

# THE DIFFERENCE

CORNISH COLLEGE MAGAZINE SEMESTER 1 2019



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# Environment is central to powerful learning

Our Principal Vicki Steer explores the connections between environment, culture, learning and creating global citizens at Cornish College.



## FAREWELL TO OUR PRINCIPAL

Vicki Steer, the second Principal of Cornish College, will relinquish her role as College Principal at the end of July 2019. With the Senior Studies Centre open and the second semester of the year a time focused on planning for the next academic year, Vicki feels that now is the appropriate time to complete the transition to a new principal. Her leadership of our school has been outstanding and we will acknowledge her contribution further, in the next edition of *The Difference*.

Vicki is looking forward to undertaking travel in the coming months and pursuing her interests in mentoring developing leaders and assisting schools and community organisations with key projects.

In August we will welcome Nicola Forrest, presently Deputy Principal of the College, as she takes up her appointment as the third Principal of Cornish College, and we look forward to her leadership of our school.

**Rev Dr Robert Johnson**  
Chair, Cornish College Board

## SENIOR STUDIES CENTRE BUILDS STRONG CONNECTIONS

The opening of our Senior Studies Centre in Term 3 makes it an exciting time to be at Cornish College. We placed three significant requirements on our architects and I am pleased to see the delivery of each one of these in the construction.

1. **Internal learning environment**  
The best learning environment for our students is our first priority. We are creating a facility that enables powerful learning suited to the demands for global competencies. These spaces are open, where learning can be intentional through timetabled classes, or incidental through informal connections made in the study and social areas.
2. **Connection with the outdoors**  
While the demands of senior VCE studies might limit the extent to which each student's learning can occur outdoors, we recognise the importance of maintaining a strong connection to our beautiful grounds. Our second priority is for students working in the building to connect in a dynamic way with the natural environment and enjoy the benefits of the outlook to the lake, trees and grounds.
3. **Sustainability embedded in design and construction**  
Our community advocates that any buildings we construct be sustainable in design and construction. The sustainability initiatives in the Senior Studies Centre include:
  - Orientation of the building to the north with little exposure to east or west
  - Roof design that includes pop-up roof lights with vertical glazing to bring fresh air and daylight into the internal learning spaces
  - Thermal mass in the concrete slab
  - Glue laminated timber construction and low/no volatile organic compound materials
  - An acoustic ceiling system of sustainably harvested shredded timber
  - High volume spaces for thermal comfort and high oxygen capacity
  - Extensive shaded glazing
  - An effective airlock at the main entry

*We are most grateful for the financial support of the Victorian Government and the Cornish College Parents Association for the construction and fit-out of the new building.*

## ON FOUNDATION DAY WE 'COME WITH PURPOSE'

Young organisations like Cornish College need to identify and celebrate the important cultural markers of our history and learning culture. Events that we all look forward to include MAD Week at the end of Term 2, the Year 6 Exhibition, Year 8 Night of Decades and performing arts events like the Annual Winter Music Festival.

The story of the foundation of Cornish College is a remarkable one. 12 February, 2012 is our official Foundation Day – the day the College was officially opened. We mark the day with a special assembly where we acknowledge the past, remember the hard work involved, and give thanks for everyone whose efforts resulted in the establishment of the College. In my 2019 address I stated:

“At the beginning of term, our Years 11 and 12 students participated in a smoking ceremony and a welcome to country from Auntie Fay. She talked of the term “womin djeka”, or welcome, and gave us greater insight into its meaning: welcome, come with purpose.

Today we come with purpose: to honour and acknowledge those who have gone before us at Cornish and who have made significant contributions to the successful foundation of Cornish College. We commenced with an acknowledgment of the traditional owners of the land, the Boon wurrung people whose footsteps we follow as we walk around our beautiful grounds.

On Foundation Day, it is right to acknowledge the individual and collective efforts that brought about Cornish College. ... Leaders are important when bringing something new to life, but it takes more than just one individual to make that happen. ... Cornish College began as an idea. The idea of saving this place and creating our new College, was followed up with the hard work of parents working together in 2011 as all of the arrangements needed to open a school were made. Meanwhile, the teachers worked to make sure that all students were cared for and received uninterrupted learning.”

We are proud of the way we have developed as a College and look forward with anticipation to further growth and new chapters in the story of Cornish College.

## CREATING AN ENVIRONMENT FOR STUDENT LEADERSHIP

Cornish College student leaders are students who are selected across the junior, middle and secondary years of the school to be captains in areas such as, but not only - Houses, sports, performing arts, chapel and sustainability.

We value student leadership because it provides an avenue for students to communicate ideas and opinions to influence change. Student leaders have the chance to understand through experience the importance of listening to others, clarifying issues, advocating on behalf of others, and accepting responsibility for helping others, all while getting things done. We value an environment where students and teachers work together with particular aims in mind as a way to build pride in our College.

Great examples of student leadership include: creating a video about respect and anti-bullying, mentoring younger students, leading environmental initiatives, co-ordinating House performing arts activities and conducting student debates.

At Cornish, we understand a leadership role as one of serving and working with others. We encourage leaders to act with our College values in mind: integrity, creativity, compassion and respect

*We were pleased to acknowledge Maria Wilton during Foundation Day. She has been involved with Cornish College since her children Lachlan and Eliza joined us as students of the Cornish campus. When the decision was made to close the campus and the 'Our New College' committee was formed, Maria was an integral part of that team from day 1. Maria later joined the College Board in 2014 and will finish up in that role this year. She has contributed her knowledge of corporate governance, management and finance. Maria was listed in the Australia Day Honours list this year, admitted as a member in the General Division of the Order of Australia for significant service to the business and finance sector, and to the community. We are very pleased to offer our warm congratulations and thanks to Maria Wilton AM.*



Leadership at Cornish involves our whole community, not only those with specific responsibilities. Every student should feel confident to express ideas, opinions and give feedback. Every student should support the work of leaders and have the courage to speak up, contribute and collaborate. Standing up for what we believe is important to creating the best environment for all.

I love this quote: “Bringing words, ideas and values to life as practices, this is what leaders do.” And in so doing, all of our students are developing the qualities to be independent lifelong learners and active global citizens.

**Ms Vicki Steer**  
**Principal**





# News round-up

## OUR NEW PRINCIPAL, MS NICOLA FORREST



Current Principal Ms Vicki Steer announced that she will be stepping down from her leadership position at the end of July 2019, and we are pleased to say that current Deputy Principal, Ms Nicola Forrest, will be our next Principal from 1 August 2019.

Board Chair Rev. Dr Robert Johnson said: *"The College Board believes that Nicola's experience, dedication to developing students and staff, and collaboration with our unique community, will ensure continuity in providing the best educational experience for students. As someone with absolute clarity of vision, who sets high standards and has a focus on innovation, we believe Nicola's leadership will see us excel in providing a meaningful and relevant education for the 21st century."*

Ms Nicola Forrest has driven exceptional teaching and learning practices that are at the forefront of education today with an intentional focus on curriculum design and instruction. Nicola is one of few certifie

presenters and trainers for Concept-Based Curriculum and Instruction in Victoria. This approach informs curriculum design and instruction in the Cornish College primary and secondary years, building on the powerful International Baccalaureate Primary Years Programme.

In accepting her appointment, Nicola shared with the Board: *"Mr Kerry Bolger and Ms Vicki Steer have served the Cornish College community generously and leave a strong legacy in the promotion of education for a sustainable future. It will be an honour to be involved in the next chapter of our school and to have an integral role in preparing young people to create and use their voice to make a positive difference in our world."*

The College Board has thanked Vicki for her contribution over the past four years, which includes developing our new Senior Studies Centre.

## BALANCE FOR BETTER

The 2019 theme for International Women's Day in Term 1 was 'Balance for Better', encouraging action for equality. Our Women's Ambassadors, Tierney and Emily (Year 11) circulated this message widely, including assembly messages for students, and a community breakfast for mothers and daughters.

We heard from Yvonne from 'Days for Girls', an organisation that aims to empower girls and young women across the world to continue their education and strive for more. Volunteers work tirelessly to create and distribute tools for women to manage their menstruation in countries where such items are not readily available. It may be difficult to imagine how sanitary items can make such an impact, yet without them how do girls go to school, participate in everyday activities, or work? Donations raised during the breakfast were given to support this great cause.



## STUDENTS ALL SET FOR TIMOR LESTE

After three years of Cornish teachers making a difference in Timor Leste, our first student group will soon head to one of Australia's closest neighbours and participate in the new IMPACCT program. Years 11 and 12 students and teachers will work at the Fatuquero School to support English language lessons over the winter term break.

IMPACCT stands for

Immersion: into life in Timor Leste

Mission: embody the College's 'Make A Difference' motto

Partnership: develop and strengthen the partnership between the two schools

Action: take positive actions to help

Challenge: embrace the personal challenges

Culture: experience the unique and rich Timorese culture

Teaching: participate in an English teaching program at the Fatuquero School



## PUBLIC SPEAKING SUCCESS

For the third year running, Cornish College are Southern Independent Schools Public Speaking champions!

Congratulations go to Charlotte (Year 7), Orlando (Year 8), Aaron (Year 9) and Sara (Year 10). As well as retaining the team title, Orlando was awarded Best Speaker in the Junior Division and Sara was Best Speaker in the Intermediate Division.

Thank you also to Tierney, Year 11, who was an excellent mentor for the team.



## SWIM TEAM BRING HOME THE SILVERWARE

Well done to our Secondary Swim Team, who needed their entire team to help hold the awards they earned in the pool.

Teamwork, support and dedication led to success in the Southern Independent Schools Swimming Championships Division B, at the MSAC. Outstanding performances and contributions by all students meant that Cornish was awarded:

- Pennants for Under 14 girls, Under 15 girls, Under 16 girls, Under 14 boys and Under 15 boys
- Junior shield
- Intermediate shield
- Girls aggregate award
- And first place overall

A huge congratulations to all of the students.



## SAM WOWS THE CROWDS

Year 6 student Sam has recently performed as young Lola/Simon in CLOC's production of *Kinky Boots* at the National Theatre Melbourne in St Kilda. Cornish teachers and others from our community were blown away with his energetic performance.

Sam enjoys watching shows that are high energy, with lots of singing, dancing and amazing costumes. *Kinky Boots* had all of that and he was excited to be part of it, with his highlight being the chance to work with the amazingly talented cast.

Sam attends The Jane Moore Academy of Ballet and competes in troupe and solo dance competitions. He previously performed with The Australian Ballet in *Alice's Adventures in Wonderland*.





# Exploring Reggio Emilia



*“Children are rich, strong and capable - all children have preparedness, potential, curiosity and interest in constructing their learning, negotiating with everything their environment brings to them.”*

Our Early Learning Centre (ELC) is internationally recognised as a centre of excellence and our Early Childhood Educators regularly host visitors who are eager to learn from our experience. But what is it that visitors want to discover more about? Along with our focus on outdoor learning, educators are looking to us as an exemplar of a Reggio Emilia approach in action. Professionals come to spend time in our space, learn how our program operates and find out more about how we deliver our curriculum.

So what is Reggio Emilia? It's an internationally recognised approach to delivering Early Learning education that's named after the municipality it started in, in Italy. At its core is the belief that children are rich, strong and capable - all children have preparedness, potential, curiosity and interest in constructing their learning, negotiating with everything their environment brings to them. It also places great importance on children, teachers and parents working together as three central protagonists in the educational process. What is more, the philosophy has become the benchmark for excellence in teaching young children.

This is an approach that the Cornish ELC has followed for many years and it sets the foundations for the rest of our education right through to the senior school. With this in mind, Mrs Jeanette Russell, Early Learning Centre Director, and Ms Nicola Forrest, Deputy Principal, took the opportunity earlier this semester to visit the very place it began.

Jeanette explained that this was a fantastic opportunity to confirm our alignment with the approach. She added, “already we have a program that includes child's voice, choice, and say in their learning, but the visit gave me a greater appreciation of why it's so important to listen to children”.







*"Children use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning."*  
*Early Years Learning Framework*

Language isn't always about verbal expression, but expression through movement and creation. When the children have access to diverse materials, they can demonstrate their learning in different and expressive ways. Children can take wire, crayons, clay, building blocks, and display their new skills, knowledge and understandings. We place great importance on sharing in the ELC. In group situations, the children share with each other what they've learnt; they explain what they've done and why. Their peers ask questions, and together they all learn from each other.

One final main difference Jeanette and Nicola observed was the use of outside space and this is where we may be leading the way! The focus in Reggio Emilia was on indoor learning environments and materials. Cornish enhances this focus by taking many learning experiences outside. Jeanette said "environment, places and relations are really important, and we saw how we've been able to make the approach relevant to our indoor and outdoor spaces." The Reggio Emilia approach sees the environment as a third teacher. The ELC space at Cornish is set up specifically to help extend the children's learning. "The unique environment we've got allows us to explore a great deal, whether that's the ELC, yard space or beyond, it allows children to interact and learn in different ways."

"By observing practices and through the lectures, it highlighted how listening to children helps us to understand how we can support their learning more, in order to best help them to develop. Through listening and watching children, we see how they use materials and explore their environment, then we can add the next provocation or experience that will extend their learning. This is what I appreciate about the approach, rather than being set in what we're going to teach that day."

"It was affirming for us to go and see how authentically the approach has been translated at Cornish, and to underline why we do what we do. This included how vital it is to develop strong relationships, whether that's children with children, with teachers, or with other community members. And, the sense of community which is enhanced by a central gathering place in Reggio; ours is our Village Green for Primary families in particular."

Whilst there were many more similarities than differences, there were two that Jeanette is now incorporating here at Cornish. The first comes from centres making great use of light. They do this to change the way an environment looks and therefore change the thinking in that environment. During Make A Difference Week 2018, the ELC team developed some work with light for the children to explore with their Year 8 buddies.

Jeanette also explained that "things aren't necessarily new there [in Reggio Emilia], such as the equipment, and there is big focus on reusing things. They recycle and reuse items that others may throw away, taking unwanted materials to enhance children's learning." This is made possible by an incredibly well-resourced, volunteer-led 'Remida Centre' where over 200 companies donate equipment. The local kindergarten teams can then access materials such as cotton spools, left over fabric, cylinders and even taps or skipping rope handles. "The Reverse Art Truck is similar here [in Victoria] but the Remida Centre is on another level! They run workshops for teachers and children on how to use different materials that come in. There are things they can use with shadows and light, and they are colour coded. It's like walking into an art installation but one where you can take things away to use".





# IB PYP

## AN INTERNATIONAL FRAMEWORK THAT CHALLENGES AND DEVELOPS STUDENTS

Teaching and learning in our Early Learning Centre and Primary School is guided by the International Baccalaureate Primary Years Programme (IB PYP). Through its inquiry-led, concept-based framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.



*“The IB Primary Years Programme (PYP) for children aged 3 - 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.”*  
The International Baccalaureate, [www.ibo.org](http://www.ibo.org)

Mrs Sue Riley and Mr Pete Westwood lead our IB PYP and explain “at Cornish College, we know the importance of putting the child at the centre of our teaching and guidance, and we emphasise opportunities for our community’s involvement in their children’s education. These are both reflected in the IB PY , which gives students ownership of their learning and provides opportunities for collaboration, not just between students but also between students and teachers. So, it’s clear to see a tremendous fit with the wider Cornish philosophy”.

Last year, the International Baccalaureate launched an ‘enhanced PYP’. Although schools have been given two years to transition to the new enhanced framework, as an experienced IB school, we’ve already embraced the enhanced PYP and are seeing the benefits



Year 1 students go outside and consider their senses

One of the major driving ideas within the PYP is ‘student agency’, giving students a voice, choice and ownership of their learning. An enhanced PYP places greater emphasis on this, which leads to powerful learning experiences. Students develop meaningful and intentional understanding as a result of greater involvement in their learning.

Sue Riley added that “it’s important that children step up and take more responsibility for their learning. Teachers enable them to do this through inquiry units, even though it can be challenging at times, because they know the benefits of giving students ownership and some freedom to shape their learning experience”. Within the units, students exercise freedom within parameters and are empowered to follow their passions.

A Year 4 student decided she wanted to dive deeper to understand more about female explorers as part of the year level’s ‘Explorers’ unit



Year 1 students go outside and consider their senses

What is the IB learner profile? The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



Year 4 unit of inquiry, Mind Body & Soul



of inquiry. She chose to investigate a female explorer and reported her interesting findings to the class with enthusiasm as the topic was her choice, and that sort of enthusiasm is contagious, with the transfer of enthusiasm evident during her subsequent units of inquiry, and also amongst the peer group.

In Year 6, the cohort has been involved to a greater extent than usual in their student performance this year. Along with the acting and musical roles, students have been keen to get involved behind-the-scenes, such as working with our technicians to learn about lighting. Students are shaping their learning and taking ownership for tasks such as making sets and props, giving them a greater understanding of what it takes to stage a performance from start to finish

Practically, the enhanced PYP offers teachers more flexibility in terms of the lengths of units of inquiry, and two units can run alongside each other. Our Prep children for example reduced from six to five units enabling them to explore units in more depth. The student exhibitions, which are an important aspect of bringing students' knowledge and understanding together to visibly share with the community, also used to be classed as a unity of inquiry. Now exhibitions can be a 'big idea' with students exploring and creating, and this again provides greater flexibility for teachers.

In short, the enhanced PYP is better for students, easier to implement and more flexible for schools. Ultimately, students learn how to demonstrate respect for themselves and others, developing international-mindedness by working with others for a shared purpose and taking positive action for change.



Year 1 students go outside and consider their senses



Year 6 unit of inquiry into government systems

## OUTDOOR LEARNING AND MATHS: FRACTION STICK WALLS (CONT.)

We instructed them to lay their four sticks horizontally on the ground and then place them vertically in front of them. This led to a discussion on what the words horizontal and vertical meant (and then we checked that everyone had their sticks in the correct position!) At this point we asked the students to ensure that their sticks were all the same length and to make any necessary additional modifications. We told them that they had now constructed a stick wall with their four sticks.



Students begin creating their half sticks.

The top stick was their whole stick and we asked students to leave it on the ground. We asked them to pick up their second stick and snap this stick in the middle so that it broke into two equal parts. Holding the stick parts in the air, we modelled how when we pushed the sticks carefully back together, we showed how we once again had a whole (or one) stick. The children enjoyed separating their sticks into halves and then re-joining them (magically!) to create a whole again. We then directed them to place their two half sticks under their whole stick on the ground.

We then instructed students to do the same with their next stick so that it was also broken in half; however students also needed to break each half stick in half again so that four equal parts were created (i.e. quarters). We asked them to show us one-quarter of a whole, then two-quarters of a whole, then three-quarters of a whole, and finally four-quarters of a whole. We got them to experiment with their quarters – sliding them together and apart to make various fractions. We regularly emphasised during this process that a fraction is simply a part of a whole and that you can add the parts together to make a whole.



Students celebrate being Fraction Legends.

Finally their last stick was broken into three equal parts. We repeated the same process as before, allowing the children to experiment with their thirds and once again reinforcing that a fraction is part of a whole and that parts of a fraction can be recombined into a whole.



A student's fraction (stick) wall.

After we had explored each fraction stick, we then ensured that our fraction wall was rebuilt; but this time with the sticks that represented fractions slightly separated. We wanted the children to see how the fractions related to one another and this fraction stick wall gave a really clear visual image of these relationships. We finished up by walking around the circle and admiring all the fraction stick walls, declaring ourselves Fraction Legends!!!

Fractions can be a difficult concept for many students to understand and this activity gave many students their 'ah-ha' moment. Fraction stick walls can easily be differentiated to any year level. We found it to be an engaging task that allowed us to not only introduce the concept of fractions, but also to explore a number of other mathematical areas in an authentic and meaningful way.

## SHARING THE KNOWLEDGE

*"At Cornish College, we believe that being out in nature is important for the health and well-being of everyone, especially children. Further, we believe that learning with and in nature provides authentic inquiry and teaching opportunities across the curriculum and across all year levels. Outdoor learning provides many opportunities for students to engage with their natural environment and to be challenged mathematically."*

Primary teachers Mrs Sam Millar and Mrs Alex Parrington have made a series of contributions to 'Prime Number', the primary journal of the Mathematical Association of Victoria. These are written to share their experience of outdoor learning, along with practical examples of authentic inquiry and teaching opportunities. A recent article of theirs shares another great lesson, taking Year 1 students outside to discover mathematical concepts, specifically to create a graph of the birds they had seen on our property.

*"As they applied themselves to the task, there was lots of discussion between the children – How big did they want their axis? What materials could they use to represent each bird? How much of each material did they need? How would they arrange the items to create a graph?"*

You can see and read more at <http://bit.ly/MillarParringtonPublishedPrimeNumber3>



# Making a difference



## VOLUNTEERS MAKE A DIFFERENCE

Cornish College students and staff constantly seek ways they can make a difference - after all, 'Make A Difference' is the school motto! The wider Cornish community is also encouraged to do their part by donating to fundraisers or contributing items to charity drives, but some parents look for even more ways to live the Cornish motto.

One such parent is Naki Khan whose children, Aidan and Tierney, enrolled at Cornish in 2013. Since then, Naki has served as class representative and vice president of the Parents' Association, volunteered at numerous community and fundraising events, taught Zumba to students from Years 5 to Year 10 (yes, she's a qualified instructor!) and served as a back-up photographer to Mr D.

However, the area where Naki has made the biggest difference is the Victorian Premiers' Reading Challenge (PRC), a State government initiative that encourages students from ELC to Year 10 to complete a target number of books, many of which must come from a set book list.

Naki had been coordinating the PRC at her children's previous primary school for several years. Discovering that the PRC was not offered to Cornish students, she asked the then Principal, Mr Kerry Bolger, whether she could introduce the program to Cornish.

"2013 was only the second year of Cornish operating as an independent school, so staff focus was understandably on the key

priorities of education and smooth operation of the school," Naki said. "Kerry's response to my offer was enthusiastic and he immediately put me in contact with the then teacher-librarian Mrs Triesha Hueneker to get the ball rolling. Triesha and other CLIC staff have been vital contributors to the success of our PRC participation."

The total number of students who participate in the PRC varies from year to year, but for many it has become an accepted part of their education. Each student gains something different from the experience and, just as athletes strive for their own personal best, Challengers achieve a personal goal. For some it might be trying a different genre or author; for others it might be challenging themselves to read books from a reading level above their age. For many of the younger Primary students, it's about reading as many books as they possibly can within the six month duration of the Challenge!

Feedback from parents and teachers suggests that participation in the PRC can have a measurable impact on a student's reading ability, but the most important outcome is developing a love of books and reading.

The PRC has been integrated with the Primary literacy program, and this year, for the first time, every student in Prep to Year 6 has been automatically registered for the Challenge.

With Naki's daughter Tierney now in her penultimate year of school, coordination of the PRC will pass to Cornish teaching staff to allow this initiative to continue making a difference to our students.



## OUR COMMUNITY MAKES A DIFFERENCE

### INSPIRATIONAL WORDS

Eloise Wellings, founder of the Love Mercy Foundation and Olympian, shared her incredible life story of commitment, courage and faith at the Annual Church Service.

College Chaplain Mr Jarrod Davies was thrilled to see the community come together in such numbers. "Australian Olympian Eloise Wellings was amazing as our guest speaker with a strong message of faith. Resilience was a theme, as well as that of finding our passion, and allowing that to drive us all to be part of a bigger picture to make a difference."

Eloise set up Love Mercy after meeting Ugandan Olympian and former child soldier, Julius Achon. She promised to fulfil his dream

of restoring hope to his village in Northern Uganda after decades of civil war. Love Mercy delivers two main projects; Cents for Seeds and the Kristina Health Centre, to increase access to education, healthcare and income generation. The Foundation is entirely funded through donations and this year's Church Service offering was donated to the cause.

Year 12 student Brittany said of the service, "This year's Annual Church Service was a beautiful night. Eloise's speech was incredibly motivating, to extend beyond the limitations in life, and strive to reach your goals. The music throughout the night showcased the unbelievable talent we have within our school and bringing the community together made the entire event truly special".

If you would like to know more about Love Mercy, visit [www.lovemercyfoundation.org](http://www.lovemercyfoundation.org)





## LIFE-CHANGING OXFAM TRAILWALKER

Mr Michael Davis (Mr D) and our senior school administrator Mrs Karin Jooste aimed to make a difference in the lives of people living in poverty worldwide by completing the Oxfam Trailwalker 100km event, earlier this semester.

We would like to congratulate them and their fellow team members for finishing in 33 hours 30 minutes, 6 whole hours quicker than 2018!

The team raised a fantastic \$6,327, smashing their \$4,500 target. The money is enough to provide gardening tools for 160 families in Timor Leste to support themselves with nutrition and income, plus enough to keep 16 women and 22 children safe and free from family violence in Papua New Guinea, with a weeks' shelter, food and water. Mr D and Karin wanted to share their thanks and added "Thank you also for the donations during the walk - it too was a real spur".



## SUPERDADS - CORNISH DADS RAN 60KM ULTRA MARATHON!

Cornish dads Pete Taylor and Scott Carson showed the Cornish community spirit as they gave themselves the ultra-challenge of running their first ultra-marathon in May. And, if just finishing the 60km event at the Great Ocean Road Running Festival wasn't awesome enough, they were raising money for the Cornish College Senior Studies Centre.

They asked us all to 'share their pain for our kids to gain' and there was a fair bit of pain involved unfortunately, with Scott needing cortisone injections due to two neuromas on his feet during training. Despite this, Pete says "We will certainly look at doing this event again next year. Hopefully we can get a few more dads or mums to join us!"

We sincerely thank them and congratulate Pete and Scott on their efforts. We know that reaching goals takes passion, drive and commitment and we have enjoyed following their journey.

There is still time to give donations – if you would like to show your support for Pete and Scott, visit <http://bit.ly/CornishDadsRunUltraMarathon>







# Golf 'fore' everyone

With a golf course on site, our golf program is understandably something many students take advantage of during their time at Cornish College. Professional golfer, Mr Sean Kirschenberg, explains more about how the program began, what it offers, and how it is about much more than skill and technique alone.

"As a golf professional and Cornish parent I approached Mr Jarrod Davies, College Chaplain and teacher) years ago about whether the school might like to implement golf, so we happily started with a small clinic after school. Grounds Manager, Mr Tom Humphreys, mowed an area that is now our driving range to get us started, but the Golf Program really took shape when the school's Board, management team and grounds staff supported building the golf course. From something that started with just a few children, we now have students from Early Learning through to Year 12 taking part before school, at lunchtimes and afterschool, as well as Years 9 and 10 students taking part in Breadth Studies 'Leadership 18' program.

*"The golf program is a great asset to our school, supported by staff and the community. I'd like to make special mention of our Grounds Team who maintain our course throughout the year"*

One of the key differences with the Cornish program, compared to many others, is that students here get to go out onto a course. Often children will only practice their swing and hitting the ball on a driving range in other programs. Yet the course is where they learn about the game more fully, and learn values, such as patience, etiquette, perseverance, integrity and respect for the course.

We see the values as a fundamental part of the golf program's teaching and learning. So much so, that one of the College values – Compassion, Integrity, Respect and Creativity - is taken as the focus for each of the four terms of teaching throughout the year.

I know that it needs to be fun too, if children and young people stop having fun they won't continue. This has been a key aspect of the program over the years and we've recently introduced a new structured player pathway, which helps players to easily see their progress. As part of the US Kids Golf program, children work through 10 levels. At each level a child learns a range of skills, practices the skills and is tested along the way. When they're proficient they receive an achievement pin to add to a cap, so they can clearly see how far they've come.

What I think is really special about golf, and why it fits in so perfectly at Cornish, is the community aspect of it. It's a game that can be played by all members of the family and children can enjoy playing with their parents using different tees to even out differences in power. A lot of students here join because their parents are keen to play as a family, which I think is really special. It's also a skill I know people can enjoy throughout their lifetime. I teach children as young as two and I know they could go on to play until they're 92!

A future goal is to see our community get involved and come together with their children to enjoy golf here at Cornish. I think there's an opportunity in the future to introduce the Family Cup, with a parent and child playing together. That's one for the future! Watch this space!"







## WHAT IS BREADTH STUDIES LEADERSHIP 18?

Each week our Years 9 and 10 students take part in an elective program called Breadth Studies, where they have half a day per week to study an area of interest over an extended session. This provides time for students to plan and develop authentic and rich learning without interruption. Leadership 18 is a broad and diverse elective that focuses on learning about leadership qualities, with golf as the vehicle.

In this one class there are different components; fitness learning and analysing golf, and leadership. Each week, students begin with a fitness session as we know physical and mental health is important, and we always practice golf skills. Students then have an opportunity to explore leadership qualities and take part in inquiry projects such as studying the leadership of Martin Luther King, including analysing his 'I have a dream' speech. Last year, two students who were interested in event management helped to run the inaugural community Golf Day, and another has been involved in analysing golf architecture and the environmental concerns that come into play when designing golf courses.

## CORNLOW MEDAL 2018

The 'Cornlow Medal' is awarded to the player who not only displays great golf progress but also demonstrates the College values of Compassion, Integrity, Respect and Creativity throughout the year.

In 2018, Year 8 student Blake M, was the deserving recipient of the medal. PGA Golf Professional and Cornish College Golf Program Coordinator, Mr Sean Kirschenberg, said "Blake regularly demonstrates our core values, in particular, his creativity shines as he practises different shots, often challenging himself."

*Fancy yourself a golfer? And even if you don't, everyone is welcome at our next Community Golf Day. Held at the Champions Course at Sandhurst Golf Club this will be another smashing event. See back page for more details. See you there!*





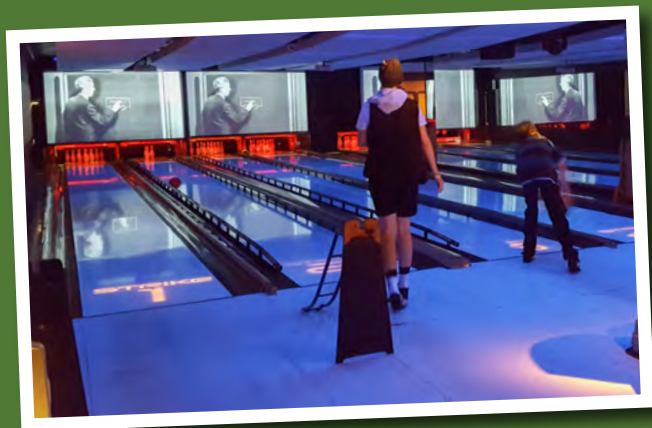
# Cornish Collegians



## CLASS OF 2017 ONE YEAR ON

The Cornish Collegians' program is growing and this year saw our first 1 Year Reunion, for the Class of 2017. Alumni returned for a fun evening, reliving their Year 11 picnic day, at Strike Frankston. There was plenty of time to catch up with each other, as well as some familiar faces from our teaching team, who came along to say "hello" too.

The program is now established with one and five year reunions for each class cohort, and then reunions at 10, 20, 30 years and so on.



## TOURING THE USA

Isn't this just fantastic news about Cornish alumnus, Barnaby Reiter (Class of 2011)! Well done on being cast in the US National Tour of *Jersey Boys*.

Barnaby who is now based in New York, has joined the tour as the producer Bob Crewe, and also understudying the principal role of singer-songwriter Bob Gaudio.



## MAX IS HARNESSING EVERY EXPERIENCE

Max Kearney (Class of 2016) is balancing diverse interests since graduating VCE. Computer Science studies at Swinburne University have led to a fulltime internship as a software developer, where Max says, "I'm learning amazing things that I never could have learned in university."

An interest in game development also sees Max undertaking a '12 games in 12 months' small games project to build his skills and portfolio.

Max attributes learning double bass at Cornish to driving a passion for music. In 2018, he released a debut album *Computer Human*, under the moniker of 'Maxwell Dexter'. In July 2019, he is releasing a Synthwave EP, *Super User*. Max was a guest judge in our House Performing Arts competition, "It was really inspiring to see everyone have a go and have a lot of fun!"

"I learned a lot while at Cornish, with a big one being that our experiences are the best shaper of all we are, and to harness every experience as a learning tool. I owe that to some great teachers at Cornish."

For dates to see Max live, or to listen to his music visit [www.maxwelldexter.com](http://www.maxwelldexter.com)





# Where are you now?

## GOING FOR GOLD

Josette Mulcahy (Class of 2016) is completing a Bachelor of Arts, majoring in History, at Swinburne University and shared the exciting news that she has been awarded membership to the Golden Key International Honour Society. Golden Key is a by-invitation organisation that recognises the achievements of the top 15% of academics around the world. Golden Key has chapters at many universities in Australia including Swinburne, so Josette is a member of the Swinburne chapter as well as the international society. She added "I'm very proud to be a member of Golden Key and I hope to be able to make some great academic connections in the future!" You can find out more about Golden Key at [www.goldenkey.org/about-us/overview](http://www.goldenkey.org/about-us/overview)

Josette also added that she was about to embark on a Swinburne University study tour to Indonesia, visiting Jakarta and Yogyakarta. This is her second study tour with Swinburne as she also travelled on a European Union tour in November and December 2018. Josette was looking forward to the sweltering heat after the onset of our chilly winter and described the visit saying "We will engage in study of the culture, history and politics of Indonesia, taking in all the sights and sounds! We will also be meeting with people living in a refugee community and participating in educational activities as well as getting to know them. I'm looking forward to taking the opportunity to reflect and draw comparisons between this trip and my experience in Thailand on the [Year 9] MADE adventure with Cornish in 2013".

Josette would like to move into a Masters of International Development Practice at Monash University and possibly study teaching after that, but says "it's too soon to tell!" Given Josette's dedication and interest in international development, particularly in South East Asian nations, with a strong focus on women's education and economic development, we're keen to follow her journey, knowing her passions will take her far and wide.



## LOVING LIFE IN LIVERPOOL

Robert Boag (Class of 2015) has taken the opportunity to swap a semester of study here in Melbourne, for a University in the UK. He shares more about his experience here:

"I'm studying a Bachelor of Laws and Bachelor of Arts (majoring in French and International Relations) at Monash university. As part of Monash's Study Abroad program, I'm currently spending a semester studying law and politics at the university of Liverpool in the United Kingdom.

My semester abroad has allowed me to experience a new culture and daily life as a university student in the UK, along with the chance to make new friends from across the world.

Studying abroad has also given me the opportunity to deepen my understanding of law and politics, and to compare and contrast Australian approaches with those in the UK and the European Union.



I've also been lucky enough to travel in the UK and Europe during my time overseas. Highlights so far have included exploring Ireland and France, along with trips to London, Scotland, Wales and the North of England.

Once I'm back in Australia, I'll have another 18 months before I finish my degree. I then hope to practice as a lawyer, focusing on commercial or international law."

## ANNOUNCING THE SAFE ARRIVAL OF BABY LEO

Alumna Catherine Newton (Class of 2004) welcomed the arrival of baby Leo on 10 January 2019, in just three hours! Leo is pictured here with mum and older sisters Bonnie (2) and Isabel (7), walking the Bass Coast Rail trail. Catherine was teaching at Cornish before taking family leave and will be returning to support the College again in Term 4. Catherine says "our family of five is doing well and Leo's two big sisters are very busy keeping him giggling and happy".





# Academic Scholarships Now Open!

An opportunity for students to join us in 2021 at Year 7 or Year 11 for VCE. Scholarships are offered to both current students and those not attending Cornish College, with reduced tuition fees until students have completed Year 12. See what a difference Cornish College can make for your child. Find out more online at [www.cornishcollege.vic.edu.au/scholarships](http://www.cornishcollege.vic.edu.au/scholarships)

APPLY BY  
WEDNESDAY  
18 SEPTEMBER

## CORNISH CONVERSATIONS - DR KRISTY GOODWIN, RAISING YOUR CHILD IN A DIGITAL WORLD

An impactful opportunity for parents to be empowered and support children as they navigate societal challenges related to 'Raising your child in a digital world'.

You will learn

- The latest risks to kids' online safety - including current cyber-safety threats, pornography exposure, introduction of phones and social media
- The health and learning implications of young children growing up in a world of screens
- A simple formula to calculate healthy screen-time limits
- A host of strategies and ideas to prevent techno-tantrums
- How to help kids develop healthy technology habits

Dr Kristy Goodwin is a digital parenting educator, author, researcher and mum. Kristy is regularly called on by the media for her expert opinion and consults to schools throughout Australia and Asia. We're excited to welcome Dr Kristy to Cornish Conversations.

Aimed at parents of Early Learning and Primary-aged children.

Please register for free and bring your tickets on the night (e-tickets accepted). Register at [bit.ly/CornishConvo\\_RaisingChildInDigitalWorld](http://bit.ly/CornishConvo_RaisingChildInDigitalWorld)

WEDNESDAY  
28 AUGUST

CORNISH  
COLLEGE,  
7.00PM TO  
9.00PM



## ANNUAL CORNISH GOLF DAY

Calling all Golfers – Here's your opportunity ...

To enjoy a round of golf on the stunning Champions Course at Sandhurst Golf Club, and support our Building Fund at the same time.

Golfers will enjoy an 18-hole Ambrose competition with a shotgun start, and a chance to win a range of prizes. Challenge yourself at our Beat the Pro hole, attempt the Longest Drive, or be Closest to the Pin!

- Players will enjoy lunch, and a drink in the clubhouse after their round
- Hear from Australian professional golfer and 1999 Australian Masters winner, Craig Spence. Craig played on the US PGA Tour for three years and played professional all over the world for 14 years.
- Places are \$105 per player or \$395 for a team of four
- Book your place online at: [bit.ly/2019CornishCollegeGolfDay](http://bit.ly/2019CornishCollegeGolfDay)

FRIDAY 30  
AUGUST

SANDHURST  
GOLF CLUB,  
11.00AM TO  
11.30AM

Thank you to Driver Coastal - the Major Sponsor for a second year.

We are also grateful for the support of the following generous Golf Day sponsors as of June 2019.

Prize sponsors:

- South Eastern Cleaning
- Programmed Maintenance Services

Course sponsors:

- Bob Smith Carpets
- Hunter Industrial
- Rack & Shelf Labels

Lunch sponsor:

- Noone Imagewear

To become a sponsor, please contact [martin.massey@cornishcollege.vic.edu.au](mailto:martin.massey@cornishcollege.vic.edu.au)



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