



# 2020 ANNUAL REPORT





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## Acknowledgement of Country

We acknowledge the Traditional Owners, the 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 Uniting 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 worldwide challenges that we faced in 2020, 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 great place.

Our values and self-belief are what continue to drive each and every one of us and, as a College Board, we are very proud of how our community has faced the unique challenges of 2020.

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

Although many of the events and activities that normally take place during the school year were cancelled or presented in a different way, Cornish College has continued to thrive.

From students supporting one another; to families looking out for each other; to the strength and unity staff have consistently displayed, even when I'm sure all their 'tanks were almost empty', the Cornish College community has adjusted and adapted to the multitude of challenges this year, whilst showing resilience, courage and care.

The College was delighted to confirm that, in recognition of the outstanding contribution to the College, as Chair of the Board for nine years, before his retirement earlier this year, we have launched our first named scholarship, the Robert Johnson Scholarship.

To acknowledge the Rev Dr Robert Johnson's service to the College, the Robert Johnson Scholarship will enable a student to come to Cornish, who otherwise would not get that opportunity. Robert was passionate about giving and making a difference and we are very proud to be able to continue his legacy and give back in true Cornish spirit.

We also farewelled a long-serving Board member Christine Marks, and welcomed a new member, Dr Bev Menner.

I would like to particularly acknowledge the support of all our parents. It's been a very different and for some of you, a difficult year, with significant challenges,

but I'm sure that you have grown and learnt some things about yourselves and your family along the way. I also hope that you felt supported by the College Board, as you faced those challenges.

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.

On behalf of the whole community, thank you to Nicola Forrest for her wonderful leadership of our school in 2020 – she has now completed her first year as Principal, and what a different journey it has been for her. Our thanks also to the Executive Leadership team and every member of staff. As a College we are blessed to have our 100 acre classroom, but our school couldn't stay true to its vision without the passion, determination and courageous spirit of our wonderful staff.

I'd like to think that the best is yet to come. As we reflect on 2020 and look forward to 2021, I invite you to think of hope – hope for the year ahead and what it will bring. We know it will surely be better than 2020.

We are excited for the future and continued evolution of Cornish College and look forward to the tenth year of our school in 2021. Formal celebrations for this milestone will be held in 2022 and we look forward to welcoming many of those who contributed to the establishment and growth of the College back to Cornish, to help us celebrate this event.

**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 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.

## Committees

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 & 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

### Rev Dr Robert Johnson

BA BD(Hons) DMin – Chair  
(until July 2020)



Robert was a member and Chair of the Board from November 2011 to July 2020. 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 Committees 2020		Board		Finance		Governance		Property		Marketing	
Member	Attended	Eligible to attend									
Robert Johnson (Retired 27 August)	6	7									
Trevor Gurr	10	10	10	10							
Bruce Stradling	10	10	10	10							
Chris Begg	10	10	9	10							
Blair Gardner	10	10						5	5		
Lister Hannah	10	10				10	10				
Bev Menner (Appointed 23 July)	5	5				5	6				
Christine Marks (Retired 27 August)	6	7				8	10				
Max Verberne	9	10				6	7				
Tara Broderick	9	10								6	
Andrew Maher	10	10						5	5		
Claire Dawe	10	10								3	
Nicola Forrest	10	10	10	10	10	10	3	5	6	6	
Martin Massey (Secretary)	10	10	10	10	10	10	5	5	5	6	
Georg Robers *			10	10							
Ollie Hinton *								2	5		
Tom Humphreys *								4	5		
Richard Sallows #						10	10				
Dennis Freeman *										6	
Cassandra Tonkin *										6	
Kylie Jones *										4	
David Johnson *										3	

\* Co-opted member # In attendance



**Max Verberne**

*Grad CertBusMgt – Chair  
(from July 2020)*



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.

**Tara Broderick**

*BSW, MHA (current) ADip (SocSci) Deputy Chair (from August 2020)*



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.

**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.

**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.

**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.

**Christine Marks**

*BA LLB (until August 2020)*



Christine was appointed to the Board in November 2011 and was a member until August 2020. Her connection to the school is through her father, Richard Cornish, after whom the College is named. She was a member of the Risk and Governance Committee and Chair of the Nominations Committee. Christine is an experienced Property and Estates Lawyer practising in the Bayside area.

**Dr Bev Menner**

*BSc(Hons) PhD GradDip (GenCouns) PMP (from July 2020)*



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.

**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



When we reflect on 2020, there are so many words that come to mind. It was a year where a COVID-19 based vocabulary seemed to be on rotation – unprecedented, challenge, pivot, lockdown, remote, ‘you’re on mute’! But I also recall starting the year with an emphasis on the words *gratitude* and *acceptance*. Whilst these words are part of acknowledging 2020, they don’t completely define the year’s story. I am reminded of the many successes, many achievements and many causes to celebrate that helped to frame the Cornish College 2020 school year. And, I am reminded of the importance of education and learning and why we must strive to continue to get it right.

Isn’t it remarkable that amidst all the stoppages, the cancellations and closures, education – schooling – continued? We really ought to take the time to reflect on that. That whether students adapted with ease or struggled to make the shift to remote learning or even thrived on it – lockdowns didn’t stop us from learning. And I’m including in this all learning – learning beyond the curriculum, beyond prescribed topics and subjects, learning beyond what teachers can teach, learning beyond conventional boundaries.

In many ways we have learned that we are on the right track here at Cornish. That our vision of education for a sustainable future is a most compelling one. And we are reminded that if education is to make a difference to

the world – and it needs to – it must be education of a different kind. So this year, perhaps more than ever, our school’s identity as change-makers, led by our values of respect, integrity, compassion and creativity, came to the fore with courage.

We learned that we need to pioneer new ideas. Education needs explorers – communities willing to challenge what exists and take on new frontiers. As a community, we want an education that is going to challenge the systems and structures of the past to bring about change that will create a better future for our children. But we also want an education that fulfils young people now – and that is the model that Cornish College thrives on. Exceptional care now with a curriculum that provides relevance and meaning into the future.

In Term 4, I asked some students, “Thinking about this year, what would you want to tell people about Cornish College?” They told me “It’s like a home environment. You feel connected to community. The relationships are authentic. You help us find a way to overcome challenges. We can get out in nature and learn about things that aren’t in a textbook. There’s genuine student input and so much choice

because of inquiry.” They also said, “And the principal is asking us what we think!” They told me that Cornish is different to many other schools and they feel proud when they talk to their friends about our school.

Isn’t it funny that they didn’t talk about remote learning or COVID-19? But they did focus on human qualities, relationships, community and about why it’s good to be different. And we agreed, upon reflecting on this, that at Cornish College, we probably underestimate our points of difference. But perhaps that’s because we don’t do what we do to be different, we do it to make a difference.

2021 will be our tenth year as Cornish College. What a great time for us all to own what it means to be explorers in education. This year we have learned that now is the time not just to do things better, but to do better things.

I saw an article in the Sunday section of *The Age* newspaper recently where they were advertising T-shirts with logos relating to 2020 – most with those words and sayings that seemed to define 2020. And there was one seemingly popular T-shirt that simply had 2020 struck out – a line through 2020.



I know it's been so tough for so many but, despite the tendency to do so, let's not strike out 2020. Let's use it to learn, to grow stronger as a community and to believe in what young people are capable of.

This Cornish College community holds the key to the sort of education we hope for. The sort of education that will help to ensure the sustainable future our children hope for. Being explorers takes commitment and courage and I'm certain it is best done together.

And there is no doubt we have just the team for doing better things. Our

parents, students and families are all part of that team – they inspire us to do better things. My thanks for their support, compassion and courage this year. Thank you also to our Parents Association for their support and creativity in keeping our wider community connected this year. To our hardworking and creative Executive Leadership Team and our teaching and non-teaching staff, my sincere thanks for the incredible year in which they charted new territory and redefined categories as only true explorers can.

Finally, thank you to our College Board of Directors for believing in the legacy

of Cornish College and for having the courage to help us lead this school into an extraordinary future. My special thanks to the former Chair of the Board, Rev Dr Robert Johnson, who retired from the Board during the year, and long-serving Board member Christine Marks, for their wonderful contributions to the College.

Thank you to all in our community for your commitment to our growth, care of our school, the land of the people of the Kulin Nation, and all those who walk it with us.

**Nicola Forrest**



# CORNISH COLLEGE STRATEGIC PLAN 2017-2021

Cornish College is approaching the end of its current *Cornish College Strategic Plan 2017-2021*. As the College reaches the end of the penultimate year of this plan, preparations are well-underway to begin the development of a new plan to commence in 2022. It's expected that this development will continue throughout 2021 and involve a wide-range of stakeholders across the Cornish College community, including significant input from College staff.

*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**

## Next Steps

### 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

Natural sustainability continued to be a key focus for the College in 2020. Due to the period of remote learning, some key sustainability practices were adapted and reimagined to ensure students, staff and families in the community could continue to think and act sustainably despite their physical distance from the College.

The Cornish@Home curriculum ensured students continued to connect with nature, providing opportunities for health and wellbeing. Interactions with nature were firmly embedded into the remote learning curriculum and included bird watching – which included graphing and engagement with citizen science projects and bird data – growing and monitoring the development of seeds and plants, writing in and about nature, and creating art outside using natural materials.

Although students and staff spent much of the year away from the College, sustainability practices continued to be implemented at Cornish.

Some highlights included:

- Refined waste management strategies, with a more consistent separation of waste and a clearer bin system throughout the College
- Steps towards the use of biodegradable products in the canteen, when alternatives are not available
- The installation of solar panels throughout the school and access to real time data of the College's energy savings. College staff continued to work towards sharing this data with the school community in an accessible way, such as digital signage displays in the school and ensuring teaching staff could access the data for use in relevant classes
- Mulching in all of the garden beds, reducing water consumption at the College
- The College continued to work closely with CERES School of Nature and Climate on the ResourceSMART program



## ResourceSMART

The College continued to work closely with CERES on the ResourceSMART program in 2020, which saw some exciting results. As students and staff spent a large part of the year at home, the College benefited from the energy, water and waste savings.

A major achievement for the year was the launch of the *Biodiversity Master Plan*, which outlines plans for managing the school's biodiverse property from 2020-2025. The plan was launched to the community on

9 November 2020 and will provide a blueprint to protect and enhance biodiversity at the College now and in the future.

With the launch of the plan, the ResourceSMART Committee submitted the Biodiversity Star to ResourceSMART for evaluation and certification. The Committee also took significant steps towards the College's third star, Energy, by changing to LED lighting, installing solar panels and using green energy.

The Chair of the College's ResourceSMART Committee, Dr Peter Morgan, concluded his time at the College at the end of 2020. The College acknowledges his significant contribution including his leadership of the committee and the Cornish Climate Action Network.



## Reconciliation Action Plan

In 2020, the College established a working group to develop a Cornish College *Reconciliation Action Plan*, a formal statement of commitment to reconciliation. *Reconciliation Action Plans* are developed by many organisations across Australia, including workplaces, universities, schools, government and community organisations.

These plans help build and encourage strong relationships between Aboriginal and Torres Strait Islander people and the broader Australian community, help foster and embed respect, and give all participants a greater cultural awareness and professional development. Our *Reconciliation Action Plan* will demonstrate that we are forward-thinking about reconciliation and committed to making positive change.

A working group has been established and will collaborate over the next six months and will aim to have a draft plan for discussion by July 2021.



# SCHOOL ACTIVITIES

## Curriculum

### Cornish@Home

The school year of 2020 was characterised by change, resilience and innovation. At a staff planning day in Semester 1, teachers reflected on the historical significance of the unfolding global pandemic and imagined how the curriculum of the future would capture and represent this era of 21st century history, and how schools would adapt to this unexpected disruption. Curriculum and lesson plans that had been designed for delivery in a traditional school and classroom setting were rapidly and radically re-designed for remote and virtual instruction. The Cornish classrooms and 100 acre campus were suddenly replaced with living rooms, backyards and computer screens – a shift that simultaneously limited and enhanced our educational opportunities.

The launch of Cornish@Home, the College's remote learning program, required teachers and students to quickly adapt to teaching and learning via video conference and find new ways to use collaborative technologies to ensure educational continuity. Overnight, the learning process and our Cornish curriculum became instantly more visible for all members of our community as parents became learning aides and pets became classmates. Some students thrived with the independence afforded by remote learning, finding a state of flow in their learning uninterrupted by a traditional school day. Other students struggled, missing greatly the daily connection with their classmates and teachers in the physical classroom. The College Executive Leadership Team and staff spent many meetings and workshops considering how schooling should look in a post-normal, post-pandemic world.

### Early Learning Centre

The *Being, Belonging, Becoming – Early Years Learning Framework* is the national curriculum 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 framework of inquiry-based learning and the Reggio Emilia approach to early learning, the curriculum and environment provide a foundation for young children to become responsible citizens of the world.

The ELC's 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.

In 2020, the Living Portfolio was shared in a digital format via The Hive, and included a group performance from ELC3 that stemmed from their close study into birds and nests and a series of puppet shows performed by ELC, using the puppets the students designed and created, inspired by their inquiry into storytelling and the art of puppetry.

### Primary

A notable feature of our Primary Years Programme (PYP) was the ability to connect the curriculum with the wider world using technology. Students benefited from virtual access to a range of professionals, experts and academics who provided additional insights into their learning inquiries. Some of the virtual excursions, guest speakers and workshops included:

- Kids Help Line hosted a 'Managing Emotions' session, which helped lower primary students develop an understanding of their emotional responses and upper primary students learn coping strategies to assist with the changes experienced due to the pandemic
- Urban ecologist Dr Lizzy Lowe from Macquarie University supported the Year 1 'How the World Works' inquiry by teaching students about Australian insects and spiders and their important role in the environment
- The Royal Botanic Gardens welcomed Year 5 students on a virtual excursion to support an inquiry into sustainable innovations, teaching them about how carbon works in different natural systems and highlighting what can be done at home and school to reduce our environmental impact
- A Scienceworks presenter from Melbourne Museum offered a guided tour of the Melbourne sky using Stellarium, an open source stargazing program. Students took a journey to the stars and visible planets and gained insight into seasonal variations in the day/night cycle

One of the hallmarks of being an authorised International Baccalaureate (IB) world school is that we offer the PYP Exhibition in the final year of the programme. In 2020, the exhibition was developed under the transdisciplinary theme of 'Who We Are'. The learning focused around a diverse range of concepts including the self, our beliefs and values, aspects of health, relationships, our rights and responsibilities and what it means to be human. Originally planned to be held online, last-minute changes in the COVIDSafe guidelines for schools meant that students were able to share their inquiries in person with their fellow students, parents and teachers.

### Outdoor Learning

The events of 2020, which saw our community confined to their homes for extended periods of time, only served to highlight the great value that we place on our Outdoor Learning program. Recognising that the need to spend time outside was essential during remote learning, the *Dhumbadha biik* lessons and ELC weekly walk days were reimaged with teachers setting learning activities and inquiries which took students and their families into their own backyards and local parklands.

### Secondary

Some purposeful revisions to curriculum offerings in the secondary school were made this year, aimed at providing more breadth of choice, and therefore increased personalisation of students' learning pathways.



- The Year 9 Mathematics Program was rearranged into three flexible learning groups, Foundation, Applied and Advanced, with each group covering 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 Year 10 and beyond
- The Super Studies program commenced for Years 8 and 9 students, replacing the previous Breadth Studies program for Years 9 and 10. 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 complete sixteen term-long units of Super Studies in large blocks of time, ideal for developing rich and authentic tasks and enabling students the opportunities to experience a wider variety of learning areas and disciplines
- The College's three-year VCE program evolved further with the commencement 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. Starting this year, Year 10 students were given access to an additional VCE Units 1&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

The extended period of remote learning led to some innovative evolutions of our annual exhibitions of student learning, with Years 7 – 10 all able to present their learning with our community through the following ways:

- The Year 7 Recital Evening saw the release of a 40-minute video showcasing and celebrating the Year 7 Band Program, through which every student spends a year learning a new instrument



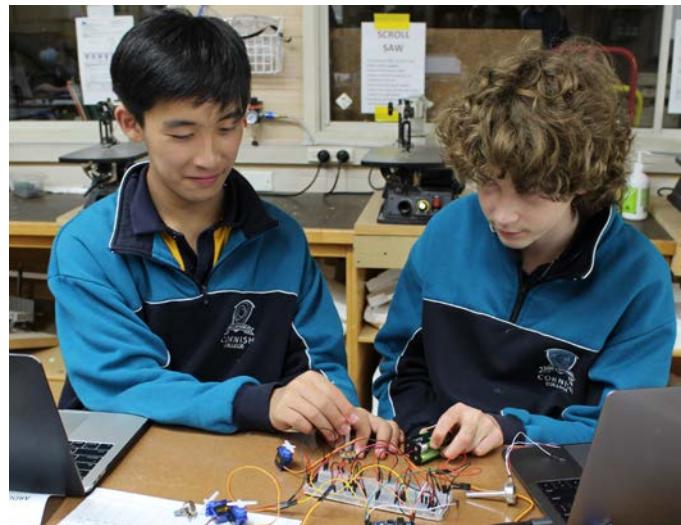
- The Year 8 Night of Decades transformed into the Day of Decades, complete with a decade-focused fashion parade, picnic with foods from each decade, and a high-energy dance performance and flash mob outside on the Vicki Steer Green. On this day, Year 9 students stood in as the audience for their Year 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 born. 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 plans to address these issues and end poverty by 2030
- The Year 10 Visible Thinking Seminar also became an online presentation. Students explored complex issues facing our world, researching and writing a 5,000-word thesis or fieldwork report in which they unpacked a current political, technological, social or environmental topic and debated the arguments and issues surrounding it using Socratic dialogue techniques

## **Years 11 and 12**

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

*Summary of the VCE programs offered in 2020:*

- 32 VCE courses were offered – this number varies year-to-year and is dependent on student selections
- A wide range VET course 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



# PARTNERSHIPS

## Japanese Exchange

Our exchange programs are an integral part of the Japanese language curriculum 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 exchange program includes Chiben Day – an annual visit from Chiben Gakuen, our sister school in Wakayama – as well as a 15-day study tour in September for approximately 20 Cornish students, who spend time with students from Eisugakkan, our sister school in Fukuyama.

Due to international travel restrictions and the pandemic, the exchange program was modified and held virtually in 2020, ensuring students were able to maintain important connections with our sister schools while developing their Japanese language skills in real-life contexts.

Chiben Day, held in February, included a live-streamed welcome assembly with speeches by the schools' principals and language leaders (Poppy Girt, Wyn Hughes, Lily Turner), followed by songs and quizzes. Students received letters from their buddies and wrote letters to introduce themselves in response, and also shared recordings of themselves at Cornish College to introduce the Chiben students to the Cornish learning environment.

Although the exchange program moved online, the connection between Cornish and Chiben remained strong. A Year 4 Chiben boy, Soichiro Kishimoto, inspired Chiben students to raise \$4,743 to protect and rehabilitate koalas after the devastating Australian bushfires early in the year. Year 6 Language Leaders Wyn Hughes and Lily Turner accompanied Head of Japanese, Julie Campbell, in December to present a cheque to the Healesville Sanctuary on behalf of Chiben.



With the Eisugakkan students unable to travel for hosting program at Cornish, students connected via an email exchange program, which saw Year 10 Cornish students communicating with a senior student from Eisugakkan to share their experiences of school and their 2020 lifestyle. The email exchange enabled students to practise their language skills and gain insights into the similarities and differences that Japanese students faced living with the pandemic in Hiroshima.

Remote learning also encouraged creative teaching and learning ideas. Primary students took part in puppet shows and movies demonstrating their language skills, while communication in Japanese occurred during a virtual birthday celebration in Year 7 classes and a virtual breakfast in Year 8 classes.

The Head of Japanese, Julie Campbell, concluded her time at the College at the end of 2020. The College acknowledges Julie's significant contribution in helping to establish the connections with our sister schools and the exchange program.

## French Exchange

Cornish College has well-established exchange programs with two different schools in France, one located in Oyonnax in the south-east and the other in Angers in the west. These include a biennial program in partnership with Kingswood College and Lycée Arbez Carme, whereby the French students come to Australia one year and the Australian students go to France the following year, and an annual program between Institution Mongazon and Cornish College, where Institution Mongazon welcomes two or three Cornish students in December/January and Cornish College hosts students from Angers to live with participating Cornish families in June/July. Offering different types of exchanges – a group tour and an extended individual stay – is a great advantage, as it caters for a variety of needs and goals.

Due to the COVID-19 pandemic, our plans to travel to France in 2020 had to be postponed. Although this was disappointing for all participants concerned, it did not weaken our links with our partnering schools. On the contrary, we collaborated to come up with new and different ways to make connections and maintain our valuable partnerships.

This led to the proposal of a virtual exchange program in 2021, in which we hope to host a series of virtual exchanges between our students in Years 9 to 12 and their French counterparts in our sister schools. 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. It is hoped that this series of virtual exchanges will support our students until our physical programs can recommence.



2020 also pushed us into the virtual world and presented some new opportunities. Our Years 9 and 10 students had the chance to engage with native speakers in real-life scenarios through the use of an online platform called ImmerseMe. This allowed students to be virtually transported to France. Students also competed internationally in a global language competition where they could see how they fared against French language learners around the world.

2020 was a year of challenges but at the same time, a year of new development and ideas. Faced with remote learning, our need to connect and communicate saw us expand our repertoire of resources and tools offered to our students to engage them and improve their learning outcomes.

## **Timor-Leste IMPACCT**

Our partnership and work with the Fatuquero community in Timor-Leste looked very different in 2020 due to the global pandemic. Despite not being able to travel with students to Timor-Leste as we had in 2019, our relationship with the Fatuquero School in the rural village of Fatuquero continued.

We again provided funds for around 10 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 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, has commenced her teacher training in the hope that she can be paid for her teaching work in the future.

Despite the significant travel restrictions, an enthusiastic group of students and teachers maintained this important relationship between Fatuquero and Cornish College throughout 2020. We hope that in 2022, 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**

The Make A Difference Experience (MADE) is a 12-day journey to Thailand, Cambodia or Laos and is much anticipated by the Year 9 cohort. MADE trips challenge and empower students to discover their place in our regional neighbourhood and the world as they 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 2020. However, we began working with Rustic Pathways to develop Australian-based MADE journeys for both the Year 10 and the Year 9 cohorts in 2021. 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 Daintree region and Central Australia. The global sustainability focus within the Year 9 curriculum is also expected to be reviewed to support student understanding in preparation for their MADE journey.

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 people 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**

Real Time Learning is an organisation that supports schools in expanding their capacity to deliver stimulating, enriching, and future-focused science, technology, engineering and mathematics (STEM) learning experiences by establishing significant partnerships with industry and the tertiary sector. Cornish College has been working with Real Time Learning since April 2018 to promote and enhance learning opportunities for our students across STEM disciplines.

The partnership with Real Time Learning includes participating in the ‘Adopt an Engineer’ program. Through this program, Akash Ramaswamy, a Monash engineering student, continued to mentor students undertaking the STEM Super Studies elective in 2020. He supported students through remote learning using platforms that aligned with materials being used in the classroom, such as teaching students about circuits using the Tinkercad platform.

Deputy Principal – Innovation and Design, Nicole Timbrell, and Akash participated in a Real Time Learning ‘Town Hall’ meeting hosted virtually at the end of Term 2. This session saw teachers and undergraduate engineers from six schools share collectively what could be learnt from ‘emergency’ remote learning. This provided all schools with the opportunity to share information about what they had learnt from the remote learning experience, recalibrate and tweak their approach for Term 3, if required.

In Term 3, Real Time Learning launched Future Byte – a virtual questions and answers seminar between students and STEM industry professionals. Year 10 Cornish student Gemma Wildermuth joined Real Time Learning staff on the panel and



helped interview the industry professionals about how they make a difference in their workplace by using STEM skills and knowledge. More than 200 students were part of the session.

Cornish College also invited an aerospace engineer, Steve Hardiman, and a mechanical engineer, Summer Bulka, to participate in Real Time Learning's shadowing program. In a similar capacity to Akash, Steve and Summer also shared their technical expertise with students enrolled in the STEM Super Studies elective class. In Term 4, students were able to apply their skills and knowledge about simulators in a practical experience that involved building their own mechanical arm.

### **The Internet of Things – Kitchen Garden Project**

Akash Ramaswamy also helped develop curriculum for the Internet of Things Kitchen Garden Project (IoTKG) – a partnership between Cornish College and Monash University to explore the use of technology linked to kitchen gardens. He and another Monash engineering student, Emily Kuo, collaborated with the IoTKG team to develop resources for use in 2021, including instructional videos that are expected to feature in the IoTKG curriculum in 2021.

### **Future Schools Alliance**

Our membership with the Future Schools Alliance, led by Peter Hutton, David Runge and Jen Buchanan, continued to be beneficial in supporting the College Executive Leadership Team with establishing its new partnership. The Future Schools Alliance's 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 students for a sustainable future.

Throughout the year, the Executive Leadership Team benefited from participation in a range of webinars and workshops hosted by the Future Schools Alliance, highlights of which included:

- *Remote Learning Curriculum Delivery* with Esther Hill, Director of the Beyond Boundaries Institute. This collaboration of school leaders from across Australia, called together at short notice by the Future Schools Alliance team in mid-March, gave important information about best practice in establishing remote learning. It was instrumental in supporting our planning for Cornish@Home
- The *Momentum Series*, which is designed around a cultural evolution and innovation framework to support educators who are leading cultural change. The first workshop, *Igniting Transformation*, invited school leaders to analyse drivers and trends influencing the future of education; identify current or emerging opportunities in their schools; and examine what leadership looks like in a state of collaborative growth
- Ben Rein from Mastery Transcript Consortium discussed innovative approaches to student reporting in ways that value the higher order skills necessary for success in college and career while offering a better mode of communication to represent their interests, skills, and strengths
- A webinar featuring David Boulton, Director of Children of the Code Project, whose work as an American learning activist, documentary film producer, writer, and lecturer addresses the challenges involved in learning to read

- Virtual tours of Cath West Innovation College, New South Wales, and The Green School, Bali. Both tours provided insights into how other forward-thinking and future-focused schools are tailoring personalised learning pathways to needs of their students and connecting with community and industry in the process



### **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 2020, a Year 10 student, Charli Davies, was selected to participate in the program in 2021. Our 2019 recipient, Year 11 student Sara Scully, benefited greatly from the program in 2020 and will continue her participation in 2021.

#### **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.

Three Year 10 students, Eliza Mason, Charli Davies and Amber Wilkeson (pictured below), were selected and participated in the 2020 Monash Scholars Program.



# THE ARTS

## Performing Arts

2020 displayed the diversity of the arts and its ability to adapt and improvise. It gave both staff and students the opportunity to immerse themselves in different mediums, with technology being the focus. The Performing Arts staff continued to support growth and foster community through various online events, both on and off campus, and through a substantial effort to engage students in a meaningful way and take themselves out of their comfort zones, ensuring the show went on. It was also a highlight for the Performing Arts team to be able to produce the College's first online show and soirees. Individual Drama and Music tuition moved successfully to online sessions, highlighting staff creativity in reimagining lessons throughout remote learning.

Throughout 2020, 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
- Introduction of Woody's Program in the lower primary year levels
- VCE students produced regular 'Riff of the Week' videos to continue to develop their ensemble skills and maintain connections during Cornish@Home

### Classroom Drama and Dance

- VCE Theatre Studies classes featured online guest speakers and performances
- Introduction of Super Studies, offering 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 and That's Hilarious!
- Year 2 online puppetry to support their 'How we express ourselves' unit of inquiry
- Day 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



### Cocurricular events

- Secondary production, *Atomic*
- ISO Fest, an online music soiree
- Assembly performances, both live and pre-recorded
- Summer Showcase Festival
- Prep – Year 4 Christmas Celebration, a pre-recorded video
- Years 5 – 12 Celebration Evening, a music video production
- Lunchtime dance clubs for primary and secondary students
- 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 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

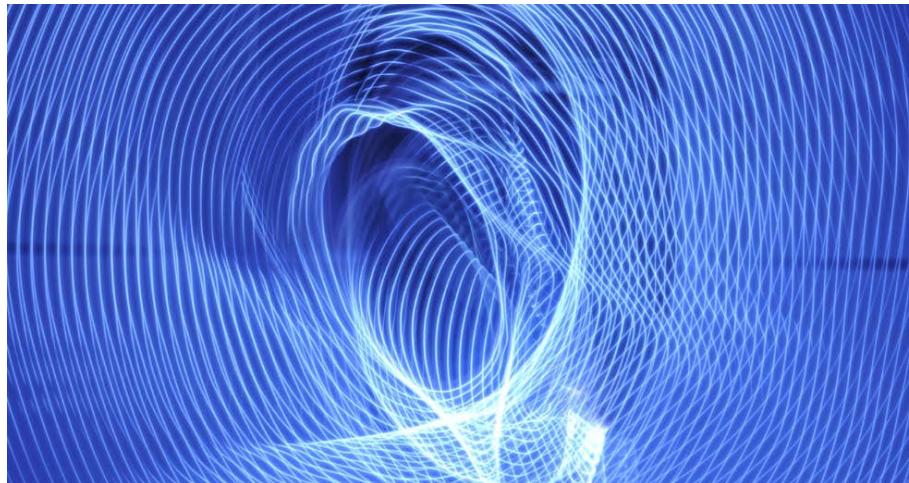
At Cornish College, the Visual Arts program develops creative thinking skills through Arts practice and across an extensive range of disciplines. From Prep – Year 6, students participate in creative, engaging and thoughtful arts practice. In the secondary school, students can participate in visual arts electives, Years 8 and 9 Super Studies selections and develop specialist skills in VCE Studio Arts, Visual Communication and Design and Media. Our programs support the development of young artists and through this, celebrate the diversity of art, design and media.

The Arts give our students the capabilities and confidence to reach their potential and develop their 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.

### Events included:

- Student-led conferences
- Junior exhibition
- Pop up drive through Art Walk
- Annual VCE Arts Exhibition in the Senior Studies Centre
- Media screenings
- Cross-curricular works across all year levels



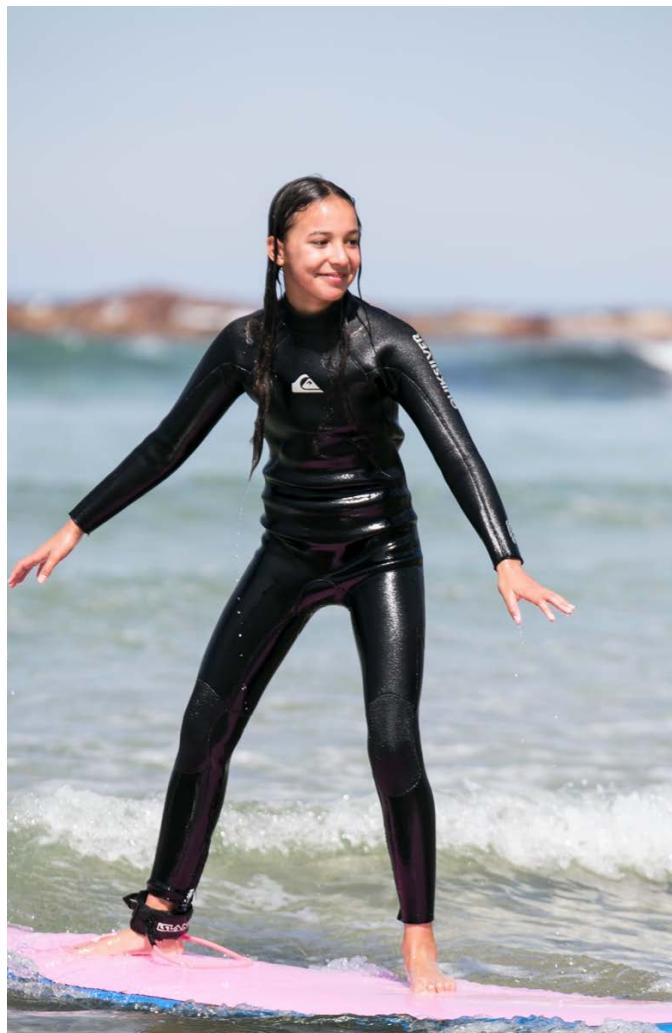
# COCURRICULAR

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 2020, some of the many cocurricular opportunities that are usually offered were unable to take place due to the periods of remote learning. Nevertheless, students had access to sport, academic, intellectual, performance and miscellaneous activities, including the following:

## Sport

- Golf
- Equestrian
- SIS senior sport in Term 1
- Year 7 camp
- Dodgeball
- Junior running group



## Academic

- Tournament of the Minds
- English speaking awards, including the VCAA Plain English Speaking Award
- Language speaking competitions
- Australian History competition
- Australian Geography competition



## Intellectual

- Leadership
- ASX Share market
- Australian Mathematics competitions
- Engineering competition
- APSMO (Maths Olympiad)

## Performance

- Choir
- Bands
- Instrumental Music
- AMEB Drama
- Dance
- Music recitals
- Secondary production, recorded and streamed online

## Other

- I Sea I Care

Cornish College received 'Educational Institution of the Year' for the second year in a row in the Backpack Bed for Homeless 'Australia Day Hero' awards. The College community is proud to support Backpack Bed for Homeless through cocurricular fundraising activities that help make a difference to Australians experiencing homelessness.



# 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.

This year, almost all of our external sporting opportunities were unavailable due to the pandemic, so students participated where numbers and interaction limits allowed. While this was a challenge, some fantastic events took place and the students had great opportunities to be active and energetic whilst at school.

## Internal Program

The House structure allows us to form competitive teams and provide great opportunities to participate in intra-school competition. In 2020, students were able to participate in one of the three major sporting competitions – swimming, cross country and athletics – as Noble Park Aquatic Centre was open and available for our House swimming early in the year. Points were calculated on a standards system, meaning that participation and 'doing your personal best' was the focus for every activity.

### House Swimming Carnival winners

- Primary – Murnmut
- Secondary – Biik

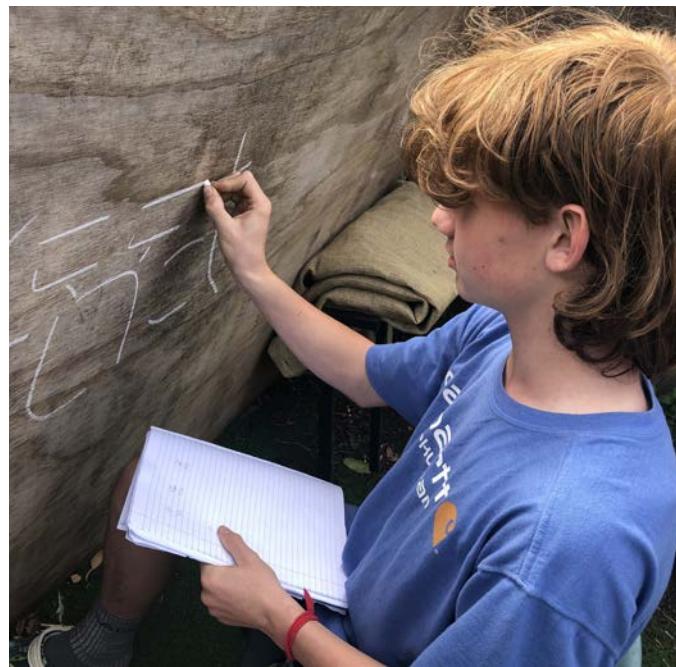
### House Cup

There were 36 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 2020 House Championship Trophy was awarded to Baany.

## External Program

The senior sporting teams, Years 11 and 12 boys and girls, had the opportunity to participate in SIS interschool competition in Term 1. We also had a boys and a girls soccer team who took part in matches up until restrictions and remote learning were established.





# COMMONWEALTH REPORTING REQUIREMENTS

## Key Student Outcomes

### National Assessment Program - Literacy and Numeracy

On 20 March 2020, it was announced that, due to the COVID-19 pandemic, the National Assessment Program – Literacy and Numeracy (NAPLAN) tests scheduled for May would be cancelled for the year. This decision was taken to assist schools to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

While no new NAPLAN data was collected, the College continued to make effective use of the testing data that it already possessed. During the period of remote learning in Term 2, the College's Executive Leadership Team used part of its strategic planning time to review existing NAPLAN data to identify trends in literacy and numeracy achievement, set targets for future results, and continue with planning for ways to achieve these targets through curriculum design, professional learning and staff resourcing.

Additionally, a Semester 2 collaboration between the ICT Team, Inclusive Education Team, Director of Student Learning and Deputy Principal- Innovation and Design prepared the 'back-end' resources required for the creation of a student learning data dashboard. Named the Student Data Storyboard, this tool enables the synthesis and visualisation of existing NAPLAN data for all current students, alongside other standardised literacy and numeracy testing data obtained from the Australian Council for Educational Research Progressive Achievement Tests in literacy and numeracy.

This collaboration enabled the achievement of one of the key actions in Pillar 1 of the College's *2017-2021 Strategic Plan*, which is to 'implement a College-wide approach to the use of data, assessment and reporting that best supports student growth'.

## 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.

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

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

## Student Attendance

The overall student attendance rate was 93%.

## Senior Secondary Achievements

### Vocational or Trade Training

In 2020, 45% of students completed a VET subject as part of the VCE program.

### Class of 2020 results

- Three students achieved an ATAR of 95 or above, placing them in the top 5% of all students in Victoria
- Nine students, 26% of our cohort, received an ATAR of 80 or above, placing them in the top 20% of all students in Victoria
- Fifteen students, 44% of our cohort, received an ATAR of 70 or above, placing them in the top 30% of all students in Victoria
- Six of our students received a Study Score of 40 or above

Our 2020 Dux, Naomi Kah achieved an ATAR of 98.55 – an outstanding personal achievement.

Three students achieved their VCE Baccalaureate in 2020:

- Niall Culleton
- Naomi Kah
- Shelby Nuttall



## Year 12 tertiary destinations



## Professional Engagement

The Professional Learning focus for 2020 encouraged teaching staff to prioritise their development in the areas of concept-based curriculum and instruction; guided inquiry; Primary Years Programme; VCE; data; feedback and assessment; wellbeing and restorative practice; design thinking and systems thinking. While these foci remained important, the onset of the pandemic added an additional priority- the use of technology to deliver remote learning and ensure educational continuity.

Both teaching and non-teaching staff had their professional lives transformed unexpectedly when the health authorities initiated a period of remote learning in late March. The high degree of initiative, resourcefulness and innovation displayed by College staff in adjusting to the ‘new normal’ was evidenced not only through their work with our community, but also through their professional engagement. A period of rapid professional learning ensued, with staff quickly upskilling themselves in communication tools such as video conferencing software and collaborative documents, and expanding their capacity to use the full functionality of our learning management system, The Hive. Much of this learning took place in the April school holiday period through a range of self-directed learning, peer-to-peer coaching, and webinars. Additional staff development days were added to the school calendar in Term 2 to enable internal training and support staff in their delivery of curriculum via the Cornish@Home program.

Later in the year College staff were able to return to professional learning opportunities that were related to subject disciplines, curriculum delivery, supporting student wellbeing or other areas of focus such as supporting students in the early years or middle years of school.

It is expected that the capacity for hosting and attending professional learning in online formats that has been built throughout 2020 will position College staff well for increased opportunities to connect with a range of diverse and world class Australian and international educational leaders and academics in 2021 and beyond.

The College acknowledges the work of Annemarie Denton over many years. Her work was recognised in the prestigious National Excellence in Teaching Awards (NEiTA) in 2020, in the category of Innovation in Online Teaching.



## Staff Attendance and Retention

At the end of the 2020 school year, the College employed 67.7 full-time equivalent (FTE) teachers and 36.9 full-time equivalent (FTE) general staff. This was a decrease of approximately 3.3% in teaching staff and an increase of approximately 1.7% in general staff.

The staff turnover rate for 2020 was 10% compared to 2019’s rate of 4%.

In 2020 there were no staff who identified as Aboriginal and Torres Strait Islander.

In 2020 72.3% of staff were female and 27.7 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 *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.

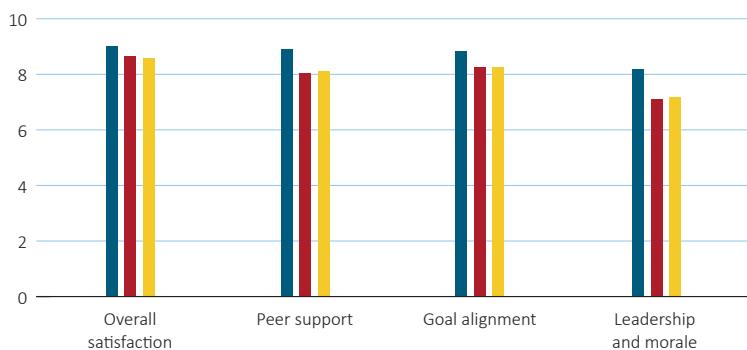
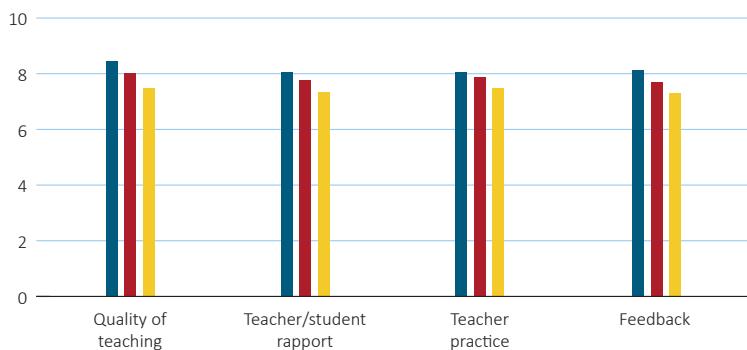
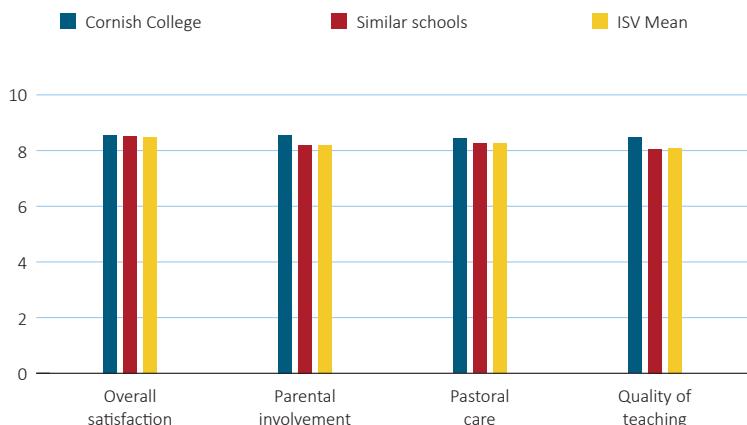
Staff discuss issues and give feedback through daily briefings, weekly meetings, professional development days and mentoring sessions with other staff, and through individual conversations with their managers, members of the Executive Leadership Team, and the Principal.

In 2020, the school undertook its biennial LEAD School Effectiveness survey, facilitated by Independent Schools Victoria, which gave the following key insights into the College.

Parents	Cornish College	Similar schools	ISV Mean
Overall satisfaction	<b>8.55</b>	8.53	8.49
Parental involvement	<b>8.57</b>	8.21	8.19
Pastoral care	<b>8.43</b>	8.25	8.09
Quality of teaching	<b>8.47</b>	8.05	8.28

Students	Cornish College	Similar schools	ISV Mean
Quality of teaching	<b>8.46</b>	8.02	7.47
Teacher/student rapport	<b>8.07</b>	7.76	7.35
Teacher practice	<b>8.05</b>	7.87	7.48
Feedback	<b>8.12</b>	7.70	7.31

Staff	Cornish College	Similar schools	ISV Mean
Overall satisfaction	<b>9.03</b>	8.67	8.59
Peer support	<b>8.90</b>	8.06	8.13
Goal alignment	<b>8.85</b>	8.27	8.27
Leadership and morale	<b>8.20</b>	7.11	7.19



# PARENTS ASSOCIATION

The Parents Association is the official parent representative body at Cornish, and every parent at Cornish College is automatically a member. The Association's scope is to identify opportunities to bring families together, build and strengthen the Cornish community, and assist with any school improvement projects. The Association actively supports both the school and the community through a range of social and fundraising activities; funds projects to improve the learning environment for students; and endeavours to support the efforts of staff and the College as a whole. The Association holds monthly meetings and extends an open, ongoing invitation to any parents who would like to attend.

One of the greatest privileges of the Parents Association is the opportunity to contribute funds towards projects that enhance the learning environment at Cornish. Due to the unusual circumstances of 2020, many of our usual projects and events were unable to take place, leading to creative ways to raise funds and keep the community connected. We hope to resume more of our fundraising and friend-raising events in 2021.

Events cannot happen without a great deal of time, effort and commitment, and the Parents Association greatly appreciated all those who volunteered their time and enthusiasm to make them possible.

## 2020 Office Bearers

- Amy Jayasuriya-Clifford, President
- Michelle Covey, Vice President
- Rob Novotny, Secretary
- Glen Dymond, Treasurer

## General Committee

- |                   |   |
|-------------------|---|
| • Kylie Wooderson | • Tania Stacey  |
| • Lara Sinclair   | • Brenda Beekman  |
| • Toni Newman     | • Jeanette Coates   |
| • Paula Yates     | • Claire Marshall   |
| • Jacqui Embleton | • Annabelle Coomerawel-Mortimer<br>(Class Representative Coordinator) |
| • Jim Poussard    |   |
| • Carol Widmann   |   |
| • Felicity Meisel |   |

## Highlights

### Finding Your Sparkle

*Finding Your Sparkle Amidst the Madness* was born as a result of feedback from families missing social connection in 2020. The three-part online series covered wellbeing, nutrition and self-care during COVID-19. We reached out to experts in their field within our community, who agreed to present their sessions at no cost. We offered the series free of charge to the Cornish community.

### Trivia Night

September was perfect for our Crazy Iso Trivia Night. More than 70 households registered, forming teams that competed for the coveted 2020 Cornish College Parents Association Crazy Iso Trivia Champion. It was great to see families relaxed, laughing and engaging in some healthy trivia competition. The Trivia Night also had a small virtual silent auction, which generated significant interest. We are very thankful for all the businesses that donated and supported this event.

### Business Directory

We began planning and preparing a Business Directory to support small businesses within the Cornish community. Parents, grandparents and alumni with small businesses were encouraged to be part of the online directory. We anticipate the directory will be ready for launch early in 2021 and we host networking events throughout the year.

## Supporting School Events

The Parents Association actively supports both the school and the community through social and fundraising activities. Funds go towards projects that improve the learning environment for students and to support the efforts of staff and the College as a whole. Our focus is to maintain and develop the sense of community, a clear motivating factor for families in their school selection. The Association strives to provide as many opportunities as possible for families to connect and be actively involved in social events.

### Catering

Wherever possible, the Association works with the College to provide catering for school community events. The Association collaborated with Cakes by Lisa and TIC Pies Melbourne, businesses within the College parent community, to offer special sweet and savoury packs to coincide with the Years Years 6–12 online streamed production of *Atomic* by Amelia Chandos Evans. Families were able to enjoy sweet and savoury treats while watching *Atomic* from the comfort of their homes.

### Staff Appreciation Event

Each year we host the annual Staff Appreciation Event to offer our gratitude and thanks to Cornish staff for everything they do. In 2020, the Association supplied individual savoury boxes for staff with a special message to thank them for their work.

Other Parents Association contributions in 2020 included supplying fruit for the Colour Celebration and funds for the primary playground.



# FINANCIAL STATEMENT

In 2020 Cornish College continued to apply conservative and sound financial management practices and the College continued to enjoy relatively stable enrolments.

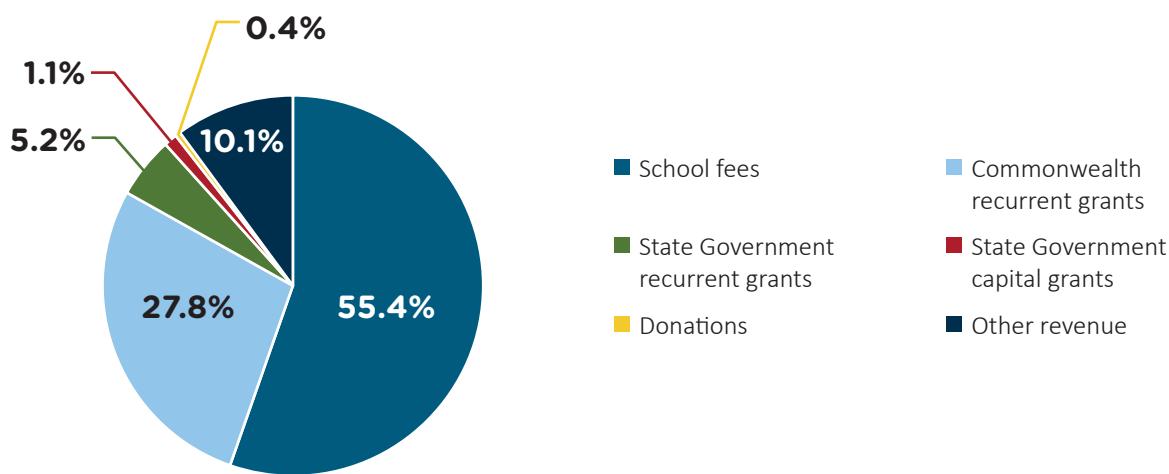
The College made a surplus for 2020. The College auditors, Ashfords Audit and Assurance Pty Ltd, have issued an unqualified audit opinion on the College's financial statements for the year ended 31 December 2020.

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

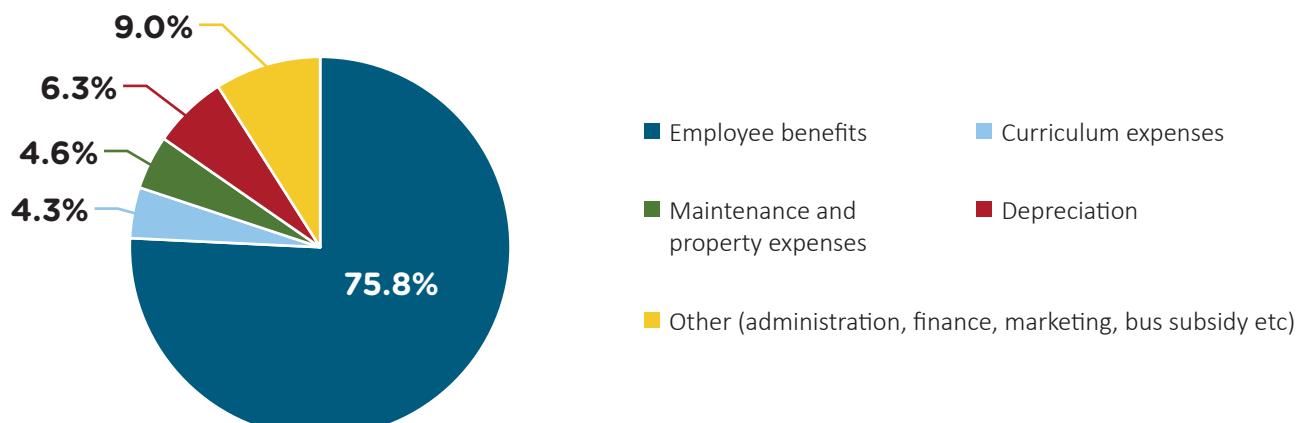
single item of expenditure, with a key metric throughout the year being "salary cost as a percentage of net revenue". For 2020, this percentage is 75.8% compared to 73.7% for 2019, reflecting continued focus on staffing profiles and development.

During 2020 the College received \$199,998 in capital grants from the State Government, being the final payments for the Senior Studies Centre, for which we are most grateful.

## Income



## Recurrent Expenditure







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