



THE DIFFERENCE

CORNISH COLLEGE MAGAZINE SEMESTER 1 2018

**DISCOVERING MORE ABOUT INTEGRATED INQUIRY
THROUGH CLAYMATIONS**

REAL WORLD LEARNING AND APPLICATION

MAKING A DIFFERENCE IN EAST TIMOR

CORNISH COLLEGIANS AND COMMUNITY NEWS

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Students from ELC, Primary, Middle Years and Senior School benefit from Cornish College's strong continuity of learning and growth



Message from the Principal

If I were to attempt to draw Cornish College, my picture would be one of a large, spreading tree, representing the continuity of our students' learning and growth, leading them along and towards diverse pathways. Its roots would be strong and buried in the earth, its trunk broad and its branches wide. Beneath the tree would be children, young people, staff, parents and friends of the College, representing the Cornish College community.



This strong continuity in the Cornish approach to learning begins in the Early Learning Centre and Primary School, where learning in nature is embraced within the framework of the Primary Years Programme (PYP). A concept-driven, inquiry-based curriculum is central to the PYP and our Year 6 exhibition in Term 4 admirably demonstrates the depth of understanding our students attain. Inquiry is the guiding principle of the approach to learning in our Middle School along with explicit teaching of essential knowledge and skills required to attain deep understanding. Again, the exhibitions held for each year level are evidence of the powerful learning that connects ideas and knowledge into rich understanding. Moving through to the Senior School, students pursue diverse pathways in their VCE studies where explicit learning occurs, supported by empowered learners from the inquiry model.

Throughout Term 2 this year, we have presented a series of information evenings for parents about the transition students make as they move through the College. We have described this continuity

in the Cornish approach to learning and our commitment to excellence in its delivery. The stories told by the students themselves illustrated their experience of learning at Cornish.

Cornish College's vision is that we are educating our young people to make a positive difference for a sustainable future. The four Rings of Sustainability are the framework for the Cornish curriculum. Our Rings were created here at Cornish by Marcia Behrenbruch and Kerry Bolger in response to the pressing need to re-orientate education towards sustainability. Our main influences then were: the rapidly changing and challenging world; the ideas presented in The Earth Charter¹ launched in 2000; and the belief at Cornish that we are all capable of *making a difference*.

Our commitment at Cornish to educate for a sustainable future remains as compelling and relevant today as it was at the beginning of this century. This year the Organisation for Economic Co-operation and Development (OECD) launched its latest in a series of global research reports into the kind of education necessary to fulfil the goal of building a stronger, cleaner and fairer world. This report, *The Future of Education and Skills: Education 2030* asserts that "Education has a vital role to play [to] ... enable people to contribute to and benefit from an inclusive and sustainable future... [Furthermore] Education needs... to equip students with the skills they need to become active, responsible and engaged citizens."²

Mrs Annemarie Denton, Coordinator of Integrated Curriculum for Years 8 and 9 (featured on Page 10), comments on the advantage of our Rings of Sustainability: "We have the potential for commonality and connection across all levels of the school by working together using our framework, which is unusual in schools. The common understanding about sustainability is often only environmental. Our advantage is that our sustainability approach is unique in that the Rings provide four interconnected domains to allow inquiry into the complexity of sustainability challenges. This framework allows us to consider sustainability holistically, considering the interdependence between the natural, personal, sociocultural and urban/technological dimensions."

The Rings of Sustainability, which are the College emblem, were designed deliberately with the personal (blue ring) firmly wedged into the natural (green ring) as personal wellbeing is determined by the health of the natural environment. The natural ring is located at the bottom as it is the base on which all life relies. Cutting across the vertical rings are the human-created structures and systems of the urban environment and developing technologies (red ring) and the different ways we organise our world through social, political and economic systems (yellow ring).



In the primary years the rings can be separated to introduce students to the four dimensions. At Cornish, nature pedagogy is a crucial way for students to connect to the natural world. A caring connection with nature, the environment and with place are essential to forming a commitment to sustainability. Canadian environmentalist, David Suzuki puts it this way: "Unless we are willing to encourage our children to reconnect with and appreciate the natural world, we can't expect them to help protect and care for it."³ Nature pedagogy is about learning in, with and about nature. At Cornish College this is about getting children and young people outside as much as is possible, making use of the 100 acres we have available to us.

In the secondary years, sustainability is considered through the lenses of the interconnected rings. Says Annemarie "Our Rings allow students to develop lifelong skills to deal with sustainability challenges through inquiry. They learn the skills to structure a solution, an inclination to act, and an alertness to many possibilities."

With our unique approach to learning, Cornish is leading the way in the education of young people to help them develop the foundational literacies, competencies and character qualities⁴ that will help prepare them to face the challenges that lie ahead.

Ms Vicki Steer
Principal

¹ <http://earthcharter.org/discover/the-earth-charter>
² [http://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](http://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)

³ David Suzuki *The David Suzuki Reader, 2nd Edition: A Lifetime of Ideas from a Leading Activist and Thinker* (2014) p 94
⁴ World Economic Forum, *New Vision for Education* (2015)

News round-up



MELBOURNE DOCUMENTARY FILM FESTIVAL COVER SHOT

Longest serving member of staff, Mr Michael Davis, has been acclaimed for his photography, winning the Melbourne Documentary Film Festival photography competition. Mr Davis' photograph takes centre stage as front cover to the festival guide.

The photo was taken last year in Sheep Hills, North East Victoria, and captures silo art by street artist Matt Adnate at night. Adnate used spray paint to depict portraits of two aboriginal elders and a young boy and girl. Wergaia man uncle Ron Marks is one of the faces immortalised in paint and speaks about the significance of stars. "We used them for navigation, we used them for seasonal changes, so the stars meant a lot..." Mr Davis' photo complements this as he captured the silo artwork against the starry night sky.

SIS PUBLIC SPEAKING CHAMPIONS - AGAIN!

Cornish has taken the win at the SIS Public Speaking Championships for the second year in a row with three of the four members returning to retain their title.

Imagine... Enrichment, Extension and Enhancement Program coordinator Ms Diane Koutsakis supports students and teachers by bringing together a variety of enrichment opportunities for students outside the classroom and across the school. Ms Koutsakis said of the team "They were outstanding; committed, hardworking and beautiful ambassadors of our school."

Years 8 to 10 students took part in the competition with Aaron, Jake, Sara, and Tierney forming the Public Speaking team. They delivered sophisticated and passionate speeches on topics including 'Reality TV is not reality' and 'Democracy is an illusion'. Special congratulations go to Tierney who was voted best speaker, achieving an exceptionally high score for both her prepared speech 'The world is not as scary as it seems' and her impromptu speech.



ECOCENTRE WINS 'SUSTAINABLE COMMUNITY' AWARD

The Cornish College EcoCentre has received the Sustainable Community award in the 2018 Greater Dandenong Sustainability Awards. As reported in our summer edition of *The Difference*, the EcoCentre provides a range of opportunities for students to learn and create outdoors, and to build their knowledge base around sustainability, animals, food production and the use of recycled materials.

The EcoCentre includes a nursery for flower, vegetable and native plant propagation; an aquaponics system; enclosures for chickens, ducks and guinea fowl; a farm and orchard; wetlands; bee hives; a fire pit; seating areas; worm farms and composting.

Winning this award recognises the collaborative efforts of students and staff to develop the EcoCentre as well as the ongoing educational opportunities the Centre offers.



FUNDING ANNOUNCED FOR UNDERPASS ACCESS

Cornish College and the Parents' Association has lobbied along with other local businesses, to improve pedestrian and cycle access to the College, National Watersports Centre, Melbourne Cable Park and wider Bangholme area. Now, the Victorian Government has announced funding and we are planning for safer and easier access along the river, under the Mornington Peninsula Freeway.

Victorian Government Premier Daniel Andrews, and Tim Richardson MP, Member for Mordialloc, announced \$3,000,000 in funding for a package of improvements, including the underpass access. Thank you to everyone involved in campaigning for this, including our fabulous Parents' Association.



2018 WINTER SLEEPOUT BREAKS ALL RECORDS

Some 60 students, staff and alumni raised over \$24,000 to provide relief for people who sleep rough on the streets. All funds are donated to the charity Backpack Bed for Homeless who support people unable to find shelter. Their award-winning backpack/swag design (known as a Backpack Bed) is distributed by charities to those awaiting accommodation.

Mr Jarrod Davies, Chaplain at Cornish College and organiser of the Winter Sleepout, said "We are very grateful for the opportunity we have to make a small difference through this community event. Cornish people are generous, and we are ecstatic that our record amount of funds raised will help 240 plus people sleep less rough, safer and with more dignity".

Participants also broke another Cornish record, preparing 850 sandwiches from community food donations, which have been distributed to children who attend school without lunch and others in need by the charity Eat Up Australia.

Year 7 student Patrick explained why he got involved saying "I think it's really important to appreciate what we have in our life and to help other people that aren't as lucky as myself. To spend a night sleeping out in the cold really makes me understand what it would be like to be homeless and cold. It makes me want to raise as much money as I can".

LIFTING THE SIS MERIT AWARD

Competing in the 2018 SIS Division A Swimming Championships for the second year, our Cornish Secondary Swim Team brought home the Merit Award for the second time!

The whole team showed great enthusiasm and sportsmanship, and we give a special mention of Jess M, Noah E and Xavier K who placed first in their events. Noah gave us our first victory of the day when he smashed out a win in the U/13 freestyle. Jessica and Xavier nailed another couple of firsts in backstroke and Noah managed another Cornish victory by winning his 100m freestyle event.

The swimmers finished in 5th position overall with 533 points in total. The Merit Award is given to the team that accrues the greatest points per the number of students available to compete in the school.



VICTORIAN BUTTERFLY CHAMPION, 9 YEAR OLD BOYS

Year 4 Dion enjoyed success in the 2018 Victorian All Junior Swimming Competition where he qualified to compete in all four strokes. His Cheltenham Swimming Club training paid off and he's now Victorian Butterfly Champion for 9-year-old boys, and has qualified to compete in the National Championships with School Sports Victoria in Tasmania. Dion swam a personal best shaving 5 seconds off his previous best, finishing the 50m race in 38.44 seconds.

Dion also swam in the Regional Swimming Carnival at Melbourne Sports and Aquatic Centre. Representing Cornish, his efforts saw him place 2nd in Butterfly and 3rd in Freestyle.





Going behind the scenes ‘Claymation’

As a part of the Sharing the Planet Inquiry in Year 5, Claymation is much anticipated by all. Students play Researcher, Scriptwriter, Voiceover Artist, Animator and Musical Director, when they create their own mini-movies. This sounds exciting, but what do students actually learn as part of this inquiry? We take a look at just how much is involved in this inspiring project with Year 5 teacher and College ICT Coordinator, Ms Natasha Keetley.

WHAT IS THE CENTRAL IDEA BEHIND ‘CLAYMATION’?

Each year, students in the Primary School explore six transdisciplinary themes as part of the International Baccalaureate Primary Years Program. This means all primary students inquire into the transdisciplinary theme of ‘Sharing the planet’ but they will explore different concepts, based on their central idea, curriculum and level of learning. In Year 5, students explore the central idea, ‘Working to establish equal opportunities can lead to sustainable development.’

RESEARCHING THE SUSTAINABLE DEVELOPMENT GOALS

The United Nations’ 17 Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. They guide the United Nations’ policy decisions and funding until 2050. Cornish students are immersed in literature and research to gain a greater understanding of the SDGs and their connection to equal opportunities, sustainable development and relationships.

Ms Natasha Keetley explains that students work together in small groups, to first understand the issue each SDG is tackling and then to investigate what action should be taken. They examine both global and local connections. As a part of their creative and persuasive writing program, they develop a script for an animated movie with a goal to persuade their audience to take action.

“Students use a range of resources and tools such as script development tips on The Hive – our internet-based learning management system - and books in the Cornish Learning and Information Centre. They also access child-friendly sites on the internet like Newsela. We particularly like this site because it provides quality articles that are differentiated to different reading levels. Students can read the same article at an appropriate ‘lexile’ or reading level, ensuring it supports their reading development.”

“We’ve also introduced ‘skinny notes’ to develop valuable research skills. Students take key words or brief phrases from a text, movie, or speaker for example and then elaborate on these in their own words. This helps them to improve their writing skills as students learn to put ideas into their own words and use language that can clearly explain what their key ideas mean.”

WORKING TOGETHER

Group work can be challenging but teaches skills such as patience, compromise and problem solving. Students share roles, demonstrate their strengths and learn the importance of pulling their weight within a team.

THE GLOBAL GOALS For Sustainable Development



INTEGRATED LEARNING

Natasha explains “The real power of Claymation is that it truly integrates learning. Students clearly develop their English Language skills, through their research and persuasive scriptwriting, but also develop their inquiry through music, art, drama and more as they also learn about geography, politics and socio-cultural issues. For example, in music students create their own music, learn about creators’ rights and responsibilities and choose appropriate soundtracks by using royalty-free music sites. In art, students develop their clay characters, considering proportions, moveability, relationships with size.” Through the Performing Arts program students develop their speaking skills by experimenting with character voices.



An excursion to ‘Artvo’ explored how framing a photo and using distance and perspective, can enhance backgrounds. Students then played with perspective when they returned to school using their own iPads.

ENHANCING LEARNING THROUGH TECHNOLOGY

All primary students use iPads as a tool for learning, when appropriate, to improve outcomes. Year 5 students have learnt how to use their iPads for photography, experimenting with distance and perspective, framing shots, and understanding what subjects look like from different angles. Through this inquiry they start to develop skills using Macbook computers. Natasha explains “Students learn how to air-drop photos and they use iMovie to edit and sequence their photos, cropping and adjusting timing to best suit their script. They then export this to Garage Band where they lay down soundtracks, adding music, sound effects and narrative. They voice record using sound boxes and microphones directly linked to the computers. As they develop their skills on a computer, students increase their knowledge of how to use them to improve future presentations.”



EXPANDING LEARNING IN MAKE A DIFFERENCE WEEK

In the lead into Make A Difference Week, Year 5 students move on to the transdisciplinary theme ‘How We Express Ourselves’. They work individually here to explore the central idea that media is a tool that can influence the decisions that people make. By investigating media, advertising and stereotyping they look at developing ways to promote their Claymations for MAD Night.

Students examine the power of the media in influencing the decisions that people take when making purchases. They develop strategies to market the Claymation night and prompt people to make a difference. This year they raised awareness by asking people to sign petitions to stop Animal Testing and raised over \$350 for the RSPCA through a self-managed snack stall.

“We’ve seen some great creative thinking and solutions with students developing powerful messages through posters, walking billboards and footprints on the ground leading to their movie. We’ve even had buskers!” says Natasha. “Students think about what to create based on their target audience, understanding that the way to appeal to 5 year olds will be different to an adult audience. They then display their advertisements to entice people to view their Claymations on our annual whole-school exhibition night, MAD night.”

PROVIDING INDIVIDUAL GROWTH

Having guided students through the Claymation inquiry for a number of years now, with her Year 5 co-teacher Mr Darren Thresher, Natasha says it provides a great opportunity for students to grow both academically and personally.

“Students recall the Claymation experience in the years that follow, many are stunned by what they have been able to produce in a relatively small space of time and are very proud. Many come back to see what this year’s group achieved on MAD Night”

“It is certainly a challenging project but by providing that challenge we see students develop many transferable skills. Developing skills in persistence, cooperation and attention to detail prepares students for future inquiries such as the Year 6 exhibition and Middle Years inquiries and exhibitions. It can be tough going at times but the results are outstanding and I couldn’t be prouder of the effort, respect for others and creativity that our students demonstrate”.

Real-world learning and application



When Chloe embarked on her work placement she really didn't know what to expect as she had originally hoped to secure a week in the field of nursing. These placements are hard to come by though so Chloe thought laterally and opted for patients with four legs instead of two, spending the week at Patterson River Veterinary Centre. She says "I enjoyed every moment of my Work Experience, in particular being able to watch numerous animal surgeries, including the removal of a possible cancerous lump from a dog and many de-sexing operations for dogs and cats. The most fascinating though was eye surgery on a pug. I was able to be in all consultations between the vet and people and their animals. It was great to hear a wide range of animal issues and to hear how knowledgeable the vets actually are".

Thanks to those who volunteer to host students for the week, young people learn more about the industry of their choice than they could from books or the internet alone. Dr Greg and Dr Kerrie Rodgers, whose children all went to school at the Cornish Campus a number of years ago, gave Chloe a range of opportunities to understand the daily routine and roles of those working at a veterinary practice. Dr Greg Rodgers believes it is a great opportunity for students to see workplaces as cooperative environments and adds "we see students

insights into the 'real world' are vital for students in order to help them understand how knowledge, understanding and skills are applied in life after school. They provide an opportunity for students to put transferable skills, such as critical thinking, negotiating and being a team player, into practice. Here we take a deeper look at the benefits of our work experience program, a highlight of the first semester for Year 10 students.

realise that healthy workplaces require respectful, motivated, diligent and effective staff. It helps students consider subsequent career choices and provides an important trial in future workplaces."

This certainly seems to be the case for Chloe as she says "before heading into my work placement I thought I knew I wanted to be a midwife, I am now seriously considering a career as a vet nurse too. The main reason I enjoyed my work experience so much was because everyone made me feel welcome, including the vet nurses and owners of the centre. I had such an awesome experience and I didn't want it to end."

Students are supported throughout the process. This includes guidance from College Careers Coordinator, Mr Keith Maughan, as they consider workplace options, what they want to achieve from the experience, and how their experience affects their thoughts about future pathways. Year 10 Form Teachers and others in our teaching team also visit students during the week to help them reflect on their experience. The program's timing means students can take their experience into consideration when they're making their VCE subject choices, which are discussed during Semester 1 and made following a 'Subject Expo' early in Semester 2.

Year 10 Academic Care Leader and Form Teacher, Dr Julie Cooper, has seen first-hand that students gain a great deal more than greater

knowledge of an industry. She explains "I really enjoy seeing our students step outside of their comfort zones and rise to the challenge of entering unfamiliar environments. Across the board, our students have demonstrated skills that go beyond subject knowledge; passion and enthusiasm, communication, collaboration, critical thinking and creativity. Students not only observed the day to day happenings on the job but were actively involved and making a real difference within their placement organisations."

"Students I was lucky enough to visit were involved in helping to optimise websites and identify bugs in games and phone apps, participated in design processes and the fabrication and installation of automotive parts and supported children in a childcare setting. The week also provides a really positive experience for students to develop an understanding of the routine of work, managing time, transport and various worksite locations. A number of students actually commented that they now have a greater appreciation of the work that their parents do!"

We would like to thank the community, including many current and former families, for hosting our students for the week. This is another example of the strength and depth of community here at Cornish.

More real-world learning opportunities

REAL TIME LEARNING STEM WORKSHOPS HOSTED AT BOSCH HEAD OFFICE

Six Cornish College students from Years 6 to 8 were selected as part of a competitive process to participate in a series of five STEM workshops facilitated by Real Time Learning. Real Time Learning provides students with opportunities to learn about STEM in real-world settings.

Real Time Learning runs workshops hosted in industry locations that are facilitated by industry professionals, engineering undergraduates and postgraduates.

Cornish College was one of six schools represented and 12 students are selected to participate in each series of workshops, students learn how to:

- Build a robot
- Build a micro controller and learn to code it
- Design material in CAD and 3D print
- Create Augmented Reality

To learn more check out the Real Time Learning Blog: www.rtlaustralia.com/blog

If you're a student in Years 5 to 8 and would like to apply to participate in future workshops at Bosch please visit: bit.ly/RTLSTEMWORKSHOP6.

THIS IS YOUR LIFE BREADTH STUDIES

Years 9 and 10 students choose from a range of extended subjects that provide interest and experiences outside the core curriculum. The 'This is your life' economics Breadth Study gives students a taste of life as they are given a job, income and a range of scenarios from adult life – do they buy or rent a house? What do they need to pay in tax and superannuation, and how do they invest earnings? What skills and people can they draw on when they face financial challenges?

This semester, the students benefitted from real-world insights as Cornish parents shared their expertise. Mr Lex Giezan, Cornish IT Manager, explained how the share market worked and the considerations people need to take when investing. Mr David Johnson, from Deloitte Consulting, helped students to understand the broader world of financial goal-setting and planning.

MOCK INTERVIEWS

With the help of Cornish parents, our Year 10 students take part in mock interviews. They prepare their resume and face a series of probing questions that future employers might fire at them, and then get feedback on their performance. This valuable practice can be eye-opening as students understand the importance of presentation skills, self-confidence and preparing for tricky questions.



The range of industries and experiences is impressive with students seeking out placements in landscaping, marketing and IT, childcare and education, manufacturing, wholesale, retail, accounting, web development and more.



Focus on... Mrs Annemarie Denton

Each edition of The Difference helps you get to know one of our skilled and dedicated educators better as we focus on their role, motivation and passions. In this copy, we find out more about Mrs Annemarie Denton, our Integrated Curriculum Coordinator for Years 8 and 9 students.

Having worked at Cornish College for more years than she'd like to declare, Annemarie is well-known and well loved by students, parents and colleagues alike. She wears more than one hat as a Year 8 Form Teacher and Middle Years Integrated Curriculum Coordinator, which includes coordinating Year 9 City Week and the Make a Difference Experience (MADE) to Thailand, Cambodia and Laos. That's a lot of coordinating! But, Annemarie thrives on it, as her roles fulfil the reasons she became a teacher in the first place.

Annemarie explains, "I wanted to be a teacher from a young age after spending time in my mother's Prep classroom and teaching dancing as a teenager. It was my high school years that cemented it for me, when I was fortunate to have a couple of extremely good teachers. They spent time with each of us, were incredibly encouraging and nurtured our aspirations, opening our eyes to the big world beyond our classroom."

"Those teachers continue to inspire me today and I encourage all my students to go out into the world and discover more about it. There are amazing people out there that we can learn a great deal from. I see that learning in Year 9 students when they prepare for and take part in our overseas Make a Difference Experience. Even though they can't speak the same language, they relate to people overseas, working and laughing together. Our students learn a great deal and often observe that, despite not having the creature comforts we have, people from these communities seem happier. We discuss this with students when we regroup and reflect on our experience, and consider the reasons we all have to be happy or unhappy."

Annemarie is happiest when she's in the classroom and says the students make her laugh. She thinks one of the greatest privileges she has is seeing the potential of Years 8 and 9 students realised when they return to school years later and share news of what they've become. She says "these are challenging years for students as they navigate

their way towards becoming a young adult and people can be hard on children. I believe young people are a 'work in progress' and you have to give them the time and encouragement to grow."

On joining Cornish, Annemarie was specifically drawn to the way the College designs and teaches the curriculum. "When I first heard about Cornish's curriculum, a light went on for me! Students learn through an integrated curriculum, rather than dividing time between subjects. English is always the bedrock but then subjects like history, geography, politics and economics for example are intertwined as students inquire deeply into meaningful concepts, in order to develop powerful understandings about the world. We further integrate across art and science and find students work to a high level, work with purpose and won't accept mediocrity, taking pride in just how much they've learnt."

Annemarie's passion is clear as she talks of a dynamic curriculum and always striving to improve. She takes what she teaches about constantly learning about our wider region into her home life too as she travels widely. In fact, Myanmar is the only country in Asia she hasn't visited - yet.

So, where to next and what about the future? Annemarie says "I'm excited about the future and I encourage my students to be too. By underpinning our curriculum with a focus on sustainability, seeing the world through our Rings of Sustainability, our students are learning more about what changes need to happen. And, by inquiring into concepts, they can come to their own understandings, we're not telling them what to think. I believe that is the only way change is going to happen and our students will be the change-makers of the future."



Walking the talk, natural sustainability

Dr Peter Morgan, ResourceSmart Program Coordinator

Our community helped to shape our *Strategic Plan 2017-2021* at a Community Summit and gave a clear message that we must walk the talk when it comes to natural sustainability. Everyone is in agreement and a team of staff have been working through a process for a number of years now, supported by the ResourceSmart program, to set a robust framework in place that ensures our approach has breadth and depth. The program looks at natural sustainability from three perspectives; the College as a workplace; as a centre for learning and teaching; and as a hub within the community. If we wish to reduce our impact on the environment then we must consider how to protect and enhance biodiversity, reduce energy and water consumption and reduce, reuse, recycle our waste.



Attendees at the Community Strategic Planning Summit workshoped strategic priorities for Cornish College and emphasised the importance of natural sustainability practices

In the area of energy, the message from students, staff, parents and friends was a desire to strive for energy self-sufficiency. To that end, prompted by our partners at CERES, we engaged with Cherry Energy to look at ways to reduce our energy consumption by switching the majority of our lighting to energy efficient LED lighting. We also aim to reduce our impact on the natural environment by generating renewable energy through a 90KW solar photovoltaic system. This system should theoretically be able to produce 140,000KWh per year which is equivalent to the amount of energy used to power 20 homes a year, or 160 tonnes of greenhouse gases. The actual figures will be recorded online and our community and students will be able to view this shortly,

QUICK FACT

The amount of energy saved through our solar panels is the equivalent to driving 409,000km - from Bangholme to Hervey Bay, Queensland, and back!



enabling students to use real-time data to inform inquiry studies. In an innovative financing model, the anticipated savings from the project are being used to pay for the infrastructure, so the project literally pays for itself.

In the classroom, Year 12 students as part of their science VCE program are carrying out investigations into renewable fuels and energy. Year 9 students have been focusing on energy and its relationship to protection of biodiversity, culminating in a broad range of activities in Make A Difference week, looking at how we know what we know about energy efficiency.

Inquiries ranged from the how much money you could save by taking empty roof racks off your car, to identifying the impact of different dishwasher settings on your hip pocket and your contribution to climate change. Still to come, the Sustainability Action Team are planning a Rug Up Day on Tuesday 10 August, when heaters throughout the school will be switched off to raise awareness of what we 'take for granted'.

A systematic approach to embedding natural sustainability into learning and teaching, community engagement and changes to daily operations are the reasons we are involved in the ResourceSmart program. We will keep you updated of progress.



ENERGY MYTH

Leaving lights on uses less energy than turning them off and on again... **This is a myth!** There can be a small surge of power in older types of globes, but that's a small amount of energy compared to when lights are on. Always turn lights off when not in use.



Performing Arts Showcases



“The arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential.”¹

With all of the skills that students develop through involvement in the Performing Arts, we as an audience are privy to performances of great talent and entertainment. Let's take a look at some of the wonderful moments of Performing Arts this semester has graced us with.

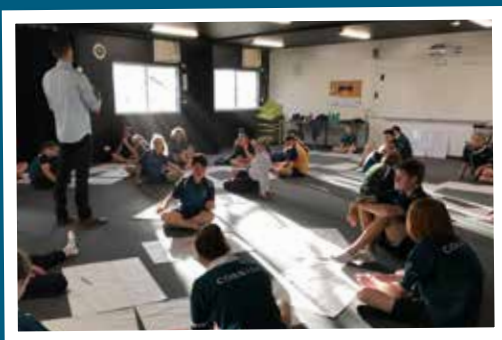
HOUSE PERFORMING ARTS

Both the Junior House Choral Competition and the House Performing Arts competitions offered students a chance to take on diverse roles and take joy in singing, instrumentals dance and drama. Both competitions required Houses to take inspiration from an image with junior preparing two songs, and Years 5 to 12 developing a song, music ensemble, dance and drama piece, all under the leadership of their House captains. The standard continues to improve each year and 2018 was brilliant. Senior Performing Arts Leaders (Bridie, Millie, Max and Liam) judged the junior event whilst Cornish woodwind teacher Mr Mat Baulch and alumnus Barnaby Reiter judged the senior competition.



CORNISH YOUTH THEATRE GROUP

Secondary students auditioned to be involved in the Youth Theatre Group, a new after-school initiative. Two of Melbourne's leading theatre companies, St Martins Youth Theatre and Rawcus, came to work with our students in areas such as the process of devising theatre pieces, how to take inspiration from art, dance, theatre, visual art and life in general to create quality work with meaning.



YEAR 6 PRODUCTION OF A THOUSAND CRANES BY KATHRYN SCHULT

Combining study into their Unity of Inquiries into World War 2, Japanese language and the story of a young girl forever affected by the atomic bomb in Hiroshima, students presented a theatre piece promoting understanding, kindness and peace.

“I am so proud of myself because I remembered my lines most of the time and when I didn't, I improvised, I also projected my voice. I have gained many skills like using emotions during speaking.”
- Charlotte, Year 6.

“I learnt how to play in orchestra and I had to multitask...then at the performance I had to play music then act. I enjoyed the experience of performing. I want to learn how to write the script and draw a storyboard.”
- Jay, Year 6.



¹ <https://www.australiancurriculum.edu.au/10-curriculum/the-arts/introduction/>

Making a difference

DEVELOPING INTERNATIONAL LINKS WITH EAST TIMOR

For the past three years, a team of teachers from Cornish College has travelled to Fatequero in East Timor to support English language education within the community.

Our teachers provide much needed skills and resources that children in the community would not have otherwise, and many of the resources are made or sourced by students, families and staff from the Cornish community. These include:

- ELC children made lemon slices and lemonade with lemons from our orchard to raise money for resources
- Year 1 students carried out chores at home, taking on responsibility and fundraising for Fatequero at the same time
- Year 6 students made hand puppets and books that help students in East Timor learn about families and relationships. Children from East Timor will also write a book that the visiting teachers will give back to our Year 6 students in Semester 2
- Years 11 and 12 students collected used stationary, skateboards and balls, which teachers will share with children in the local community
- Cornish College staff and friends held a 'Girls night in' and raised over \$3,000 for teaching resources.

Mr Tim Lake, Year 9 Academic Care Leader and form teacher coordinates the annual visit and has a long relationship with the area in East Timor, having visited 10 times now. He, his wife and six other teachers are spending four days during the winter term holidays teaching in a local school. Tim says “This is a passion of mine, with this being my tenth visit to the country since 2010. I'm very happy to see how the Cornish community have embraced the initiative and offered so much support.”

This year, the group will also spend two days in East Timor's capital Dili to develop plans for a new Cornish opportunity for senior students. Tim says “I have been developing a long-term relationship and friendship with the Fatequero school in order to ensure the visit provides lasting benefits for all involved.” His vision has included developing a program for students to take part in a program that will provide regular support to the community and, in return, broaden our students' understandings of other cultures, building on their Year 9 Make a Difference Experience to Thailand, Cambodia and Laos.



This year our teaching team included Mr Tim Lake, Mrs Ursula Culleton, Mrs Helen Banger, Mrs Nancye Banks, Mrs Eloise Winter, Mrs Julie Campbell and Mr Andrew Palfrey – many of whom are returning for a second year

WINTER MUSIC FESTIVAL

The inaugural Winter Music Festival was a resounding success with students of all ages coming together to share their love of music. Over two events, visitors enjoyed performances by individual musicians and small groups followed by the Cornish music ensembles including the Year 5 string ensemble, junior and senior choirs, guitar and percussion ensembles, the concert band, rock band, the funk/soul band and VCE performance items. In some instances, the events gave younger students their first solo performance and an idea of where their continued interest in music could take them.



Cornish Collegians & Community



JAPANESE IMMERSION OPPORTUNITY FOR UNIVERSITY STUDENTS

Cornish Collegians committee member, Eliza Wilton (Class of 2015), provides an insight into a sponsorship opportunity for university students to immerse themselves in Japanese culture. Eliza is currently studying International Studies at RMIT University and explains more about the program and her experience.

"At the end of last year, I took part in the JENESYS Program, a cultural immersion trip to Japan supported by the Japanese

government. Along with 34 other students from universities around Australia, I spent time in Tokyo, Hiroshima and Akiota town, with the purpose of learning about peace, history and culture in Japan and sharing my insights back in Australia.

Highlights of the trip included a homestay in rural Japan, learning about disaster relief strategies at The Disaster Prevention Park and exploring Shibuya, Shinjuku and Harajuku prefectures with friends from the program.

From my experience, Japanese culture transcends far beyond the more recognisable features such as shrines, bustling Tokyo and technological innovation. During the homestay, we experienced making mochi (a rice sweet), tasted boar soup that a local farmer had made and also learnt about traditional farming techniques. The trip really opened my eyes to more unique elements of Japanese culture that I had previously been unaware of.

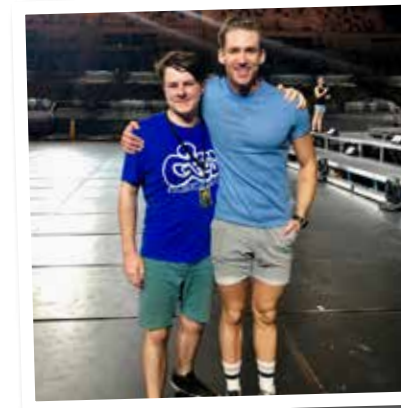
Learning Japanese at Cornish sparked my interest in Japan and language learning, so much so, I have continued my Japanese language studies at university. From when I started at Cornish, Japanese provided a unique and enjoyable challenge, and has also created a strong foundation for my studies at university.

The JENESYS Program was an amazing opportunity to be a part of and I encourage all Cornish alumni who are currently at university, whether studying Japanese language or not, to apply for the trip in future years. The experience has left me with many new friends and memories, and has ensured a newfound insight and interest in Japanese history and culture."

MUSICAL MENTOR MAINTAINS CONNECTION TO CORNISH

As Barnaby Reiter's career takes off (Class of 2011), he hasn't forgotten his connection with Cornish College and has been very generous with both his time and experience, giving back to current students interested in performing arts.

Barnaby graduated from the Victorian College of the Arts and trained at the Julliard School in New York before returning to Australia and wowing audiences time and again as a professional performer, writer and composer. Hairspray - The Big Fat Arena Spectacular, Disney's Beauty and the Beast, and Season 5 of 'The Voice Australia' are just some of his credits.



Barnaby's interest in performing began when he starred in his first show at the age of 13. "I'm very interested in giving back to the networks that supported me to achieve what I have at such a young age. Be that in a presentation or any form of mentoring or guiding like-minded students at the College" he offered.

Current Year 11 student Liam had the opportunity to learn directly from Barnaby this year, forming part of the young ensemble for Grease, the Arena Spectacular at Hisense Arena, Melbourne. Playing Doody, Barnaby was a member of the principal cast touring Australia performing and mentoring young Australian artists. "In each city we have 600 local kids who join us as our mass ensemble" said Barnaby on the radio station JOY 94.9 (where he is also a guest presenter). "Throughout the show process, what I didn't anticipate was the amazing amount of knowledge that has been shared by the principal cast and crew" said Liam of his experience.

JOIN US - GET INVOLVED!

Take a look at these ways to stay connected and get involved. Email us at alumni@cornishcollege.vic.edu.au to find out more or register your interest in any of these opportunities:

CORNISH COLLEGIANS COMMITTEE

Three alumni, Robbie Boag, Kath Kiddell and Eliza Wilton (Class of 2015) and a former teacher, Mary Parker, have generously donated their time to form our interim committee for the Cornish Collegians.

We will soon contact members of the Cornish Collegians with information about our Annual General Meeting, where we will formally adopt our constitution and elect committee members, and we would love to hear from you if you would like to be involved! (Meetings take place once a term before or after working hours).

CORNISH PERFORMING ARTS MENTOR PROGRAM

Share your skills, expertise or interest to support our Performing Arts program! We're looking for anyone who enjoyed music, dance and drama at school, or has developed an appreciation since leaving, to be a mentor - email to let us know how you'd like to help and we will contact you when opportunities arise.

A mentor might:

- Mentor students in acting or directing, or be a speaker to those interested in the industry
- Offer lighting, sound and multimedia tuition
- Assist backstage during productions or help design and construct sets or costumes
- Conduct an ensemble, be a vocal coach or play an instrument in one of the College bands
- Choreograph dance routines or be a guest performer

We have welcomed Barnaby back as a judge at the House Performing Arts competition and he has mentored our VCE Music and Theatre Studies students. He worked with these students to refine and polish their performance pieces for their upcoming Unit 3 assessment and shared ideas on performance preparation, processes, and how to manage nerves.

The current performing arts and music curriculum at Cornish is extensive and continues to grow. We thank Barnaby for sharing his experiences both on and off the stage which have provided current Cornish students with such great insight into the world of performing arts.

CAREER COACHES - WORK SHADOWING AND CAREERS EXHIBITION

Could you offer a one day opportunity for students in Years 11 to 12 to 'work shadow' you? Dates are flexible. Or, would you be interested in participating in a careers exhibition for students from Years 9 to 12? We're looking for people who can help students to learn about different careers; from landscaping to law, graphic design to greenkeeper, marketing to music therapist. No date has been set yet.

100 ACRE VOLUNTEERS

From July to September we are continuing to run our 100-Acre Volunteer program once a fortnight for people who can offer support in maintaining our grounds. Volunteers will propagate seeds and plant out seedlings, and support our Grounds Team in increasing biodiversity at Cornish. Day and time to be confirmed.



Share your news with our growing social network - the Cornish Collegians. We'd like to hear from former students with news such as births or marriages, qualifications or job, interstate or intercontinental moves! Email your updates to: alumni@cornishcollege.vic.edu.au

Save the date

Make a note of these dates for your diary and get involved in our upcoming community events.

THE PARENTS' ASSOCIATIONS' GREAT GATSBY BALL

Prepare yourself for a night of celebration and entertainment as we launch you into a bygone era. Within the opulent surrounds of the Woodlands Golf Club, this event will delight all who embrace the opportunity to dress up and immerse themselves in the glamour of the 1920s. You will be welcomed with sparkling wine and canapés followed by a two course meal, live entertainment and lots of fantastic opportunities to support Cornish College in the live and silent auctions throughout the night. Get your best 1920s glamour on and we'll see you there. Be quick as seats are strictly limited.



SATURDAY
11 AUGUST,
6.30PM TO
11.30PM

Join us: Bring your friends and book a table of 10 for \$800 or purchase an individual ticket for \$85 online at ticketbo.com.au/CornishGreatGatsby.

CORNISH CONVERSATIONS – PARENT INFORMATION SEMINARS

The next Cornish Conversation will highlight the issue of teenage depression and anxiety, and how we can all support children and young people, run by volunteers from The Black Dog Institute.

Join us: Cornish Conversations are free events at Cornish College and open to all, within and beyond the Cornish community. To help us with planning, please register online at: bit.ly/Cornishconvo_teenagedepression.

WEDNESDAY
15 AUGUST,
7.00PM TO
8.00PM

CORNISH COLLEGE INAUGURAL GOLF DAY

Join us for our inaugural Golf Day at Keysborough Golf Club and support future students as all proceeds go towards our new Senior Studies Centre, set to open during the 2019 academic year.

Golfers will enjoy an 18-hole shotgun start, Ambrose competition with a range of prizes on offer. Enjoy lunch and after-round food and drink, and hear from our guest speaker, Australian professional golfer and 1999 Australian Masters winner, Craig Spence.

Join us: Create a team of 4 and register for \$360 or join as an individual for \$95. Book online at: <https://2018cornishcollegegolfdays.eventbrite.com.au> (please not that booking fees apply).



THURSDAY
30 AUGUST,
11.30AM TO
6.00PM

ACADEMIC SCHOLARSHIP PROGRAM 2020 ENTRY

The Cornish College Academic Scholarship Program for Year 7 and VCE entry in 2020 is now open. Scholarships are offered to both current students and those not attending Cornish College, with reduced tuition fees until students have completed Year 12.

Find out more online at: www.cornishcollege.vic.edu.au/scholarships.

APPLY BY
WEDNESDAY
19 SEPTEMBER