



# Annual Report 2021





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## **Acknowledgement of Country**

We acknowledge the Traditional Owners, the Bunurong people of the 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 United Methodist Church**



# CHAIR OF THE COLLEGE BOARD



The Cornish College community is remarkably resilient. We often talk about this and that quality, which underpins the core of who we are, and particularly in the context of the ongoing challenges that we faced in 2021, has really highlighted this. The strong values that we share are our biggest strength and grit and determination continue to be the fuel to the longevity and success of this wonderful school.

Our values and self-belief are what continue to drive each and every one of us and, as a College Board, we are so very proud of how our community has faced another year of unique challenges.

There have been numerous examples of leadership, passion, resilience, courage, grace, humility and determination and the Board and I have continued to see a united strength within our community, throughout the year.

Although we had to modify some events and activities this year, Cornish College has continued to thrive and the College community has adjusted and adapted to the challenges, whilst showing resilience, courage and care.

This year saw changes to the membership of the Board, with the retirements of Trevor Gurr and Blair Gardner, both long-serving Board members. Both Trevor and Blair have made huge contributions to the College over the last eleven years and we thank them for all that they have done. Without their enormous contribution, we would not exist as a growing and thriving educational community. We look forward to their continuing support of the Cornish community, in whatever ways they may choose.

Following the retirements of Trevor and Blair, two new Board members, Dr Silvia Seibold and David Johnson, were elected to the Board. Both have strong connections to the College and we thank them for their willingness to support and enrich the life of the College through Board involvement.

I would like to acknowledge the support of all our parents. It's been another challenging year, but we are so proud about how our families have bonded together and supported one another, when needed.

Congratulations to all our students – your parents, teachers and all of the Cornish community are very proud of you and what you have achieved this year. In particular, we are very proud of our Years 11 and 12 students who have experienced unprecedented

challenges over the last two years. Despite those challenges they have achieved some wonderful results.

Lastly, I would like to thank our wonderful Principal, Nicola Forrest, the Executive Leadership Team and every member of staff for the outstanding work that they have done in facing the challenges of 2021. They have shown true leadership, mentorship and companionship and for that we are truly proud of them all.

We hope that 2022 will be very different to the last couple of years and that we can look forward to more 'normal' school routines resuming and without interruption.

We are excited for the future and continued evolution of Cornish College and look forward to the formal celebrations for the 10 Year Anniversary of the College, to be held in 2022. We hope to welcome back many of those who contributed to the establishment and growth of the College, to help us celebrate this very special year. As a community we can be very proud of all that has been achieved in the last ten years.

Finally, on behalf of the Cornish College Board, I would like to thank the whole Cornish College community for their commitment and courage to be explorers with us and we look forward to the next ten years and beyond.

**Max Verberne**





# 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 Executive 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.

There are five Committees of the Cornish College Board and their roles and responsibilities are summarised below.

## 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 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 and 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 Committees and for Board member (excluding Principal) positions.

## Board Members

### Max Verberne

Grad CertBusMgt  
Chair



Max was appointed to the Board in May 2013 and became Chair in July 2020. His professional life has centred around company management and within the telecommunications and software industries. Max's two children attended Cornish College.

## Board Meetings

Board and Committees 2021	Board		Company Meetings		Finance		Governance		Property		Marketing	
	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend
Chris Begg	7	8	1	2	7	9						
Tara Broderick	7	8	2	2							4	5
Claire Dawe (Resigned 10 September)	4	4	2	2							4	5
Nicola Forrest	8	8	2	2	9	9	7	8	2	6	4	5
Blair Gardner (Retired 20 May)	2	2	1	1					6	6		
Trevor Gurr (Retired 20 May)	2	2	1	1	9	9						
Lister Hannah	8	8	2	2			8	8				
David Johnson (Appointed 20 May)	6	6	1	1							5	5
Andrew Maher	6	8	2	2					6	6		
Martin Massey (Secretary)	8	8	2	2	9	9	8	8	6	6	2	5
Bev Menner	7	8	2	2			8	8				
Silvia Seibold (Appointed 20 May)	2	6	0	1							5	5
Bruce Stradling	7	8	2	2	9	9						
Max Verberne	6	8	1	2								
Kerry Bolger			2	2								
Peter Campbell			0	2								
Kevin Doherty *									3	3		
Glen Dymond *					5	5						
Dennis Freeman *											5	5
Tom Humphreys *									4	6		
Kylie Jones *											2	5
Laura Maasburg *											2	2
Chris Marks *							8	8				
Neil Peters			2	2								
Georg Robers *					8	9						
Richard Sallows #							8	8				
Lara Sinclair			1	2								
Tracey Tobias *					1	1						
Cassandra Tonkin *											3	3

\* Co-opted member # In attendance

**Tara Broderick**

BSW, MHA (current) ADip (SocSci)  
Deputy Chair



Tara was appointed to the Board in July 2018. She became Deputy Chair in August 2020 and is currently Chair of the Marketing, Community and Culture Committee.

Tara has worked in the public health sector for the last two decades, where she now holds a senior manager role. She has held previous university roles in clinical education and social work and was also President of Cornish College Parents Association for three years. Her three children attend the 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.

**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.

**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 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.

**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

and is currently Chair of the Nominations Committee. 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.

**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.

**David Johnson**

MBA (Exec) MAICD



David was appointed to the Board in May 2021 and is a member of the Marketing, Communications and Culture Committee. He has worked in strategy

and transformation roles at IFM Investors, Deloitte and ASIC. David is also an advisor and director for various fintechs and startups. David's two children currently 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.

**Dr Bev Menner**

BSc(Hons) PhD GradDip (GenCouns) PMP



Bev was appointed to the Board in July 2020 and is a member of the Governance Committee. She is a scientist who has worked in pharmaceutical

research and development for the past 15 years, and has previously worked as a genetic counsellor and research scientist. Her son attends the College.

**Dr Silvia Seibold**

DBA



Silvia was appointed to the Board in May 2021 and is a member of the Marketing, Community and Culture Committee. She has 25 years of international

business and 10 years academic experience in both Germany and Australia and is currently Professor of Business Administration at Rosenheim Technical University of Applied Sciences. Her three children attended the College.

**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.

# PRINCIPAL'S REPORT



I wonder how our community reflects on the 2021 school year at Cornish College. It springs to mind that this was a year in our lives where we have faced hardships and challenges that tested us beyond compare. There are words that will no doubt permeate our memories for time to come when we think about this year – hardships and challenges aside, we'll often think of hurdles, obstacles, restrictions, conflict – a catalogue of words and phrases that may remind us of what was lost, what went wrong. When repeatedly faced with obstacles, we can easily forget the wonder and awe, the success and reward that have also permeated our lives whilst we've been busy 'ducking and weaving' and scrambling for order. As we continue to look for healing and for hope – it is important that we give ourselves the opportunity and permission to reflect on the positive aspects of the year, whilst still acknowledging the challenges and the need for repair.

In most of our lives, 2021 was another year that required us to draw on perspective and gratitude to help us find strength and momentum. I spent many mornings driving on the quieter than usual roads, thinking about perspective and how, often – what we are most blessed to have, is what is right in front of us, but can be overlooked amongst the brambles and thickets of weeds that seem to block our path. And it reminded me of the beautiful book – *The Secret Garden* by Frances Hodgson Burnett. The character Mary captures the essence of perspective when she says – if you look the right way, you can see that the whole world is a garden. And

so it is with this in mind, that, whilst acknowledging the hardships, I take the opportunity to see the garden – to celebrate our successes – there is, after all, much to celebrate about Cornish College.

One reason to celebrate is that 2021 has marked the tenth year of Cornish College. 12 February is our Foundation Day and marks the day that Cornish College was officially opened in 2012 by the Federal Member of Parliament and friend of Cornish, the Honourable Mark Dreyfus QC. The day, if you like, that Cornish College was recognised as a new school moving beyond its history as a campus of St Leonard's College. It wasn't so much a day where we started a new chapter – but rather the day we started to write a whole new book.

And, here we are – 10 years on – continuing to write our own story about schooling and education with the help of our entire community. This year, our tenth year, has seen us moving forward as explorers and trail blazers – challenging the status quo as we continue to ask 'why?' Why do we do the things we do? And, is there a better way? Throughout our 10 years as Cornish College, we have developed a unique identity and conviction about our vision. As we move ahead, reflecting on all we have learned, we know the importance of continuing to strive, not just to do things better, but to do better things.

Next year, our students and their families will be invited to contribute to the development of a new strategy story for Cornish College. It will be a story, not about how we are changing – but about what we are becoming. While change often happens around us, what we are becoming is what is inspired amongst us. We have learnt a great deal in these past few years, and the last two in particular, about what we need to be becoming to ensure the best future for generations ahead. What we must do then, is to have the courage to act on what we've learned – and to look at things with new perspectives. This year, amongst other initiatives, we launched Design Futures – a personalised learning opportunity for students in our senior secondary years to experience the passion and growth that comes from steering your own curriculum and learning – to experience, if you like, what you can become when you have a greater role in the design of your future right now. In the years ahead, we will build on this success whilst becoming a school that leads the way in personalised learning in all year levels, seeking pathways for all our Cornish explorers to navigate.

I am extremely proud of who our students are becoming. In particular, I'm proud of them for speaking up. For demonstrating the Cornish values of *respect, integrity, compassion and creativity – always with courage*. Courage is what helps you to raise



your hand and raise your voice to ask the questions that set us on the path for making a difference. We have a strong culture of student agency at Cornish College which is why our students are so influential in writing our story.

In our Prep – Year 4 Christmas Concert, I was impressed by the words of Mitchell Howse who gave this message to Cornish teachers... “Thank you to all our teachers who kept thinking of fun inspiring ways to keep us happy and learning – we’ve grown closer because of it.” Cornish teachers understand the importance of relationships and go to great efforts to really know their learners. I take this opportunity now to acknowledge with my deepest gratitude, the dedicated, creative and resilient Cornish College staff who are at the centre of our school’s success.

I extend my thanks also to the Parents Association for their continued support and belief in our school and its vision. I am continually in awe of the efforts of those who volunteer

to give their time and energy for the betterment of our community, and our Parents Association office bearers and committee, led by Amy Jayasuriya Clifford, are truly worthy of this praise.

This year saw the retirement of two of our long-serving Board members, Trevor Gurr and Blair Gardner. We are extremely grateful for their service to our community over these ten remarkable years. Thank you to our Board Chair, Max Verberne, and all our Board members for their outstanding commitment and support of the College community throughout this year.

Finally, thank you to all our Cornish College families and alumni, for your support and the hope you continue to bring to our community and to the future of our wonderful school.

Someone reminded me recently that ‘there’s a little bit of magic that goes on at Cornish’. I think sometimes that is the most apt way of describing what it is that we do and why we experience such success and reward as a

community. As I look around every day at our beautiful land – the land that we are blessed to be the custodians of right now in honour of the Bunurong people who lived here for thousands of years before us, I see what opportunities and obligations we have to make that magic happen. And so, back to Mary, our key character in the secret garden. She tells us: “Everything is made out of magic – leaves and trees, flowers and birds, badgers and foxes and squirrels and people. So it must be all around us. In this garden – in all the places.”

I can tell you, in this garden, in all the places at Cornish – our magic happens when our young people are here – learning with, in, from and for nature – and becoming designers of their own futures.

I hope, with perspective, you too find a little magic as you reflect on this year and as you head into the holiday season. We look forward to celebrating again with you in 2022.

**Nicola Forrest**



# STRATEGIC PLAN 2017-2021

The graph below shows the progress in all six pillars of the current plan. As can be seen, all but one of the key actions are either complete or near complete, with the remaining one shown as an ongoing action. The success of the *Strategic Plan 2017-2021* provides a strong platform for the College to develop its next strategy story, which will commence in 2022.

Pillar 1 – Student learning and achievement			
Key Actions	In Progress	Near Complete	Achieved
Further enhance the Cornish College learning vision and framework – learning master plan, incorporating nature pedagogy, curricular and cocurricular programs		Full draft completed	
Implement a College-wide approach to the use of data, assessment and reporting that best supports student growth			Consistent collection of data and data literacy professional learning implemented
Ensure continuing success in the implementation of the VCE		Staff participating as VCE examiners, improved processes, dedicated role for VCE coordination	
Continue to grow our <i>Imagine...</i> program to support our diverse and highly able student population			Program is in place with extensive offerings and committed resources
Further develop our student dashboards providing comprehensive data on all students and their development			Student Data and Story Boards created, implemented and updated
Pillar 2 – Student wellbeing and personal development			
Key Actions	In Progress	Near Complete	Achieved
Develop a wellbeing master plan to promote health and wellbeing for students from ELC to Year 12		Scope and Sequence and program review completed	
Foster the involvement of all students in a diverse range of activities such as service, performing and creative arts, sport and outdoor education			Extensive offerings, restructure of Years 8, 9 and 10 for greater choice, introduction of senior sport in SIS competition, appointment of Student Agency Coordinator
Plan for the development of a scholarship fund to support students of disadvantage to attend Cornish College			Robert Johnson Scholarship created for implementation in 2022
Further support student academic care through alignment of all student support services and the appointment of a Director of Student Learning to lead this			Appointment made and services aligned
Pillar 3 – Staff			
Key Actions	In Progress	Near Complete	Achieved
Plan an annual professional learning program targeted at College priorities			All professional learning aligned with pedagogical plan
Develop and implement the Culture of Growth approach to professional appraisal, feedback and planning for professional development		Draft program and trial implemented – to be reviewed	
Continue to build our strong reputation amongst the broader education community for teaching innovation, through activities such as conference presentations, online, publications and partnerships with other schools			Increased profile through publications, presentations and online presence
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			Increased number of staff trained in concept-based curriculum and inquiry and created PYP schedule

## Pillar 4 – Resources

<i>Key Actions</i>	<i>In Progress</i>	<i>Near Complete</i>	<i>Achieved</i>
Plan for and commence the first stage of the construction of College facilities in line with the new College master plan			Senior Studies Centre completed and opened. Upgrades to Sustainability Centre and establishment of Vicki Steer Green
Embark on our plan to become a 5-star ResourceSmart school by 2021	2-star accreditation received to date		
Implement a staged upgrade of ICT infrastructure and services			Back-up system installed and infrastructure and services developed according to budget
Clearly define the Cornish College Rings of Sustainability and immerse them further into our curriculum and school planning (including resource management)		Defined in Pedagogical Master Plan draft and in various publications	
Achieve accreditation as a ResourceSmart school through submission of the Core and Biodiversity Modules.			Core Module and Biodiversity Module achieved

## Pillar 5 – Community

<i>Key Actions</i>	<i>In Progress</i>	<i>Near Complete</i>	<i>Achieved</i>
Develop a clear statement articulating the Four Rings of Sustainability to guide the practice of all		Defined in Pedagogical Master Plan	
Tell stories, and publish a collection of perspectives on the College		Written history and archiving in progress – to be published for 10 year celebration	
Develop a strategy to maintain and build the participation pathways for past students, parents and staff that will be essential to sustaining the College's ethos			Alumni Management Committee established, constitution ratified and events scheduled annually
Update the College's brand character and create a blueprint for Cornish College relationships, curriculum and pedagogy in a culture of inclusion		Inclusion statement and policy drafted as part of Wellbeing Master Plan	Brand character updated with refresh launched and implemented

## Pillar 6 – Governance and Management

<i>Key Actions</i>	<i>In Progress</i>	<i>Near Complete</i>	<i>Achieved</i>
Adopt a balanced approach to enrolments in relation to gender and individual needs			Strategies and protocols clarified and implemented
Successfully manage the transfer of College business to the new incorporated Cornish College			Incorporation achieved
Secure waiting lists at entry points (ELC3, Prep, Year 7)	Currently have waiting lists at Year 7 for 2022 and beyond		
Promote our association with Future Schools Alliance (FSA), demonstrating our influence on the broader education system as a school of innovation and progression.			Established as a feature school with FSA, engaging in presentations and virtual tour



# SUSTAINABILITY

## Natural Sustainability

Natural sustainability continues to be a priority focus for us here at Cornish College in 2021.

Despite 13 weeks of the school year in lockdown, sustainability was still very much a consideration when planning our Cornish@Home curriculum activities with continued focus on outdoor learning experiences and connecting students to nature – examples included:

- Home energy and waste audits
- Bird surveys and the building on nesting boxes – live feed cameras installed
- Home weather stations
- Insect hotels

Highlights throughout the year included:

- Primary School Sustainability Day
- Rug Up Day
- Earth Hour
- Installation of three Solar Composting Cones
- Collection of bread tags for wheelchairs
- Regular sustainability news in the College's weekly general notices to keep our community informed and educated about sustainability and sustainability issues
- Cornish Climate Action Network which met regularly while we were on site, and participated in the Veolia Future Resources Challenge

## ResourceSMART

Cornish College continues to work with CERES School of Nature and Climate on the Sustainability Victoria ResourceSmart schools program.

The ResourceSmart Committee met regularly throughout the school year and saw some exciting results.

A major achievement for the year was the completion of our Biodiversity Module.

Throughout 2021 we have focused on our Energy Module which is now complete and ready to be verified.

We were also able to successfully achieve our second star – *Discovering* and are currently working on our third star – *Transforming*.

Since the baseline year of December 2015, our school has saved a total of \$401,167.31 across all resources (recycling, gas, landfill, paper, electricity and water).

## Reconciliation Action Plan



Our *Reconciliation Action Plan* was officially launched to the school population in November 2021 by our Reconciliation Leader, Lily Turner, and then to the wider community via social media in December 2021.

As a direct result of our *Reconciliation Action Plan* we now have both the Aboriginal and Torres Strait Islander flags flying at the front of the school; we teach about Reconciliation (not just during National Reconciliation Week or NAIDOC Week, but all year); we have extended and are developing a relevant and meaningful collection of First Nations resources in the Cornish Learning and Information Centre; we have reviewed our internal policies to ensure that they are inclusive; we acknowledge days of significance for Aboriginal and Torres Strait Islander communities; we display our Acknowledgement of Country in multiple ways (physical, website and email signatures); we have held our first whole school Welcome to Country; we actively encourage all staff to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander peoples cultures; we actively engage with First Nations Australians in our classrooms and we support local Aboriginal and Torres Strait Islander businesses and groups.

## HART Awards



Cornish College was a finalist in the 2021 HART Awards. The HART (Helping Achieve Reconciliation Together) Awards recognise local governments and community organisations/groups that are Helping Achieve Reconciliation Together. We were nominated for actions we had taken as

part of our Reconciliation Action Plan. These actions were:

- Changes to our Acknowledgement of Country (where we acknowledge Country but in addition we make the acknowledgement specific to the event so that we can learn more about Aboriginal people, culture and Australia's true history)
- The inclusion of the Kulin Seasons in our student diaries, whole school calendar and in our staff room and
- Our Indigenous Plant Trail as a teaching/Reconciliation tool

# SCHOOL ACTIVITIES

## Curriculum

### Cornish@Home

The second year of the COVID-19 pandemic resulting in a series of lockdowns necessitated the continuation of the College's remote learning program, Cornish@Home throughout a large proportion of the school year. Staff drew upon the many lessons learned in 2020 about the best ways to use collaborative technologies to ensure high quality remote instruction, and these were coupled with significant focus on how to support mental health and wellbeing of a community experiencing a prolonged period of disruption.

### Outdoor Learning

During the return to onsite learning in mid-Term 4, our 100 acre classroom really came into its own. Learning in, with, from and for nature is a central feature of the Cornish College pedagogy so when health and government officials urged schools to maximise time outdoors for school students, the school was very well placed to do so. Outdoor Learning Coordinator Sam Millar and Primary Years Programme Coordinator Alex Parrington, provided excellent leadership and ideas to their colleagues within Cornish as well as to the wider community of educators through social media channels and articles. The restrictions on overnight trips due to health orders were overcome by creative primary teachers who used the expansive College grounds to create day-camps as an alternative, engaging the students in half or full week learning programs held entirely outdoors.

### Early Learning Centre

The *Being Belonging Becoming - Early Years Learning Framework*, is the national curriculum which is followed by our Early Learning Centre educators and children. It describes the principles, practices and outcomes that support and enhance young children's learning. Together with the International Baccalaureate's Primary Years Programme (PYP) framework of inquiry based learning and the Reggio Emilia approach to early learning, the curriculum and environment provide a foundation for our young children to become responsible citizens of the world.

The Early Learning Centre Living Portfolio exhibition honours the child both as an individual and part of a group of learners. It showcases our strong image of the child, their

individual strengths, the 100 languages by which children learn and their ability to work collaboratively with others.

This year the Living Portfolio returned to an in-person event inviting families to return to campus and experience an Art Trail that highlighted the connections that children have to the wider outdoor space. The Art Trail was accompanied by a creative film made as a gift to the families featuring the Early Learning Centre children using their 'explorers eyes' to act, dance and sing in the places on campus they held most dear. This film was a compilation of the close study into animal movements through movement language, imagination and creativity skills developed throughout the year.

### Primary School

The STEM and Digital Futures Learning Hub was opened in the CLIC this year, led by Erica Smith in her role as Design Technologies and Futures Hub Leader. This dedicated space and specialist staffing enables support for the development of STEM skills and curriculum design in this field. Primary classes visit The Hub when their PYP units of inquiry are linked to learning outcomes in science, maths and technology. Some examples of student work conducted included the design and creation of nesting boxes for natural birdlife including a video live stream of the activity in the boxes placed on the College grounds, coding lessons using Scratch, and a collaboration between primary and VCE science students for a unit investigating climate.

Primary teachers and staff continued to work towards Reconciliation by ensuring that their curriculum design increases understanding of, respect for and participation in different aspects of First Nations culture. The learning completed in the classroom in this area was complemented by an initiative held during Reconciliation Week in which Year 6 students lead their peers in Prep - Year 5 through multi-year level connection activities inspired by the theme of 'More than a word: Reconciliation takes action'.

One of the hallmarks of being an authorised IB world school is that we offer the PYP Exhibition in the final year of the program. This year's Year 6 PYP Exhibition was developed under the transdisciplinary theme of 'Who We Are', and the central idea 'Exploration of interests and



passion inspires action' was demonstrated through the students' broad range of inquiries and thoughtful actions. Much of this learning was achieved during Cornish@Home and the exhibition was held virtually via video conference.

Throughout the year the primary team undertook a self-study in preparation for a PYP Evaluation visit by the authorising body, the International Baccalaureate scheduled for early 2022. The self-study provided an opportunity for a review of curriculum and cross-checking of our practices and pedagogy against the requirements of the International Baccalaureate. This months-long process provided a chance to recognise the excellent teaching and learning we have in place at Cornish College, as well as identify aspirations for further improvements.

## **Secondary School**

Secondary staff and leadership teams continued to review our curriculum offerings to ensure that students are given breadth of choice and increased personalisation of their learning pathways. The 2021 school year saw some new additions alongside continuations of both relatively new and long-standing curriculum offerings.

Year 7 students and teachers participated in a new inquiry titled 'Beneath the Surface' in which classes explored the generalisation 'Discovering the truth involves exploring the hidden'. A highlight of this inquiry was an excursion to Portsea to go snorkelling and support learning about marine life. Students shared their learning through a virtual showcase on The Hive.

Design Futures, a collective imagining of what a Cornish College education can become and is becoming, was launched in 2021. Design Futures is an evolution of the Cornish College curriculum enabling students to co-create a personalised curriculum, to sit alongside their VCE program, in line with areas of interest and aspirational goals. Design Futures involves learning stewards working alongside students to develop deep understandings in Systems Thinking, Design Thinking, Sustainability and Communication which students then apply to their own inquiries.

The Night of Decades was once again reimagined as the Day of Decades consisting of a decade-focused fashion parade, picnic with foods from each decade, and a high energy dance performance outside on the Vicki Steer Green. On this day Year 9 students stood in as the audience for their Year 8 peers, who shared the findings of their inquiry into the social, political, cultural and historical contexts of each decade in the 20th century.

Due to the cancellation of international travel and the annual Make a Difference Experience, the Year 9 Global Voices, Global Issues, Global Future Exhibition was presented as a substitute demonstration of learning. Year 9 students considered how issues such as citizenship, health, environmental issues and human rights can cause poverty. In their exhibition, they explained to Year 7 students a range of proposed actions to address these issues and end poverty by 2030.

The Super Studies program for Years 8 and 9 students entered its second year. These specialist courses create a space in the timetable for subjects that sit outside the core curriculum by focusing on Visual and Performing Arts, Design and Technologies, STEM, ICT and a selection of the

Humanities (Environment, Enterprise and Economics). Over the space of two years, students have the opportunity to complete sixteen term-long units of Super Studies as large blocks of time, ideal for developing rich and authentic tasks and enabling students opportunity to experience a wider variety of learning areas and disciplines.

Following the successful first year of flexible learning groups in Year 9 Mathematics, this approach was extended into Year 10 in 2021. All three learning groups cover the same Mathematical topics, but with different mathematical foci and expected levels of attainment. Foundation Mathematics consolidates basic concepts and mathematical reasoning for students who have found mathematics challenging in the past. Applied Mathematics consolidates basic concepts and explores the more complex aspects of each topic. Advanced Mathematics covers extensively the most complex elements of each topic preparing students for Advanced Mathematics subjects in their final years of schooling and beyond.

The College's three-year VCE program evolved further with the second year of the C20 Curriculum structure. This program aims to slow down the senior years of secondary schooling by giving students access to some VCE subjects in Year 10. In 2021 Year 10 students were given access to an additional VCE Units 1 and 2 subject; selecting one from a Humanities block – comprising Geography, Global Politics, or History – and another from an Enhancement block – comprising Arts and Technology, Outdoor and Environmental Studies, Health and Human Development, Environmental Science, Economics and Accounting.

## **VCE**

Cornish College offers a variety of learning pathways for our senior students, ensuring where possible that students' curriculum programs are tailored to their individual abilities, interests and career aspirations.

32 VCE Courses were taken by students in 2021. This number of courses varies year-to-year and is dependent on student selections.

A wide range of VET courses were completed through TAFE providers, with many students accessing the nearby Chisholm Institute for their studies

A small proportion of our students also 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

## **Results**

Over 25% of Cornish College's VCE students were placed in the top 15% of the state with an ATAR of 85 or above, with the three highest ATARs above 90, placing those students in the top 10% of the state.

Over 50% of the cohort achieved an ATAR in the top 25% of the state. Further, in 2021 our mean and median ATAR and study scores continued to increase and were our highest to date.

Perfect study scores of 50 were attained by Mathilda Maas, Year 11, for German and Eliza Mason, Year 11, for Health and Human Development.

# PARTNERSHIPS

## Japanese Exchange

Exchange programs are an integral part of the Japanese language curriculum each year, giving students and families opportunities to make friendships, practise Japanese language skills and develop an appreciation of the differences and similarities between Australian and Japanese lifestyles.

An annual highlight of our program is Chiben Day, a full day of virtual exchange activities. The day commenced with a formal live-streamed welcome assembly with speeches by the schools' principals, language leader, Eliza Mason and Year 6 students, Belle Connolly and Nikhila Joseph. Both Chiben Gakuen and Cornish College also presented culturally significant songs.

We were also honoured to receive and present a cheque of \$3,444.59 to Healesville Sanctuary, on behalf of Chiben Gakuen. Soichiro Kishimoto, a Chiben student, was inspired to raise this money once again to help protect and rehabilitate koalas after the devastating Australian bushfires in 2020.

After the formal assembly, our students connected online with their Chiben buddies, where they introduced themselves and found out about each other. A significant amount of preparation throughout the term allowed the students to communicate using the language they had learnt.

Cornish students also received letters from their Chiben buddies, allowing them to gain an insight into the Japanese lifestyle. Our students were most impressed with the excellent booklets each Chiben student had created. We also played traditional Japanese games, and sampled "oishii" (yummy) Japanese snacks and drinks.



Our school is proud to continue this long-standing relationship with Chiben Gakuen, despite the current travel restrictions. We hope to be able to meet again face-to-face in the near future!

In addition to our sister school Chiben Gakuen, in Wakayama we are very fortunate to also have a sister school Eisugakkan, in Fukuyama. Our Years 11 and 12 students were extremely excited to connect via an email exchange program in which they shared information about their hobbies and schooling. Our students greatly benefited from this program as it gave them a real-life insight into life in Japan.

## French Exchange

Changes to international travel inspired us to think 'outside the box' in relation to our student exchanges with France in 2021. Our proposed series of virtual exchanges was launched in March of 2021, and what followed were four Zoom sessions involving over 120 students from both sides of the world!

These exchanges involved Cornish College students from Years 9 – 12 and Kingswood College students, as well as French students from our sister schools Lycée Arbez Carme in the East of France and Institution Mongazon in the west. The aim of these exchanges is similar to our physical exchanges: to experience more directly the language and culture of France, to practise communicating in French, to establish international connections and to use French outside the classroom for more authentic and real communication.

The virtual exchanges, though unable to replace the true value of the physical experience of an overseas exchange, were successful in giving our students the motivation to continue their language studies, as well as validating the reasons behind learning a foreign language. Students were excited by the prospect of meeting 'real' French speaking students their own age. This led to friendships that grew and developed over the course of 2021.

In 2022 we will expand the program by including an extended evening of French activities following on from the international Zoom session, such as a French meal or movie evening. The French Department have begun to plan individual exchanges for the end of 2022, with a proposed visit to Australia by a French teacher from Institution Mongazon in July 2022, along with one French student.

Our hope is that these small steps will lead us to recommencing our full program in 2023 with students from Lycée Arbez Carme and Lycée Paul Painlevé visiting Cornish College and Kingswood College.

Our links to the sister schools remain strong, and in 2022 we look forward to welcoming a third sister school to our list, Lycée Paul Painlevé, a secondary school in the same region as Lycée Arbez Carme.



## Timor-Leste IMPACCT

Our partnership and work with the Fatuquero community in Timor-Leste again looked very different in 2021 due to the global pandemic. Despite not being able to travel with students to Timor-Leste, our relationship with the Fatuquero School in the rural village of Fatuquero continued.

We again provided funds for 12 student scholarships in Fatuquero. These scholarships are awarded to recipients who show diligence and determination in their studies, who have a desire to undertake tertiary education, and who experience financial hardship. Each secondary student received USD\$100 and each tertiary student received USD\$250 per year, and this will continue for their entire educational journey. We are proud to be able to directly support young people through these scholarships.

Cornish was also able to provide a living allowance to support two volunteer teachers who continued to run an English Language Club program at the Fatuquero School. The English Club helps participants to develop their skills and understanding of the English language – an important bonus for a secure future. With our financial support, one of these volunteers, Elvie Trindade, is part-way through her teacher training in the hope that she can be paid for her teaching work in the future.

We hope that in 2023, we can again visit Timor-Leste with Cornish students, who will gain a lasting benefit from the experience, providing a helpful perspective of our relative affluence here in Australia.



## Make A Difference Experience

Since 2012, the Make A Difference Experience (MADE) has been a 12-day journey to Thailand, Cambodia or Laos in the September holidays. This experience has become a rite of passage between the middle and senior years and much anticipated by the Year 9 students. MADE trips challenge and empower students to discover their place in our regional neighbourhood and the world as the students positively impact lives and collaborate with communities in South East Asia to help build a more sustainable future through volunteer and service work.

Due to international travel restrictions, MADE trips were not possible in 2021. However, Cornish is working with a specialist student travel company Rustic Pathways to develop 10-day Australian-based MADE journeys for Year 10 students in March 2022 and the Year 9 students in September 2022.

We hope these trips will involve Year 10 students working within communities in the Kimberley and the Pilbara region, while it is hoped that the Year 9 students will visit the 'top end' along with the Daintree and Central Australia.

Cornish College is excited by these potential new MADE opportunities, as they are expected to further enhance students' understanding of the culture and significance of First Nations Australians by providing the opportunity to work within various Australian communities. At the same time, it is anticipated that the students will be able to explore the sustainability challenges of these regions, the current and future consequences, and how Australians are responding to these challenges.

## Real Time Learning

One of the central features of the Cornish partnership with Real Time Learning (RTL) is the Adopt an Engineer program which is now in its third year at Cornish College. Monash University Engineering undergraduate, Angie Aulia, took over as our new engineer to work with secondary STEM students. Angie is part of the Monash Human Power team designing, manufacturing, and racing fully-faired human-powered vehicles. While the world of university is still some way off for students in lower secondary years, the Adopt an Engineer program brings undergraduates such as Angie into Cornish classrooms to show our students exactly what is possible if they apply themselves to their studies and get involved in cocurricular opportunities.

During the remote learning months, RTL continued to offer the Future Byte series. This is an online forum for students to learn from industry experts about innovative uses of technology, participate in design challenges and connect with like-minded young people. Year 11 student Gemma Wildermuth, herself a robotics and STEM expert, featured several times as both presenter and facilitator in Future Byte.

Cornish students were also invited to participate in RTL workshops held at Bosch where they engaged with an intergenerational and multidisciplinary team of professionals at work. From the engineers and other STEM professionals who work at BOSCH, to the undergraduate students currently working for Real Time Learning, to the student-as-experts such as Gemma, to the participating College students – the full spectrum of career progression was on display in this workshop series.

The return of the workshops to onsite delivery was a welcomed announcement and enabled students the opportunity to visit a workplace and develop the understanding that they too could belong to this type of organisation in the future.

## Future Schools Alliance

Our membership of Future Schools, led by educators Peter Hutton, David Runge and Jen Buchanan has continued to be a highly beneficial wellspring of ideas, professional learning opportunities, and a network of innovative educators from Australia and around the world. Future Schools' mission to help schools explore, evolve and transform a new educational future aligns with the College's mission to deliver education of a different kind, and educate for a sustainable future.

In May 2021, Cornish College was invited to host a virtual school tour of the College for an audience of Future Schools member schools. The online event included a video tour of the College featuring on-camera explanations

from both teaching and non-teaching staff of how we use our 100 acres of land to foster our pedagogy. This was followed by a panel discussion of Executive Leadership Team members and two Year 11 students from our inaugural Design Futures class.

In addition to this event, the Executive Leadership Team benefited from participating in a range of Future Schools webinars and workshops, some of which included:

- Future Leaders, New Paradigms series – a program for staff in leadership positions to present findings or emerging trends in the future of schooling
- An Insider's Guide to Culture Change webinar with US based academic Chris Shipley and Heather McGowan authors of *The Adaptation Advantage: How to Let Go, Learn Fast and Thrive in the Future of Work*
- In Teachers We Trust webinar with Finnish educator and University of New South Wales Professor Pasi Sahlberg. Participation in this conversation led to a further invitation to a video conference with Ted Dintersmith and Tony Wagner about trends in Global Education as presented in their documentary film *Most Likely to Succeed*
- Future Schools Think Tanks – conversations on topics such as personalised learning, finance, and timetabling



## 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 enables participating students to experience university life as part of their VCE studies, with access to a range of academic events and activities.

In 2021, a Year 10 student, Georgia Youd, was selected to participate in the program in 2022. Our 2020 recipient, Year 11 student Charli Davies, benefitted greatly from the program in 2021 and will continue her participation in 2022.

### 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.

Year 10 (2020) students, Jarrod Oakley, Samantha Poussard and Georgia Youd, pictured below, were selected and participated in the 2021 Monash Scholars Program.



### Enrichment Programs

In addition, students have been involved in the following enrichment programs:

*SIS Public Speaking Championship – Winners*  
Marli Hunter, Harrison Walsh, Madeline Fantas, Declan Molloy, Jake Ormsby Goard and William Irving

*VCAA Plain English Speaking Award – State Heats*  
Sara Scully and William Irving

*Australian Geography Competition – High Distinction*  
Madeline Fantas and Sarah Wilson

*BEBRAS Australian Computational Thinking Challenge – High Distinction*  
Brock Hogarth Scott, Harvey Woolley, Levi Corbett and Leigh Harvie

*Big Science Competition – High Distinction*  
Alex Zhou

*Big Science Olympiad – Distinction*  
Jasper Zdanius



# THE ARTS

## Performing Arts

2021 again displayed the diversity of the arts and its ability to adapt and improvise. It gave both staff and students the opportunity to begin to immerse themselves back into live performance whilst continuing to use the technology learnt in the previous year. We were able to continue to support growth and foster community through various online and live events, both on and off campus. Individual Drama and Music tuition adopted a hybrid model to support being able to deliver lessons regardless of staff and student location.

Throughout the year, 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

### Classroom Drama and Dance

- VCE Theatre Studies online guest speakers and performances
- Super Studies continued to offer eight dance and drama units throughout the year. These included Dance'letics, Designing Fear, Dramability, Influencing the Audience, Dance Collision, Theatre Production, Dance of the Decades, That's Hilarious!
- Night of Decades – all Year 8 students performed a live dance piece for their friends and family. The movement style, music and costumes were taken from a historical era

### Classroom Transdisciplinary Performing Arts

- VCE Visual and Performing Arts Showcase
- ELC Living Portfolio – pre-recorded
- Year 6 Production *Scaredy Cat*



### Cocurricular events

- The Winter Showcase – live Zoom music soiree
- Funk/Soul Band – excursion to Soggy Dog Recording Studio (as part of our pre-recorded item for SIS Big Night)
- Prep – Year 2 Soiree – live music soiree
- Assembly performances – both live and pre-recorded
- Summer Showcase Festival – live Zoom music soiree
- Prep – Year 4 Christmas Celebration – pre-recorded video
- Years 5 – 12 Celebration Evening - video production highlighting excerpts from *Bugsy Malone*, music ensembles, theatre and dance students
- Lunchtime dance clubs in primary and secondary
- SIS TheatreSports workshop and championships
- Performances at school tours, chapels and assemblies and various performing arts activities with our Cornish Home community

### Ensembles

Students embraced the College's many music, drama and dance ensembles, from those which are open to all, to those which require a set level of instrumental competency. Research shows that regular exposure to controlled, manageable risks helps to build resilience in young people, and as such, ensembles are an important feature of the program.



## Visual Arts

At Cornish College, the Visual Arts program develops creative thinking skills through arts theory and practice, across an extensive range of mediums and disciplines. From Early Learning Centre through to Year 6, students participated in creative, engaging and thoughtful arts practice, building on and refining their skills with each year.

In the secondary school, students had a semester of Art in Year 7 and thereafter participated in Visual Arts electives through Super Studies in Years 8 and 9, and developed specialist skills in VCE Studio Arts, Visual Communication Design and Media, from Year 10. Our programs supported the development of young artists and through this, celebrated the breadth of Art, Design and Media.

The Visual Arts gave our students the capabilities and confidence to reach their potential and develop their abilities to help them become resilient, creative and flexible problem solvers.

Students were able to showcase their skills and creativity in the Visual Arts gallery space, via site-specific displays throughout the school and annual exhibitions, as well as exploring the Visual Arts through incursions and excursions.

Events included:

- Student-led conferences
- Junior exhibitions
- Pop up drive through Art Walk
- Annual VCE Arts Exhibition
- Media screenings
- Cross-curricular works across all year levels



# 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 2021, cocurricular opportunities included a variety of activities across sport, intellectual and miscellaneous categories, including the following:

## Sport

- Golf
- Equestrian
- SIS sport
- Camps
- Mudlarks
- Gymnastics
- Junior Running Group

## Academic

- Debating
- English speaking awards, including the VCAA Plain English Speaking Award
- Language speaking competitions
- Australian Geography competition
- BEBRAS
- Big Science competition
- English Extension
- Science Olympiad

# SPORT

Sport takes many forms at Cornish College to best serve our students' needs and their developmental progression. We usually 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.

In 2021 almost all of our external sporting opportunities were unavailable, so we needed to participate where numbers and interaction limits allowed in internal sporting competitions. While this was a challenge, many fantastic events took place and the students had great opportunity to be active and energetic when they were at school.

## Internal Program

We began our sporting year in the warmth of the waning summer with students participating in the Secondary House Swimming Carnival. We welcomed our new Year 7 students to the event and our primary sport captains were delighted to be able to assist in the management of the carnival for their senior peers. As always there were some brilliant individual efforts that stood out on the day, records broken and many points accumulated for each

## Intellectual

- Chess
- Teen Chef
- Leadership
- Australian Mathematics competitions
- Engineering competition
- APSMO (Maths Olympiad)

## Performance

- TheatreSports
- Choir
- Bands
- Instrumental Music
- AMEB Drama
- Dance
- Music recitals
- SIS Art and Technology Exhibition

## Other

- I Sea I Care
- Winter Sleepout



House. Our House carnivals are all about participation and it was encouraging to see the number of students getting in and having a go to gather points.

The winner on the day was Biik who won the carnival for the third year in a row. Congratulations also go to all of the record breakers and age group champions.

We were delighted to be able to participate in our Secondary House Athletics at the Casey Fields athletics track. A fantastic sunny day in autumn and a brilliant day of competition, with very student in the secondary school having the chance to contribute points in up to eight events plus relay runs. Our winners this year were Biik (a bit of a theme developing here!)

Our House cross country event took place around the magnificent 100 acre classroom at Cornish. A 3km circuit was undertaken by all of our secondary classes with points awarded in descending order of placement and all points added toward the House tally. For the third time this year, Biik House took out the event with the highest total overall. Congratulations to the Biik House Captains, Hugh Gardner and Zoe Spence, who did a magnificent job of motivating their team in the three major events for the year.

### House Swimming Carnival Winners

Primary – Baany

Secondary – Biik

### House Athletics Carnival Winners

Secondary – Biik

### House Cross Country Carnival Winners

Primary – Baany

Secondary – Biik

There were 74 recorded results in the individual sporting competitions in 2020. With the combined points allocated from all of these events, the major swimming carnivals, several Cornish@Home competitions and several cocurricular events, the 2021 House Championship Trophy was awarded to Baany at Celebration Evening.

## External program

We were fortunate that all levels in the secondary school participated in at least one term of SIS interschool sport in 2021.

### SIS Swimming

Cornish had a very strong team of 58 swimmers who participated in the two SIS swimming events this term. We had a great afternoon at The Pines swimming pool for our SIS relay-only carnival and then onto the SIS Division A Championships. Overall we were placed fifth of the eight schools in the A Division, which is a great effort given the numbers of students that we select our team from. We also won outright the Under 16 boys division pennant. Cornish students Dion Gordon, Xavier Kearney, Emma Chantry and Emily Dodd were also then invited to participate in the Victorian Schools Association Competition carnival for the SIS against all of the other divisions in the state.

### SIS Cross Country

The SIS cross country day was a wet and cold one held at Baxter Park where our team of dedicated runners took on the 3km and 4km course and challenged their aerobic energy system for the glory of the College. Samantha Moloney and Tiara Wickramage performed particularly well to be placed first in our division.



# COMMONWEALTH REPORTING REQUIREMENTS

## Key Student Outcomes

### 2021 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:

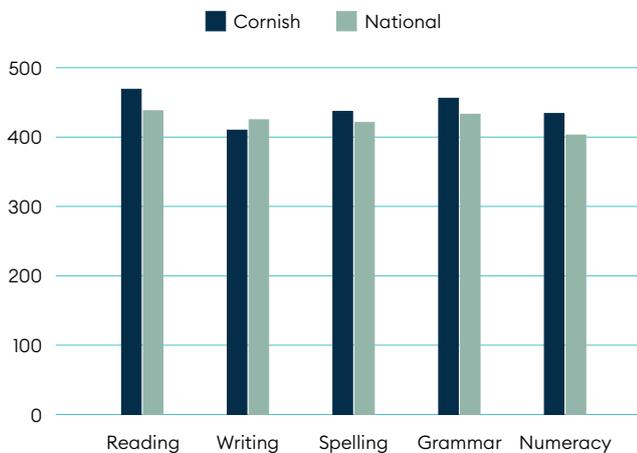
- Reading
- Writing
- Language conventions (spelling, grammar and punctuation)
- Numeracy

In 2021 our participation in NAPLAN was 100%, while the participation for all Australian students was 95%. The results indicated that Cornish College students are

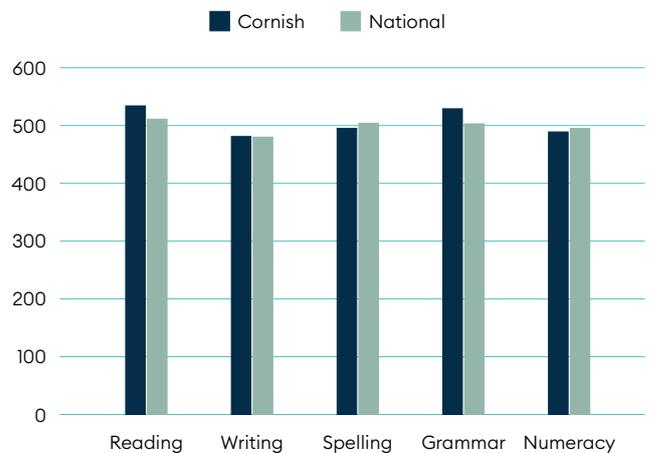
close to or above the national results in reading, spelling, grammar and numeracy in Years 3, 5, 7 and 9. The results identify writing and spelling across the school as areas for further improvement in most year levels, therefore this has been set as a priority focus with the allocation of staff professional learning and collaborative planning time to make gains in these areas.

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 such as the Progressive Achievement 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.

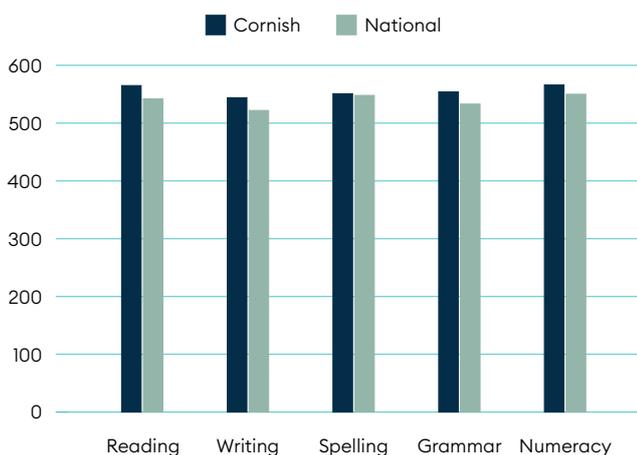
### Year 3



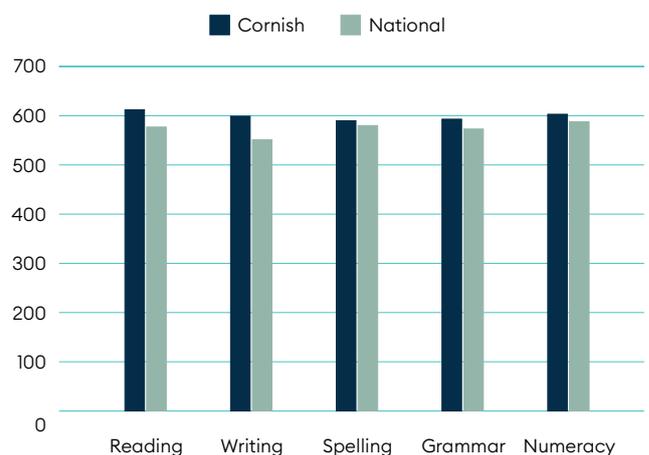
### Year 5



### Year 7



### Year 9



## 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

Year 1 – 95.21%	Year 6 – 95.6%
Year 2 – 96.42%	Year 7 – 96.33%
Year 3 – 96.73%	Year 8 – 97.24%
Year 4 – 97.05%	Year 9 – 96.82%
Year 5 – 97.23%	Year 10 – 95.01%

Overall attendance rate was 96.36%



## Senior Secondary Achievements

### Vocational or Trade Training

In 2021, 28 students completed a VET subject as part of the VCE program.

### Class of 2021 results

- Two students achieved an ATAR of 95 or above, placing them in the top 5% of all students in Victoria
- Seventeen students, 43% of our cohort, received an ATAR of 80 or above, placing them in the top 20% of all students in Victoria
- Twenty four students, 60% of our cohort, received an ATAR of 70 or above, placing them in the top 30% of all students in Victoria
- Nine of our students received a Study Score of 40 or above

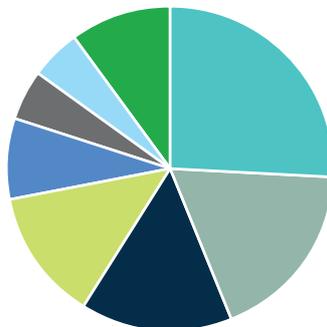
Our 2021 Dux, Sara Scully, pictured below with Principal Nicola Forrest, achieved an ATAR of 96.5 – an outstanding personal achievement.

Three students achieved their VCE Baccalaureate in 2021:

- Mackie Edwards
- Lily Manfre
- Sara Scully



### Year 12 tertiary destinations



- Deakin University
- Monash University
- The University of Melbourne
- Swinburne University of Technology
- Federation University Australia

## Professional Engagement

The professional learning priority areas for teachers in 2021 were: concept-based curriculum and instruction; guided inquiry; Primary Years Programme; VCE; data, feedback and assessment; wellbeing and restorative practice; design thinking; systems thinking and Aboriginal and Torres Strait Islander Cultural Competence. All professional learning undertaken by teachers was aligned to one of these areas.

The January staff conference saw the launch of Cornish Student Storyboards which is a centralised location that presents student data collected from both internal and external standardised tests and assessments. Primary and secondary teachers participated in a data literacy workshop and worked in groups to analyse the individual student and year-level cohort data available to determine trends and set priorities for data-informed teaching and learning.

In April, a group of 15 Cornish teachers and one College Board member participated in a two day Concept-based Curriculum and Instruction workshop. This workshop was delivered by Nicola Forrest who holds accreditation as a certified trainer using the work of Dr Lynn Erickson and Dr Lois Lanning. Co-presenting this course was secondary teacher and Head of Performing Arts, Lauren Zeigler, who is undertaking study for the same trainer certification.

In May, the administrative and property staff participated in workshops on a selection of the storage, productivity and collaboration functions available through the Google Workspace.

In July, the primary team welcomed writing consultant Deb Sukana for training in the Writers Workshop, an instructional practice designed to help children become confident and capable writers.

In August, all Cornish staff attended a presentation by The Resilience Project which focused on three key pillars that have been proven to cultivate positive emotion - gratitude, empathy and mindfulness.

Throughout all of 2021 the Early Learning Centre team maintained a focus on building resilience and encouraging risk-taking in young children. The online training from the Early Childhood Resilience Project was funded by the Department of Education and Training Victoria's School Readiness initiative.

The Australian Council for Educational Leadership recognised our Principal, Nicola Forrest, with an ACEL Fellowship. This award honours those educational leaders who, in the view of their peers, have made a significant contribution to the understanding and practice of educational leadership.

## Staff and Retention

At the end of the 2021 school year, the College employed 69.2 full-time equivalent (FTE) teachers and 35.9 full-time equivalent (FTE) general staff. This was an increase of approximately 2% in teaching staff and there was a 2.8% decrease in general staff.

The staff turnover rate for 2021 was 10% compared to 2020's rate of 10%.

In 2021 there were no staff who identified as Aboriginal and Torres Strait Islander.

In 2021 71.8% of staff were female and 27.6% were male, with one non-binary staff member (Workplace Gender Quality Agency report).

## Teaching and General Staff Qualifications

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 names and qualifications are published annually in our yearbook *Womin djeka*.



# COMMUNITY FEEDBACK

Cornish College 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.

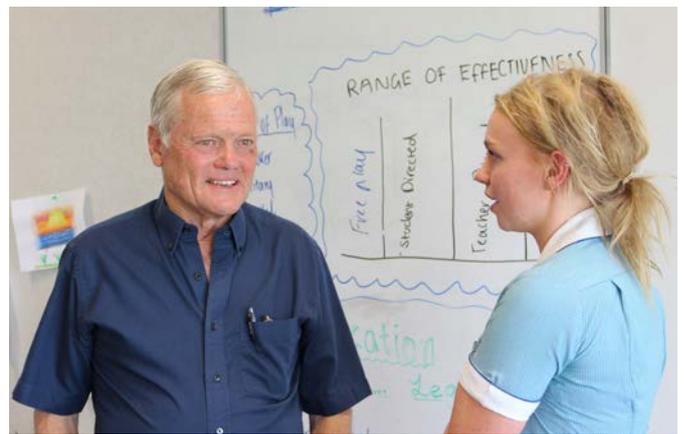
Due to our small class sizes, teachers and students often develop strong, positive connections where sharing ideas, opinions and concerns occurs naturally. Teaching staff also encourage students to provide feedback during classes, one-on-one meetings or at Academic Care Meetings and parent/teacher meetings.

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 to many parents at informal and formal meetings at the College.

The Parents Association provides 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 and pass their insights to the College for consideration at College Board and committee meetings.

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

In 2022, 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 Parents Association plays a pivotal role in building and nurturing a great sense of community within Cornish College and to raise funds for important school improvements.

The Parents Association is seen as a valuable avenue to keep parents connected and involved in the school and to feel part of making Cornish College a place where everyone can be their best.

The Parents Association encourages and welcomes members to volunteer for projects and events and provides these volunteers with guidance and support. By volunteering, parents develop a deeper connection with the school and helps them make connections with other parents.

The Parents Association is looking forward to developing new initiatives and events including the 10 Year celebrations of the College in 2022.

## Office Bearers

- Amy Jayasuriya-Clifford, President
- Alicia Parker, Vice President
- Rob Novotny, Secretary
- Glen Dymond, Treasurer

## General Committee

- Jacqui Embelton
- Brenda Beekman
- Jim Poussard
- Kate Kenny
- Lara Sinclair
- Jeanette Coates
- Toni Newman
- Annabelle Coomerawel-Mortimer, Class Representative Coordinator
- Carol Widmann

## Highlights

### New Parents Dinner

This event was to welcome new families to Cornish and acknowledge transitioning families to Prep and Year 7. This event was attended by almost 100 guests including families, the Executive Leadership Team and Board members.

### Community Picnic and Market Fair

The first fundraising and friendraising event for the year was the Cornish College Community Picnic Market and Fair. Held on the beautiful Cornish grounds, approximately \$5,000 was raised to be used to make improvements to the primary playground.

The event included 21 market stall holders of which six were Cornish students, a silent auction and a number of food trucks. There was also a former Cornish student DJ and live music performances, family games, face painting by senior students and a fashion show.

### Small Business Sunday

In conjunction with the College, the Parents Association developed an online Business Directory to support those within the Cornish community who owned businesses. More than 40 businesses participated in the directory and, as a result, Small Business Sunday was launched on the Parents Association Facebook page, where each Sunday we highlighted and promoted an individual business from the directory.

### New logo

A new Parents Association logo was designed to align with the College's new branding strategy and implemented for all Parents Association communication.

## Fundraising Events

Despite the ongoing health challenges, some fundraising events did proceed, with the focus of fundraising to assist with school improvement projects, the first being improvements to the primary playground.

### District Cross Country Sausage Sizzle

The Sausage Sizzle was coordinated by Treasurer Glen Dymond, with a number of volunteers.

Sausages in bread, soft drinks and water, chips and chocolates were available and Lincoln from Mean Bean was also onsite providing coffee. The sausage sizzle was well received and was a sold out event.

### Mother's Day Stall

The annual Mother's Day Stall was held in the Sustainability Centre. The stall was open to children from the Early Learning Centre to the primary years, with a focus on clearing current stock with the intention of moving to a more sustainable model next year. The stall raised \$1,500.

## Supporting School Events

### Teacher Appreciation Event

The Parents Association made a contribution of \$1,000 towards the teacher appreciation event. Due to the health restrictions, the event could not be held face-to-face onsite and instead, the Parents Association collaborated with the school to purchase meal/dinner vouchers for staff to take home. These vouchers were purchased from the Melbourne Cable Park to assist a local business.

### Colour Celebration

The Parents Association provided fresh fruit for the Colour Celebration at the end of Term 4.



# THIS FINANCIAL STATEMENT

In 2021 Cornish College continued to apply sound financial management practices and the College continued to enjoy strong enrolments.

The 2021 financial result returned a small surplus for the year and 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 2021.

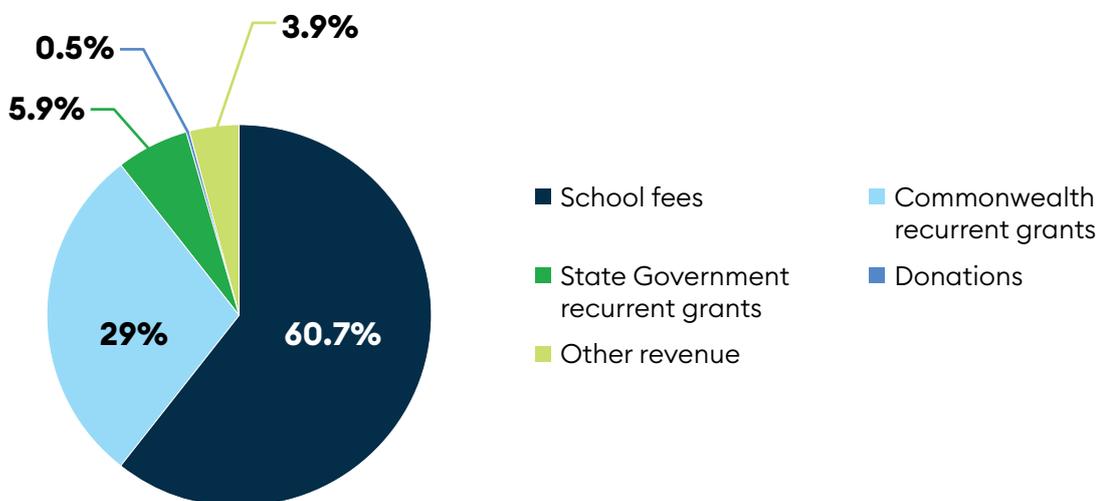
The lockdowns associated with the COVID-19 epidemic suppressed both revenues and expenses.

In 2021 the College kept the tuition fees at the 2020 levels.

The attraction, development and retention of high-quality staff to deliver a Cornish education to our students remains of high importance. Employee costs are the largest single item of expenditure, with a key metric throughout the year being "salary cost as a percentage of net revenue".

For 2021, this percentage is 74.7% compared to 75.8% for 2020, reflecting continued focus on staffing profiles and development.

## Income



## Recurrent Expenditure





**CORNISH**  
COLLEGE

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