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# Community matters

## Message from the Principal

The importance of our community is well understood at Cornish College. We are all - staff, parents and the College Board alike - motivated by a shared and powerful vision to equip young people to make a positive difference in building a sustainable future. Our history has demonstrated the commitment of our community to this vision and the power that a community generates around a common purpose.



We remain committed to our community, and as our college grows we are putting thoughtful effort into initiatives that will sustain and build our community.

One way in which we build community is through listening. Throughout the final term of the year, I have met parents over coffee and a city lunch to build relationships, communicate plans for the College and learn about the things that matter the most to them. Those I have met have all spoken of how they value community so highly. We strive always to be a better school and return regularly to three key questions: how good is our school; how do we know; and how can we be better? The feedback from parents is enriching my understanding of what parents value and areas for improvement, and I will continue this practice in 2018.

The involvement of parents (and grandparents!) working in partnership with our school remains as important to Cornish today as it has in the past.

Involvement in the life of the school enhances the resources and expertise available to enable us to fulfil our educational vision for every student at Cornish. Parents and grandparents have contributed this year through the lunchtime Lego and Coding clubs, the reading helper program, by participating in student walks, or attending and organising Parents' Association events together. This year we started our 100-acre volunteer program, which is assisting in a very practical sense with the revegetation and development of our greatest natural asset, our college grounds.

Your child may not say so, but young people do notice their parents' participation and this can generate a sense of pride and reinforce the message that parents are interested in them and value the school. Student growth and development is enhanced when parents and the school work together in partnership. These benefits are evident when there is meaningful communication about student learning between home and school and when parents reinforce College expectations with their children about aspects as various as participation in College life, appropriate learning behaviours and wearing the uniform.

Our community extends beyond geographical boundaries to our sister schools, in Japan, Chiben in Wakayama and Eisugakkan in Fukuyama, and in France, Lycee Arbez Carme in Oyonnax. Language learning is highly valued at Cornish and

these partnerships differentiate our academic program. During the year we have welcomed French and Japanese students from these schools and over the spring holidays, Cornish students and teachers visited Japan. There they participated in school-based and cultural activities as well as short term exchange. At the same time, I took time out from my holiday to visit Lycee Arbez Carme, where I met with the Principal, Exchange Coordinator and other staff to demonstrate our commitment to this partnership and further develop positive relationships. These international connections are of enormous value to our students in helping to build recognition of our common humanity and intercultural understanding as well as developing specific language skills. In our globally connected world, this learning is vital.

Our community also extends beyond the school years. It includes past students and in October the new alumni association was launched. We are excited by the possibilities of building connections for our alumni back into the school to support current students, as well as facilitating the network of Cornish graduates. Our alumni are being offered priority on our enrolments waiting list and the association will be involved in arranging year level reunions to keep past students connected.

With this our final issue of The Difference for the year, I thank you for your support of the College over the year and invite you to consider how you can make a difference at Cornish through involvement in 2018.

**Ms Vicki Steer**  
Cornish College Principal





# News round-up

## A SPORTING CHANCE

### Short course swim success

Dedicated Jessica's hours of practice in the pool paid off as she swam her way to the 2017 Victorian Open Short Course Championships at MSAC this spring. Year 6 Jessica is a great all-rounder, swimming in 100m and 200m freestyle and backstroke events!



### Climbing high

Year 11 Ben is back on solid ground at Cornish, after climbing at the 2017 Oceania Youth Championships in Nouméa, New Caledonia.

Ben took part with the Australian Youth Climbing Team in the boulder and

lead climbing disciplines and said: "The atmosphere was great to experience, with a very supportive crowd and climbing competitors." He now has his sights set on further international competitions, such as the Youth World Cup, and is looking forward to future continental championships. Well done Ben!



### Putting on the whites

Jakob from Year 11 head north during the spring holidays to represent Victoria in the Under 17s team at the National Cricket Championships.

Jakob has also been invited, as one of 50 junior cricketers across Australia, to participate in the Cricket Australia Rookie Program. What incredible achievements!



### Downhill all the way

Keen skier and Year 9 student Millie was awarded a partial scholarship to the Mount Hotham Free Ski Club winter program earlier this year and the training is certainly paying off. Millie was selected to compete in the Ski and Snowboard Association National Junior Slopestyle Championships at Perisher and landed a trick she hadn't attempted in a competition before to come away with a silver medal.

She also represented Cornish College in the Victorian Interschools Competition at Mt Buller and just missed out on qualifying for the Australian Interschools Competition. Congratulations Millie.



### PICK YOUR WORDS!

Our Year 8 debating team argued their way through the rounds to become finalists in the Southern Independent Schools competition. The dedicated and articulate team developed a range of affirmative and negative arguments along the way with topics in earlier rounds, such as

"Should fidget spinners be banned in the classroom?"

In the final, the team argued 'We should ban the use of animals in sport' and, with just one point in it, they only narrowly missed out on the win. All members of the team put in great effort, played their part

and supported each other, and Jordan was awarded joint best speaker in the final.

Congratulations to Annabelle, Sara, Jordan and Millie who showed great spirit and passion, which is evident in them making it to the grand final.



### A CLOSE SHAVE

Students, parents and staff all got involved in a range of fundraising projects to support the Year 9 Make A Difference Experience. Mr Bird and Mr Holland got onboard by growing their beards over a number of months and raised funds by selling the rights to staff and students to shave them off! The shave-off took place at lunchtime much to the delight of onlooking students. We'd like to thank everyone who got behind this great cause.



### ESCAPE TO EVERYWHERE

Book Week 2017 saw students 'Escape to Everywhere' and included a wide range of experiences to celebrate literature and literacy.

Author Scot Gardener visited our Years 6, 7 and 8 students and engaged them with his storytelling and an inspiring writing workshop. One of the activities our budding authors were challenged with was to write a description of the sea in 20 words and without using the letter 'e'. Not an easy task, but they produced some interesting work.

See how some students got on (and maybe have a go yourself!):

A waving, cold thing that fills us with both light and dark.

Shining cyan and indigo crystals crashing against sand.

**Theo**

Sharks roam in aqua liquid, waiting to attack you.

Similar to Jaws, sharks swim and wait for you to swim by.

**Tara**

A vast changing world, which is churning colours, as light as sky or as dark as night. Full, bright, unknown.

**Ripley**

Surfing salty liquid on surfboards, avoiding shark attacks along with starfish stings.

Having fun with tasty fish and sharks.

**Sam**



### YOUTHWORX SCHOLARSHIPS

Four Year 9 students received scholarships, jointly provided by Cornish College and Rustic Pathways, to learn from and work with Youthworx Productions, to create short films about their Make A Difference Experience (MADE) in Thailand, Laos and Cambodia.

Not-for-profit film production company Youthworx creates professional videos with a social conscience. It has a range of highly talented documentary filmmakers, producers and directors who are experienced in telling stories.

Our students, Christopher, Zoe, Conor and Max, took this opportunity to build on their existing skills and talents in order to create, make and edit a film about their MADE journey.

Mrs Annemarie Denton coordinates the Make A Difference Experience and said: "Our students appreciated the opportunity to work with the talented Youthworx team over three sessions. The last session saw the students travelling to the Brunswick Studio to edit their work and create four unique stories that represented each of the four experiences.

Through film they have been able to capture the very essence of MADE and celebrate the amazing journeys our young people have taken."

The four films were shared with parents and the school community at the MADE presentation evening and will be shown in schools around Australia.





# Why outdoor learning works

“The children are explorers, philosophers, entomologists, physicists, biologists, ornithologists, builders, mathematicians, geographers, negotiators, poets, actors, collaborators and problem solvers. They know both their land and the creatures that inhabit it. This strong relationship leads to respect and a desire to fiercely protect their land, their ‘country’.”

This is an extract taken from Year 1 teacher Mrs Samantha Millar’s article for the International Baccalaureate’s Sharing PYP blog’ earlier this year, which focuses on how connecting children to their land provides authentic inquiry learning. Mrs Millar uses the 100-acre classroom here at Cornish College to its full potential with her students, exploring the natural parkland and learning through inquiry and self-discovery. Alongside Mrs Alex Parrington, Sam leads Year 1 students in a weekly Dhumbha-dha biik program.

Dhumba-dha biik (pronounced dum-ba-dah beek) is Boon wurrung language for ‘Talk Country’ and is a program for Year 1 students to explore nature, wonder, pose questions, and offer ideas and solutions in an authentic context. “Children have a natural fascination with their environment” explains Mrs Millar. One day “we discovered mushrooms and toadstools emerging from the ground and the kids were just

fascinated with them. So we spent time discussing fungus and hunting for different kinds. I call this an ‘unexpected inquiry’ and I love it because it is these student discoveries that are the best authentic learning opportunities.”

A key part of outdoor learning is learning through doing and evidence suggests that hands-on experiences are a great way to engage children, ensuring they understand and remember what they learn.

A La Trobe University study into ‘experiential’ education with Year 9 students<sup>2</sup> found significant benefits with “five broad themes relating to personal development, transfer of learning, relationships, metacognition and experiential learning, with many respondents reporting positive improvement in each of these areas.”

This year we took part in ‘Outdoor Classroom Day’ for the first time, to help promote the ways in which others can incorporate outdoor learning into their teaching every day. And it is certainly the case that any day can be outdoor classroom day here at Cornish, with children in the Early Learning Centre, Prep and Year 1 taking weekly walks and students throughout the primary years and into secondary, regularly spending time out on the campus.

## SCIENCE IN THE WETLANDS

With waders on and buckets and nets in hand, Year 7 students collected water as part of their studies into the wetlands and environmental science.

They tested the pH, turbidity and salinity of their samples. The presence of various invertebrates indicate how healthy a body of water is. Students also came across fish and frog spawn during their testing.



## MINDFUL LEARNING

Year 4 students took their books, pens, and themselves outside to practice spelling and then read in the fresh air. The Village Green proved a great space to learn and practice mindfulness. “We closed our eyes, focused on our breathing, and took note of all the sounds we could hear; from people, to birds, to the wind.”



This may be to support inquiry studies, for Breadth Studies such as Environmental Science or simply when other lessons are taken outside (think art in the landscape, water testing in the lake or studying mathematical patterns in nature).

Just some of the ways our teachers and students made use of our outdoor classroom are:

## LAND DISCOVERIES

Our prep students kicked off spring with one of their regular ‘Friday Fossicks’ by visiting ‘The Mound,’ the highest point in the Cornish campus. Students took time to practice mindfulness, to just ‘be’ and to explore nature, leading to many great discoveries.

They discovered mud and discussed that they had found clay (like in the art room). These discoveries were built upon as they went on to learn about soils, rocks and how clay is formed naturally in the earth later in the term.



Research also shows us that outdoor learning has benefits academically, socially and physically. Teaching children about their land connects young people to the natural environment. They become knowledgeable about the natural world and their place in it. Explicit teaching and real world experiences, alongside embedding indigenous culture, reinforces connections, builds local knowledge and values the contribution of those who came before us. “A place-based pedagogy recognises the importance of forming intimate relationships with place through regular visitations to the same outdoor environment.”<sup>3</sup>

Learning about our land, with our land and on our land, is a fabulous way for the students of Cornish College to become environmentally aware, empowering them to not only be stewards but also environmental advocates for future generations.

1 Millar, S. (2017) ‘How connecting children to their land provides authentic enquiry learning’ International Baccalaureate Sharing PYP blog <http://blogs.ibo.org/sharingpyp/2017/07/04/how-connecting-children-to-their-land-provides-authentic-inquiry-learning/>

2 Robinson, T. (2013) Experiential education and learning engagement for Year Nine students: A case study La Trobe University <http://www.tonyrobinson.name/PDFFiles/RelationshipArticle.pdf>

3 Lloyd, A., and Gray, T. (2014) Place-based outdoor learning and environmental sustainability within Australian Primary Schools Journal of Sustainability Education – September 2014



# Introducing... Mr Bradley Phillips Our Head of Senior School



Having been a member of a Surf Lifesaving Club for 38 years, and being both a coach and supportive parent at his local basketball club, Mr Bradley Phillips values community involvement highly. And it is this strong sense of community, along with an innovative approach to developing the curriculum, that attracted him to the role of Head of Senior School at Cornish College.

Mr Phillips has held a number of leadership positions previously and joined us most recently from Haileybury. He says: "It was the community feel and ethos of the school that really appealed to me. The College's genuine focus on the individual and its commitment to help students achieve academic and personal success, along with the active engagement of students, staff and families, sets Cornish apart from other schools." The chance to help shape the VCE program also appealed to Bradley who added: "The College has established an excellent VCE program with a broad range of subjects on offer and I am privileged to be working with a teaching team that is committed to supporting each student to achieve personal excellence."

## THE SENIOR SCHOOL SUPPORTS STUDENTS THROUGH A RANGE OF PROGRAMS:

- Year 10 students' program promotes the skills needed to undertake independent learning and study.
- The College supports a range of subjects for Year 11 students based on their preferences in Year 10. Some 35 VCE studies were taken by students in Years 11 and 12 in 2017.
- The choice of available subjects supports students in all of the major tertiary pathways such as commerce, bio-medical, legal or engineering
- Work-based placements further support vocational pathways, providing real-world experience whilst still enabling students to achieve success in their VCE.

"The senior school vision is for an education that provides a multitude of pathways and empowers young people with a diversity of learning skills. Students can then go on to become accomplished, independent learners who can follow their desired pathway beyond school."

"With Cornish students choosing to go to University or, in some instances, TAFE and vocational pathways post school, we fully recognise the need to tailor programs to support them. The expertise of the teaching team is a crucial element of this and they are dedicated to providing programs that help students identify their interests and achieve their goals."

"The teaching team itself is supported in personal and professional learning within the school and through participation in local, national and professional learning opportunities. Their expertise is evidenced by a significant proportion of our team having VCE assessor experience, and their commitment to program enhancement benefits student learning."

Mr Phillips also cited the College's innovation in developing its curriculum as a big asset to the Senior School offering. This year saw the introduction of real-time feedback through the new online learning management system, The Hive. "Our teaching team is able to enhance learning for students and strengthen partnerships with parents by providing feedback throughout the year, rather than simply at the traditional reporting times. This kind of thinking is powerful as student learning transforms into rich understandings through individual feedback."

What is evident in speaking with Mr Phillips is a commitment to developing young people who are equipped with the skills needed to tackle a fast-paced world and changing employment landscape. His final words of advice for our graduating students reflect this as he says: "I firmly believe that success in life, both academic and beyond, is achieved by identifying your interests and being committed to personal growth. You only get out of it what you put in. The relationships with those around you should be celebrated as shared experiences and are incredibly rewarding."

# New 2019 Senior Studies Centre funding announced



A purpose-built Senior Studies Centre, with an indoor-outdoor learning environment overlooking our wetlands, is set to open in 2019.

This follows an announcement by Minister for Education, the Hon. James Merlino MP, that we will receive \$2,000,000 from the Victorian Government's Capital Funding Program for Non-Government Schools. The figure will be matched by Cornish College, through a combination of College funds, fundraising and sponsorship, to provide a total of around \$4,000,000.

Principal Ms Vicki Steer explains: "We are committed to providing a Senior Studies

Centre that enables learning and teaching appropriate to the needs of our senior students as they successfully complete their VCE and prepare for the transition to tertiary studies. The contemporary learning environment will support independent study, coaching and mentoring, and informal interactions to promote students' rounded development into successful young people."

The Senior Studies Centre's setting in the natural environment, overlooking our wetlands, will be carefully considered in the construction. The ground will be built up to provide level access from the building and it will feature a deck with study spaces, for a seamless indoor-outdoor working environment. Ms Steer added: "Outdoor learning is an important aspect of life at Cornish College with students from the ELC right through their primary years and into secondary education all benefiting from space in

which to learn and grow. In the Senior School, the opportunity to find space to think and take mindful moments, during what can all too easily become a stressful period in their lives, is invaluable."

Cornish College Board Chair, Reverend Dr Robert Johnson, added: "Approval to build the new Senior Studies Centre is another major milestone for Cornish College and demonstrates our commitment to support teaching and learning for the established VCE program. We would like to thank both the State Government and the Member for Mordialloc, Mr Tim Richardson MP, for their ongoing support, as this funding enables construction that would not otherwise be possible."

The Centre takes learnings from tertiary institutions and contemporary, activity-based work settings. Construction will start in 2018.

## KEY BENEFITS OF THE NEW SENIOR STUDIES CENTRE INCLUDE:

- Flexible teaching and learning spaces to enable formal, informal and small group study
- Unique outlook and indoor-outdoor study environment overlooking wetlands
- Embracing technology to reflect future workplace environments and help prepare students for tertiary study
- Space to connect with friends and peers informally and to relax with comfortable common areas featuring fireplaces and home-away-from-home furniture
- Study spaces shared with the teaching team within a collaborative student and teacher environment - providing a greater opportunity for educational, social and emotional support.



Year 9 students will undertake their VCE studies in the new Senior Studies Centre. They are pictured with Principal, Ms Vicki Steer, Minister for Education, The Hon. James Merlino MP, and Member for Mordialloc, Tim Richardson MP.



# Life in Year 11: decisions, opportunities, choices

Determining a path post-VCE that is right for you can come with a host of different emotions; from moments of feeling overwhelmed, to nervous excitement. Let's take a look at how two of our current Year 11s are finding their journey and subject choices for VCE.

## MEET HENRI

English  
Mathematical Methods 1  
Global Politics – Unit 3/4  
Specialist Mathematics 1  
Physics 1  
Sport



"I made my subject choices based on my interests, and the prerequisites I needed for the courses I'm interested in. Mathematical Methods is one of my favourite subjects, because I really enjoy maths and problem-solving. I'm most passionate about Global Politics. It is so applicable to the world we live in."

Henri is up for a challenge. Most recently, Henri earned a distinction in the Australian Mathematics Competition, and was selected for the Swinburne Early Leaders Program (ELP), making him one of four to achieve their Early Leaders Award for work on a 'Creativity Project.' "My creativity project involved a computer game I'd written in C#, along with a report on the learning process involved in studying Object-Oriented Programming."

Henri's quest for knowledge doesn't stop there. Seeking to understand polar graphs in Specialist Maths, Henri set about describing the points on a square with a formula for a distance from the origin

and an angle and solving it. "I am proud of the algebra involved, but also that setting myself this goal allowed me to become very confident with this topic when I might not otherwise have been."

Henri turns to classmates and teachers to continue conversations on particle physics outside class, can often be found pursuing his interest in programming and computer science during study periods, and has creative pursuits such as learning the guitar and photography.

## MEET JAZMYN

English  
Mathematical Methods 1  
Studio Art  
Environmental Science – Unit 3/4  
Visual



Communication and Design Sport Jazmyn most looks forward to Day 9 in her timetable; a Thursday with a double in Studio Art and study periods, allowing her uninterrupted time to delve deep into big art projects. One such project was a 'paint pouring piece'. Inspired by the amazing works of professional artists, Jazmyn set about testing different paint pouring methods to obtain an outcome that was both interesting and beautiful, still reflecting the theme of the brief, being 'natural events.'

"I am passionate about the environment and many of my artworks have been focused on our earth and the natural processes that occur," said Jazmyn who also studies Environmental Science 3/4. "I love art and being creative, that's why I chose to

According to the Victorian Tertiary Admissions Centre (VTAC), this is a great way of choosing subjects. They say to choose subjects

- you enjoy
- you are good at
- that reflect your interests for tertiary study
- that provide more options if you are undecided on your career path

do two folio subjects this year. In Visual Communication and Design we're often given real-life projects to work on. My VET subject at Chisholm has left me with a Certificate III in Creative and Digital Media, this will give me an advantage over others when applying for jobs in a design or art career."

Jazmyn is already being recognised for her creative work with a photography piece exhibited as part of the Deakin University CAPTURE photo festival in October as one of only nine finalists.

Henri and Jazmyn's timetables may seem very diverse, yet both have chosen from a wide range of VCE studies, to build knowledge and experience that will help them to achieve the post-school pathway most suitable for them. They come together with all Year 11 students for sport and personal sustainability ensuring a balanced week, and all students have opportunities for leadership, extension, support and co-curricular activities. We wish them both all the best in 2018.

# Strengthening cultural connections: Japan study tour

Through two-way exchange programs with partner schools and study tours in both France and Japan, our students gain cultural and global perspectives that build on their studies at school.

The benefits are far ranging and explained here by Year 10 student Erin who visited Japan as part of the annual study tour in the spring holidays. The annual tour journeys to the big cities of Tokyo Kyoto and Hiroshima and the tranquil countryside of Nagano and Miyajima Island. Students also attend our sister school in Fukuyama and experience life in a Japanese home.

"I have three highlights of my trip.

My first one was Nagano because it was such a peaceful and quiet place. It wasn't busy, the people were kind and understanding of the fact that our language isn't perfect, and it was away from the crowds. I also enjoyed it because it was different to Melbourne, wherever you looked there was a magnificent view looking right back at you. The hotel we stayed in was a nice mix of traditional and modern making it a nice taster for what to expect at Miyajima Island. The food at Nagano was delicious and I never had a bad meal there. There were also varieties of food you could choose from.

My second highlight was having a tea ceremony with Sampson sensei at Kenrokuen Garden in Kanazawa. I love tea and the experience was incredible. I loved sitting on the traditional zabuton (Japanese cushion) and drinking the traditional Macha (green tea) and eating the little sweet that came with it on the side.

My third highlight was seeing Yuiko again! I hosted Yuiko for four weeks when the Japanese exchange students came to Cornish College. Over that time, we became good friends and it was nice to be able to see her again and finally meet her family, and of course their adorable dog Choco. Her whole family were understanding that my Japanese wasn't the best and one of the best parts was when her grandad spoke to me in English! Even if it was broken it was the thought that really counted.

Overall, I can easily say that my time in Japan will be one of the highlights of my life. It is an experience that I will always remember and cherish."

Campbell sensei leads the study tour and says the experience benefits students by offering additional motivation and excitement when they put their Japanese language skills into practice each day. She explains "It is so encouraging to see the courage and confidence developed in each child as they begin to realise it is fun and rewarding to communicate in another language. Another highlight for me is to see the personal growth in our students. As they step into their first day at school they are undoubtedly nervous about meeting their host family for the first time and communicating in Japanese with students their own age. To see the resilience, courage and confidence displayed to overcome hurdles with language and cultural differences is so rewarding."



## THREE KEY BENEFITS OF INTERNATIONAL STUDY

Deepens understandings through immersion in languages and customs

Enhances perspective by experiencing the richness of cultures other than our own

Develops life-skills and personal growth through challenge and problem solving in unfamiliar surroundings





# Discover our expanding Eco Centre



Regular walks to visit the Cornish chickens and ducks have always been part of life at Cornish, but now they've got a brand new home and new neighbours. The whole area has been developed into a new Eco Centre to enjoy and for plant and animal life to grow.

The area features a mini wetland with bridges, fruiting trees and plants around the poultry pens, and a large aquaponics system, which is now continuously running nearby with fish being added soon. Guinea fowl, ducks and geese have all joined the happy throng, providing eggs for Food Technology and adding diversity to the area. The Chinese Geese will also help to maintain the orchard, keeping grass down and eating insects that can cause problems for the fruit trees.

The area also features an outdoor classroom with a fire pit and recycled tyre seating and planters. Further seating areas have been made from recycled pallets, as has a new plant propagating area, which will ensure a steady supply of plants for the

100-acre campus. Also featuring recycled pallets, this section contains a hot house, potting shed and green house, with four open compost bins and a tiered worm farm (made from two old baths!) nearby.

Grounds Manager, Mr Tom Humphreys, and Breadth Studies teacher, Ms Elizabeth Jenkins, have worked with Years 9 and 10 through the Sustainable Land Management breadth study elective to redevelop the area. Tom said: "We have kept the environmental impact of developing the Eco Centre down by using free and recycled materials such as pallets, railway sleepers, off-cut steel, polycarbonate and old baths and tyres. Even the potting shed is being reused thanks to someone giving it away to us for free. It has been great to work with

## PLANT LIFE AT THE ECO CENTRE

- The nursery is supported by an indigenous plant stock garden situated next to it. Each plant can be propagated from cuttings and seed collected from grasses
- A mass flower display garden has been created
- A micro climate has been created in the chicken pen and tropical plants are being grown

## 2018 PLANNED DEVELOPMENTS

- A Salmon Favorelles rooster has joined the community and the College is investigating a program for students to showcase him, and possibly other animals, at a local agricultural show
- Our current tomatoes and carrots have been propagated from seeds and we plan to propagate a lot more vegetables from seeds in 2018
- A ram has joined our livestock with the aim of developing a small flock of sheep. Lambing should begin autumn 2018



students to develop an area that has so many uses for others here at the College, right from the ELC through to the Senior School."

Specialist middle and senior school classes such as Environmental Science and Sustainable Land Management use the area heavily and benefit from working with the wide range of livestock at the College. For example, fleece from our Alpacas has been

used by senior students to study how fibre is created into items to admire or wear.

Along with the large garden plots that supply produce to Food Technology and the Eco Kids program, the whole area helps to educate students throughout the College. This is as part of their regular outdoor learning, about the importance of natural sustainability and the roles of plant and animal life.



## THE BEES ARE BACK

It has been over 10 years since we last housed bee hives on our school property, but now the bees are back with the arrival of three new hives.

The bees will pollinate the orchard, olive grove, vegie patch and native plants, as well as provide lots of invaluable learning opportunities throughout the school. This includes units of inquiry, science, maths, literacy, the Eco Kids program, sustainable land management, home economics and business studies.

The Sustainable Land Management class has borrowed protective bee suits to help them learn more. And, over the next 12 months, interested staff and students across year groups will be working alongside local beekeeper, Moe, to learn as much as possible about beekeeping.





# #backtoCornish



Make A Difference

Past students, staff and parents from across the years, including some from as long as 30 years ago, came back to Cornish for the launch of our new alumni association, the Cornish Collegians.



More than 130 people came to enjoy a fun day, catching up and reminiscing with old friends. Considering only two groups of Year 12s have graduated from Cornish College so far, it shows how much impact the Cornish years have had on those who continued their Year 11 and 12 studies elsewhere, prior to VCE being offered here.

Guests had the opportunity to explore the campus too, visiting our new Eco Centre and remembering the walks they took to the island. They looked back over old



Congratulations to Ravi who won a 'Tastes that Make a Difference' Cornish Cookbook in a business card draw.

photos and Yearbooks from the past 30 years, and left memories of their school days on our Memory Tree. Some also gave personalised best wishes to current Year 12s on specially printed postcards, which have been passed on to the happy graduates.

There were many stories told on the day and some great reconnections, such as Year 5 and Prep buddies catching up, and Kim Gooley, who joined Cornish when it launched in 1987, catching up with Mr Davis, our longest serving staff member who's been here all that time too. It was also a chance for current Principal, Ms Vicki Steer, and former Principal, Mr Kerry Bolger, to catch up.

We would like to share more stories of alumni connections and 'where you are now' updates both in The Difference and on our dedicated Facebook page @cornishcollegealumni. Please drop us a Facebook message or email us at alumni@cornishcollege.vic.edu.au. We really would love to hear from you.



## WELCOME TO THE CLASS OF 2017

Year 12 students have now graduated and joined the Cornish Collegians, receiving a special welcome pack at their leaving assembly. The pack contained a welcome letter with their lifelong membership, a postcard with good wishes from former students and a Cornish Collegians pin badge. Alumna and member of the Cornish Collegians Governing Committee, Kath Kiddell (class of 2015), 'pinned' our graduating students. We hope that everyone who received the pin, or is given one in the future, will wear it with pride at future events and reunions.



Former College Captain Kath Kiddell welcomed 2017 College Captain, and her brother, Jack to the Cornish Collegians.



## THE CORNISH COLLEGIANS' TREE



*"When the roots are deep, there is no reason to fear the wind"*

Choosing a symbol to represent a lifelong connection to Cornish took some careful thought and we asked some of our alumni what that connection looked like to them.

Initial concept ideas included a variety of plant life and birds, including migratory birds taking flight from Cornish, but always being welcomed back. However, nothing resonated with our alumni as much as the tree.

We felt it was a good option too as Year 12s receive a shrub and a tree as part of their graduation gift, one to plant at home to remember Cornish by, and one to plant on campus so they leave their roots here. What's more, alumni commented that the tree symbolises growth and how our community branch out after Cornish.

The symbol is now used in our communications and on a special pin badge that will be given to future Cornish Collegians. The pin badge is also available to registered alumni at a small charge of \$19.99. Please email alumni@cornishcollege.vic.edu.au if you would like to receive one.



(Please note there are limited supplies and there may be a delay in receiving a pin badge if demand is high).

## SEEKING 'A DAY IN THE LIFE' VOLUNTEERS

The Cornish Collegians will look for ways to connect alumni back into the College to support our senior students. We would love to hear from anyone who would like to take part in a new program that we are planning to establish.

The 'A day in the life' program will develop a database of Cornish Collegians who would be happy to receive a call or set up a day at the office with a Year 11 or 12 student who is interested in entering the same field of work. Alumni would help to answer questions and offer insights into the reality of working in the chosen career.

So, whatever your profession, please let us know if you would be happy to register an interest in taking part and we'll be in touch in 2018. Email alumni@cornishcollege.vic.edu.au with your name, job title and place of work. Thank you.

## BIG THANKS

Our community is blessed to receive support from committed parents, grandparents, alumni and friends of Cornish, who actively donate time and/or money to support our ongoing development.

We would like to take this opportunity to publicly thank those who donated to our building fund this year as part of our annual giving campaign. Your contribution really makes a difference.

Everyone who donated over \$140 will receive a paver that will be put into our grounds in the coming months. Thank you to:

Tara Broderick	Michael Lilly
Chin Chang	Amanda Lugt
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# Mindful family activities this summer



(Article adapted from Left Brain Buddha)

As the long summer holidays approach, College Psychologist Daniella Winik shares five top tips for mindful family activities during the break.

**D**aniella says: “These activities are mindful in the sense that they help teach kids to pay attention to their bodies and minds and to understand their feelings. There is no need to even mention the word ‘mindfulness’. By doing the activities, mindfulness is being learnt, practiced and can become innate. They’ll provide some tech-free time, family time, connectedness and fun.”

## ACTIVITIES TO KEEP MINDS CLEAR AND ‘IN THE MOMENT’

### Walk

Go for a walk and take notice of the surrounding. Ask your child to find 10 things they haven’t noticed before. This could include sounds and smells too. It would be great to do this in familiar places, like your own neighbourhood. Ask why they think they hadn’t noticed these things before.

### Icy-pole / Ice-cream challenge

Ask your kids to eat their icy-pole or ice-cream in silence. Encourage them to notice all the flavours, textures and sensations. Notice things such as how it feels in the mouth as it starts to melt, changes in

temperature, was it hard to stay quiet? There’ll be lots to talk about when the challenge is over.

### Make a mind jar

Using glitter glue, water and old jars or water bottles, you can create a mind or glitter jar. The jar represents the mind, the glitter our thoughts and feelings. When we shake the jar the glitter swirls like a tornado, going crazy – much like when we have lots of thoughts and feelings in our mind and are doing lots of things at one time. But when we stop moving the jar and breathe for a few moments, the glitter settles and becomes clear – much like when we stop and breathe we clear our minds for other calmer and practical thoughts.

### Sky study

Put a blanket on the ground at the park, beach or pool, and spend time staring at the clouds. What shapes can you see in the clouds? How do the clouds move and how do they change shape? Much like the sky,



our minds have clouds (thoughts) that float through them and change – we can watch our thoughts in our minds much like the clouds in the sky.



### Make a scrapbook or holiday journal

Sorting through old photos can spark great conversations about favourite memories and family history. Create a collage or scrapbook.

If you’re travelling this summer, journaling the highlights of each day helps to reflect on and generate discussion about the holiday. You can also plan for the next day and create a lasting keepsake to read for years to come.