perceived by members of the Cornish and wider communities, including our strengths and areas where improvements can be made across our educational and cocurricular offerings.

Due to our small class sizes, teachers and students often develop strong, positive connections where sharing ideas, opinions and concerns occurs naturally. Teaching staff also encourage students to provide feedback during classes, one-on-one meetings or at Academic Care Meetings and parent/teacher meetings.

Parents are invited to give feedback through a variety of channels, including parent information evenings, parent/teacher meetings, correspondence with their child's teacher, at events and through volunteering activities at the College. The Principal speaks personally to many parents, both through informal and formal meetings at the College.

The Parents Association provides ample opportunities for feedback too, with Class Representatives, Parents Association meetings and social events encouraging discussion and input from the College community. Some parents also join community forums relevant to the interests of the College, such as urban planning and development forums for nearby suburbs including Carrum and Patterson Lakes, and pass insights to the College for consideration at College Board and subcommittee meetings.

Staff discuss issues and give feedback through daily briefings, weekly staff meetings, professional development days and mentoring sessions with other staff, individual conversations with their managers, members of the Executive Leadership Team, and the Principal.

In 2020, the school will undertake its biennial LEAD School Effectiveness survey, facilitated by Independent Schools Victoria, which will give detailed insights on the College by parents, students and staff.



PARENTS ASSOCIATION

The primary focus of the Parents Association is to maintain and develop a sense of community that we all value so greatly and to provide as many opportunities as possible for families to connect and be actively involved in social events. The Parents Association also funds projects to improve the learning environment for students and endeavours to support the efforts of the staff and College as a whole. The Association holds monthly meetings and extends an open, ongoing invitation to any and all interested parents to attend.

2019 Office Bearers

- Lara Sinclair, President
- Felicity Meisel, Vice President
- Kylie Wooderson, Vice President
- Virginia Dooley, Secretary
- Glen Dymond, Treasurer

General Committee

- Kasia O'Shea
- Dave Lanaway
- Jacqui Embleton
- Tania Stacey
- Caroline Giblin
- Kim Clark
- Brett Wilson
- Kirsty Breed
- Janette Coates
- Amy Jayasuria-Clifford
- Michelle Covey
- Toni Newman
- Dave Jones
- Trish Ord
- Kim Clark
- Scott Carson
- Carol Widmann
- Moana Kingston

Highlights

We had a busy year and our events cannot happen without a great deal of time, effort and commitment, and the Parents Association greatly appreciates all those who volunteer their time and enthusiasm to make them possible.

Trivia Night

Our major social event for 2019 was a Trivia Night held in the gym at Cornish on Saturday 10 August. The event offered a fantastic night of fun, laughs, games and some great entertainment and proved very popular, with over 230 parents and members of the school community in attendance. We thank our 'trivia master' Steven Dooley as well as our sub-committee of Virginia Dooley, Kylie Wooderson, Carol Widmann, for making this night so memorable and successful.

Ladies Luncheon

The annual Ladies Luncheon was held on Friday 15 November at The Sandhurst Club. We had an excellent turnout, with 135 attendees and 10 stallholders. The event ran very smoothly and very positive feedback was received about it being the best event to date. The event included a 'next level' fashion parade, coordinated and hosted by Toni Newman including a wonderful representation of ladies from our Cornish community as models. Event sponsors included Myer Fountain Gate, The Styling Business and Liberty Belle Skincare. Thanks to our sub-committee of Toni Newman, Lara Sinclair, Tania Stacey.

Supporting School Events

Cornish Conversations

The Parents Association and the College continue to work together to support children who face many societal challenges on a daily basis. Our focus is to deliver a series of parent education seminars and workshops throughout the year. 2019 sessions included Difficult Conversations, Raising Your Child In A Digital World and Digital Thumbprint, along with the Odyssey and Inspire programs for students.

Catering

Wherever possible, the Parents Association works with the College to provide catering for school community events. This creates a welcoming atmosphere where students, families and staff can enjoy a meal together. Events over the last 12 months have included barbecues for Cross Country and Southern Independent Schools Golf, the Winter Festival soup kitchen and canteens for the Summer Festival Canteen and Make a Difference Night.

Staff Appreciation Event

It is our honour and privilege to host an annual 'staff appreciation' event to offer a small thanks to Cornish staff for everything they do. This year, we arranged a grazing-style morning tea catered by The Grazing Sisters and Mean Bean coffee van on Monday 7 October. This delicious spread was very well enjoyed by all.

Other Contributions

One of the greatest privileges for the Parents Association is the opportunity to contribute funds towards projects to enhance the learning environment at Cornish. Projects during 2019 included:

- Senior Studies Centre Fitout (\$20,000)
- Purchase of a new golf cart (\$4,500)
- Middle school recreation area (\$8,000-10,000)
- Purchase of two new BBQs for Cornish and Parents Association events (\$1,400)
- New bike shed (approximately \$12,000)
- Year 6 tops for Exhibition Night
- Year 12 graduation gifts
- Fruit for the Colour Celebration



FINANCIAL STATEMENT

During 2019, Cornish College continued to apply conservative and sound financial management and the College continued to enjoy relatively stable enrolments.

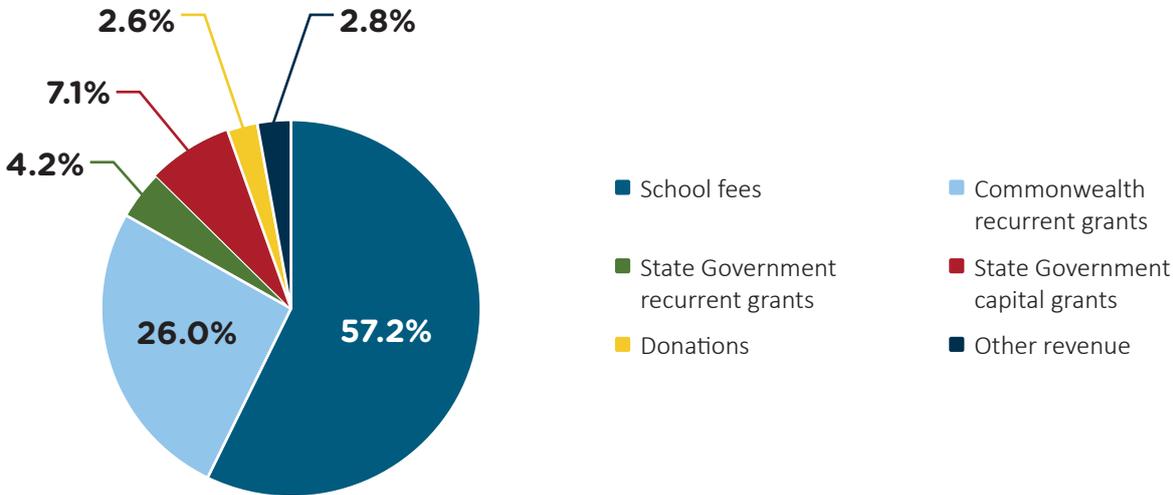
The College auditors, Ashfords Audit and Assurance Pty Ltd, have issued an unqualified audit opinion on the College’s financial statements for the year ended 31 December 2019.

The attraction, development and retention of high-quality staff continues to be the cornerstone to delivering a Cornish education to our students. Employee costs remain the largest single item of expenditure, with a key metric throughout

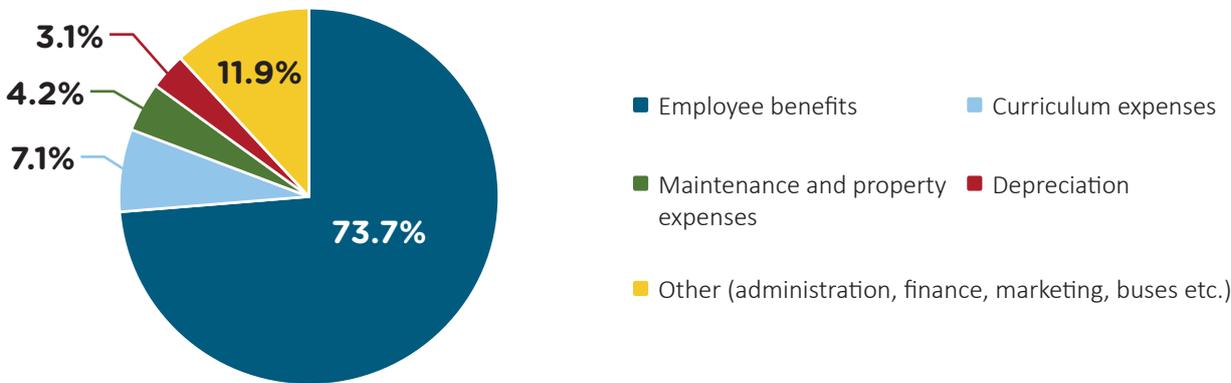
the year being “salary cost as a percentage of net revenue”. For 2019, this percentage is 73.7% compared to 74.6% for 2018, reflecting continued focus on staffing profiles and development.

During 2019, the construction of the Senior Studies Centre was completed at a cost of \$4,726,885. We are grateful for the State Government’s capital grant of \$2,000,000 (classified as non-operating revenue) for this project 2018: \$531,769, 2019: \$1,268,211 and 2020: \$200,000. The remaining balance of project costs \$2,726,885 was funded by debt and recurrent surpluses.

Income



Recurrent Expenditure





CORNISH COLLEGE

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65 Riverend Road, Bangholme VIC 3175 | Telephone +61 3 9781 9000 | www.cornishcollege.vic.edu.au

ABN 39 616 523 730