

Cornish College Strategy Story

Toward

2030

An agile strategy. A hopeful strategy

We acknowledge the Traditional Owners, the Bunurong people of the Kulin Nation, as the original custodians of this land who have lived here for thousands of years. We respect their relationship with the land and are committed to caring for this place and those who come here, now and in the future.

Rover Thomas Joolama, known as Rover Thomas, was a Wangkajunga and Kukatja First Nations Australian artist, and is recognised as one of the most significant First Nations artists of the late 20th century. During MAD Week in 2009 students from Years 5, 6, 7 and 8 painted an image of Rover Thomas superimposed on their interpretation of how he might have painted Cornish College.





FROM THE PRINCIPAL
Nicola Forrest

Our *Cornish College Strategy Story – Toward 2030* has been developed over 12 months with engagement from Cornish College staff, the Cornish College Board of Directors and insightful contributions from students and parents. The positive engagement and feedback of our stakeholders has highlighted how aligned we are, as a community, in who we are becoming.

Importantly, our story builds on the foundation of the Cornish College *Rings of Sustainability* (see Appendix A). The symbol of the ‘Rings’ features prominently as our College logo, and its principles remain embedded in our approach to education

– even as we reimagine the possibilities. The rings hold true to purpose when we see how they contribute to shaping our story – their enduring significance highlights how purposeful and meaningful they are as a tool in educating for a sustainable future.

As we shaped this story and considered what is possible at Cornish College toward 2030, we were inspired by a quote from Rutger Bregmann, author of *Humankind, A Hopeful History*. In a chapter about schools, Bregmann writes, “The question is not can our kids handle the freedom? The question is do we have the courage to give it to them? It is an urgent question.”

Our strategy story shows the courage we have to shape an education experience that demonstrates belief in young people and the great things they are capable of achieving, to start their futures today.

“

The question is not: can our kids handle the freedom? The question is do we have the courage to give it to them? It is an urgent question.

”

Rutger Bregmann



FROM THE CHAIR OF THE CORNISH COLLEGE BOARD

Dr Bev Menner

The *Cornish College Strategy Story – Toward 2030*, is the work of a community committed to making a difference. At Cornish College, we are a community of change-makers. Our parents, our staff, our Board and our students demonstrate the strong belief that education for this generation of young people can and must be better than ever before.

It is this belief, and the courage of this community to challenge the narrative of schooling, that leads Cornish College

to do things differently in order to truly make a difference. We do not accept that what has been done before must remain the same into the future, but we do not make change without reason, data and positive intent, and we are not afraid to learn from any missteps.

Our Board is made up of committed people who wholeheartedly support this strategy and who respectfully challenge the school leadership on how to deliver the change we all believe is needed.

We recognise that being a community of explorers takes commitment and courage.

The whole Cornish community pursues our vision and lives our values without compromise, taking informed risks to make a positive difference in our world.



PURPOSE

The *Cornish College Strategy Story - Toward 2030*, is a commitment to explore and fulfill learning opportunities for all learners in our community so that we may make a difference today for a sustainable and thriving future.

MOTTO

*Make a difference,
be the difference.*

VISION

Education that makes
a difference today for a
sustainable and thriving
tomorrow.

MISSION

Bringing community
together through innovative
education to contribute
positively for a sustainable
and inclusive world.

VALUES

Respect
Compassion
Integrity
Creativity
...always with Courage

Embedded throughout the *Cornish College Strategy Story - Toward 2030*, are a set of guiding principles that determine our direction and set the scene for who we are becoming.

Whilst practices may change and pathways may be adapted throughout the developing chapters of this story, the principles remain strong and provide focus toward our vision and mission.

OUR GUIDING PRINCIPLES

We are a community of learners

We strive for a culture of inclusion

We develop and honour agency

We educate for a sustainable future

We work together to make a positive difference in our world

We strive to advance reconciliation for our First Nations Australians

We lead with innovation and strategic foresight

We are informed by our values - respect, integrity, creativity, compassion... always with courage

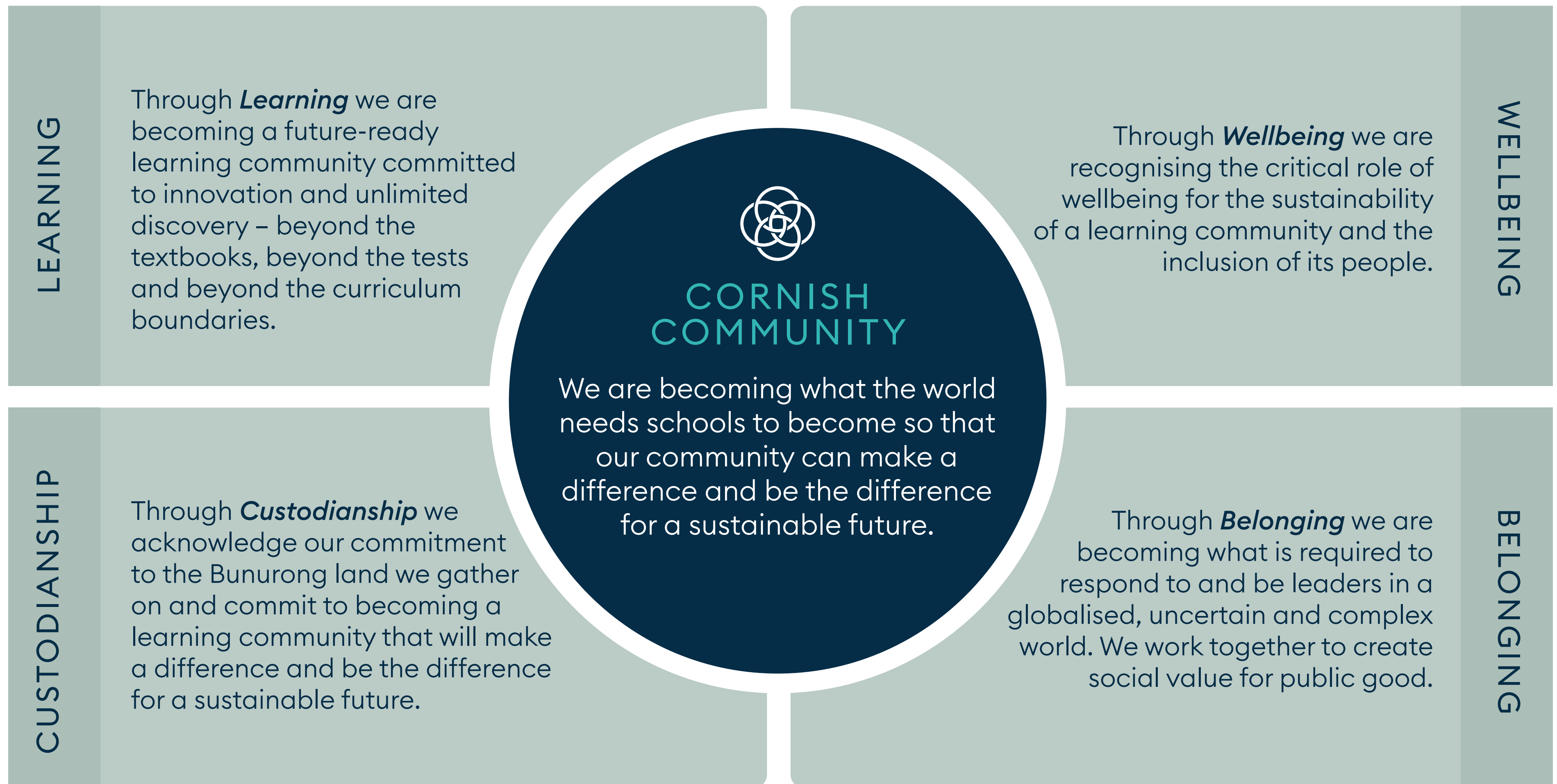


BECOMING

The *Cornish College Strategy Story - Toward 2030*, is an aspirational strategy that focuses on who we are becoming as we move into our second decade as an innovative school.

Our story is determined by the choices we make together as a community and connects to the ***four pathways*** we will travel to get there.

Pathways to becoming





Learning Pathway





LEARNING PATHWAY

Learning with, from and for

STATEMENT OF BECOMING

We are a community that learns with, from and for one another and our environment. We create and adopt shared beliefs and understandings about teaching and learning based on our Learning Master Plan.

This guides us toward data-informed, innovative practices that build the adaptive capacities required to thrive in our world of emerging economic, social and technological change and challenges.

We make the learning process visible to develop skills in metacognition, promoting critical thinking and reflective practices. We engage with diverse perspectives to challenge our thinking.

We are open to learning, unlearning and relearning. We embrace concept-driven, inquiry-based learning where the use of provocations and challenges inspires our learners to view the world through a critical lens.

We promote learner agency and understand that the role of the teacher shifts between instructor, facilitator, co-learner and steward, as appropriate, and that students, parents and volunteers also take on these roles.

We recognise and engage with the ethical use of technology and Artificial Intelligence to support our community to interact safely and sustainably with technology in a complex world.

We are generous in sharing our learning throughout and beyond our school to promote the role of education in making a difference now for a sustainable future.

We learn so that we may be the difference we want to see in our world.

LEARNING PATHWAY

Learning with, from and for

STRATEGIC PRIORITIES

Publish and implement the Cornish College Learning Master Plan

- The Cornish College Learning Master Plan will inform teaching practices so that alignment throughout the College will be more evident, creating greater continuity of learning for all students
- The Learning Master Plan will help our community to develop shared understandings of teaching and learning at Cornish College and will highlight our commitment to academic excellence and innovation
- The Learning Master Plan will help us to develop a comprehensive and valuable feedback and development project for teachers, focusing on shared understandings of what constitutes quality practices at Cornish College

Use Student Data Stories for continuous improvement in literacy and numeracy

- We will build upon our unique Cornish College Student Data Stories platform ensuring we capture important data on all students, helping us to excel in our commitment to personalised learning
- We will provide ongoing professional learning opportunities for all Cornish College staff to improve data literacy and make data-informed decisions about differentiation
- We will use the Student Data Stories platform to focus on improvement in literacy and numeracy to support adaptive capacities in all our learners

Further build on our commitment to innovation for future-ready learners

- We will continue the development of Design Futures 100 in the senior years, ensuring there is a process of review and evaluation to inform future directions for this course
- We will weave the principles of Design Futures throughout the school (see Appendix B) and develop the role of the teacher as a learning partner and steward, honouring students as powerful learners
- We will increase opportunities for students to engage with technologies that meet the demands of their current and emerging pathways (Artificial Intelligence, Digital Technologies and Design Technologies) and will improve access to resources for this

Wellbeing Pathway





WELLBEING PATHWAY

Wellbeing of self, others, environment

STATEMENT OF BECOMING

We understand that wellbeing is essential to becoming the best version of one's self in order to thrive and to serve the self, others and the environment.

As an inclusive community, we embrace an approach to wellbeing that values the individual, appreciates differences and celebrates diversity.

Wellbeing at Cornish College is supported through a model of Academic Care where learning and wellbeing are interconnected to nurture and support all learners

academically, emotionally, culturally, physically and socially.

Our Wellbeing Master Plan informs practices that develop agency for all and ensures diversity is valued and respected, always with compassion and without judgment.

Supported by the use of our Student Data Stories platform, Cornish College effectively embeds differentiation and personalisation for academic and wellbeing needs into the curriculum, cocurricular activities and school operations.

Wellbeing at Cornish College is nurtured in a culture of inclusion so that we may be the difference in service to self, others and the environment.

WELLBEING PATHWAY

Wellbeing of self, others, environment

STRATEGIC PRIORITIES

Publish the Cornish College Wellbeing Master Plan

- The Wellbeing Master Plan will provide an overview of responsive and responsible practice relating to the inclusion of health and wellbeing in our school's curriculum to ensure we are meeting the needs of our learners and providing currency in our programs
- The Wellbeing Master Plan will support all Cornish College staff to invest in their personal wellbeing along with understanding their role as agents of wellbeing for self and others
- The Wellbeing Master Plan will help to guide our decisions about curriculum, cocurricular and school operations

Develop a community commitment to inclusion

- We will invite students, parents and staff to be involved in a Community Inclusion committee that reviews our practices and principles regarding inclusion and helps us to achieve continuous improvement in this area
- We will support students to be agentic in leading initiatives that promote inclusion and wellbeing and will work toward greater visibility of our inclusive culture
- We will review our College policies with a view to ensuring our language and practices reflect inclusion and wellbeing and that these policies are promoted in our community to build upon shared beliefs and understandings

Establish a Research and Development team for wellbeing

- We will embark on further research into the links between wellbeing and time spent in nature and on outdoor learning and use this to further guide our practices
- We will commit time and resources to researching childhood and adolescent wellbeing and related matters and share our understandings with the community
- We will implement practices reflective of organisational wellbeing across the school and build in a process of evaluation for continuous improvement
- We will investigate resources that will help us to measure and monitor wellbeing to support all learners





Belonging Pathway



BELONGING PATHWAY

Belonging locally, nationally, globally

STATEMENT OF BECOMING

We identify belonging through diversity, acceptance, agency and alignment of values.

At Cornish College we extend our sense of belonging to place, culture, our history and to the spirit of the Cornish way through our Guiding Principles.

We understand that positive relationships build collective responsibility to contribute to a purpose greater than serving our individual selves.

We foster and embrace belonging for our community, knowing that this is

fundamental to our wellbeing and to our vision to make a difference today for a sustainable and thriving future.

As a community, we belong to a network of schools, associations, educators and alumni, willing to take courageous steps to make a difference for all young people in their education and futures.

We connect with diverse groups to broaden our perspectives and inform our goals and practices relating to education, cultural awareness, the use of technology and actions for environmental sustainability.

We extend our networks so that we learn from and contribute to countries across the globe.

We have the courage to make a difference and be the difference for a compassionate world that embraces diversity.

BELONGING PATHWAY

Belonging locally, nationally, globally

STRATEGIC PRIORITIES

Strengthen the voice of innovation at Cornish College

- We will continue to build a shared vision and narrative for the change Cornish College is making in education, helping community to articulate this to others
- We will expand community and industry partnerships so that our community contribute to and benefit from relationships beyond the school's physical boundaries
- We will question and we will listen with a view to adopting what is best for the community, rather than what is easiest or historically expected

Build community participation in a Cornish education

- We will engage community in mentoring students through personalised curriculum pathways (particularly technology-related)
- We will create a Community Essential Agreement for how we approach and manage our partnership and expectations
- We will work together as community to embrace and promote our culture of inclusion, broadening our view of what and how we celebrate in education

Promote the role of diversity in belonging

- We will further commit to making a difference to communities locally, nationally and globally through service and social justice programs
- We will seek partnerships and engage in culturally appropriate ways with diverse communities to strengthen our understandings of and compassion for humankind



Custodianship Pathway





CUSTODIANSHIP PATHWAY

Custodianship for past, present, future

STATEMENT OF BECOMING

We recognise our responsibility as the current custodians of the unceded Bunurong country on which we work, learn, gather and play.

We understand we have a responsibility to honour the history of our school and to care for this place and all who come here, now and in the future.

Our responsibility stems from the privilege we have in providing an education for our community on this land and from respecting the relationship with country, skies and waterways that the Bunurong people nurtured for tens of thousands of years.

We learn and educate in, with, from and for nature to ensure the continuity of care of this place, recognising that to care for this land, we must educate for this land and preserve and develop its biodiversity.

We have a prudent and sustainable approach to financial and resource management and to community growth, development and learning, guided by our desire to be the best custodians we can be in developing our natural and physical resources.

Our governance and compliance responsibilities – at all levels – are guided by our responsibility to this place, those who came here in the past and those who come here now and in the future.

As custodians, we will be the difference to ensure our school thrives, environmentally, fiscally and in service to community.



CUSTODIANSHIP PATHWAY

Custodianship for past, present, future

STRATEGIC PRIORITIES

Take action for environmental sustainability

- We will embed systems thinking and ecological literacy into our curriculum to educate community for a sustainable future
- We will review our systems, practices and use of resources in relation to environmental sustainability with a view to making continuous incremental improvements
- We will work with our extended community to engage in sustainability initiatives that serve others locally, nationally and globally

Ensure the continuity of education at Cornish College

- We will review our school structures and organisational model to ensure responsible financial management for growth and improved infrastructure
- We will plan for sustainable growth of enrolments that will serve and meet the needs of our community in line with our guiding principles

Extend our educational leadership in outdoor learning

- We will increase participation in outdoor learning for students so that they better understand and engage with their responsibilities as custodians of this land and the natural environment of our planet

- We will continue to educate and promote our teachers as leaders in outdoor learning, mentoring and inspiring others
- We will connect learning about land and custodianship at Cornish College with what it will mean for students in their futures, wherever they are

Build upon our commitment to and role in reconciliation for First Nations Australians

- We will further develop our engagement with First Nations Australians educators
- We will develop curriculum, tools and knowledge for advancing reconciliation and educating our community on First Nations Australians ways of knowing and being
- We will commit to the actions and continuous development of our *Reconciliation Action Plan*



Appendices

APPENDIX A

Rings of Sustainability

Cornish College has developed sustainable thinking dispositions, which are represented by the *Rings of Sustainability*.

Thinking is more than ability. It also depends on developing a behavioural tendency or 'disposition' that includes developing the skills to structure an orderly solution to a problem, an inclination to act on the issue and an alertness to many possible ways to address the issue or problem.

We believe that an important responsibility of schooling for citizens of the 21st century is to think sustainably – to have the necessary skills for a global world, to have the inclination to act sustainably, to solve problems and be alert to the ways we can all make a difference. We have designed our curricular and cocurricular programs around the four interlocking rings, each with a set of focus questions. We also use the rings to inform our day-to-day school operations and underpin our Strategy Story.



Natural sustainability

Do our students understand the importance of natural areas and our responsibilities towards them? Are they scientifically and ecologically literate, understanding the importance of biodiversity, the research on sustainability and the implications of new innovations on the environment? Do they understand how to manage their global footprint?



Personal sustainability

Are our students healthy mentally, spiritually and physically? Are they aware of their learning styles and how they learn best? Do they have skills to live effectively and affectively with others? Are they developing lifelong hobbies and interests to build resilience and wellbeing? Can they communicate clearly in English, other languages, and through Mathematics and the Arts?



Urban/technological sustainability

Are our cities sustainable? How are they supplied and how do they interact with rural areas? What are our roles and responsibilities as urban citizens? Are we technologically sustainable? Do we know where and how components are sourced and how they are disposed?



Socio-cultural sustainability

Do our students understand their own and other cultures' histories, beliefs and values? Do they know how to make a difference to preserve these? Do they also understand their economic, political and legal systems?



APPENDIX B



Design Futures

DESIGN FUTURES

Your future, your design.

The principles of Design Futures woven throughout this Strategy Story highlight our commitment to honouring agency. Some people describe agency as the opposite of powerless. Agency is the freedom and capacity to act independently and to make choices for one's self. It is what a powerful learning community strives for and it is what will make a difference for a sustainable world.





Design Futures empowers the Cornish College community by:

Taking learning beyond the prescribed boundaries of Study Designs and curriculum frameworks

Challenging the status quo of schooling and education to seek more than a score

Creating opportunities for learners to work independently and collaboratively with peers, stewards and designated industry mentors

Honouring a student-led curriculum that accommodates deep inquiry and transferable skills and understandings to build agency at and beyond school

Increasing opportunities for learners to make a difference to others and our planet in a self-determined way

Honouring the roles of inquiry, play and exploration in learning


Examining and engaging with the technologies that make a positive difference for learning and careers

Focusing on developing systems thinking for sustainability, design thinking, ecological literacies and communication skills for transfer and adaptability beyond school



So, what are we becoming?





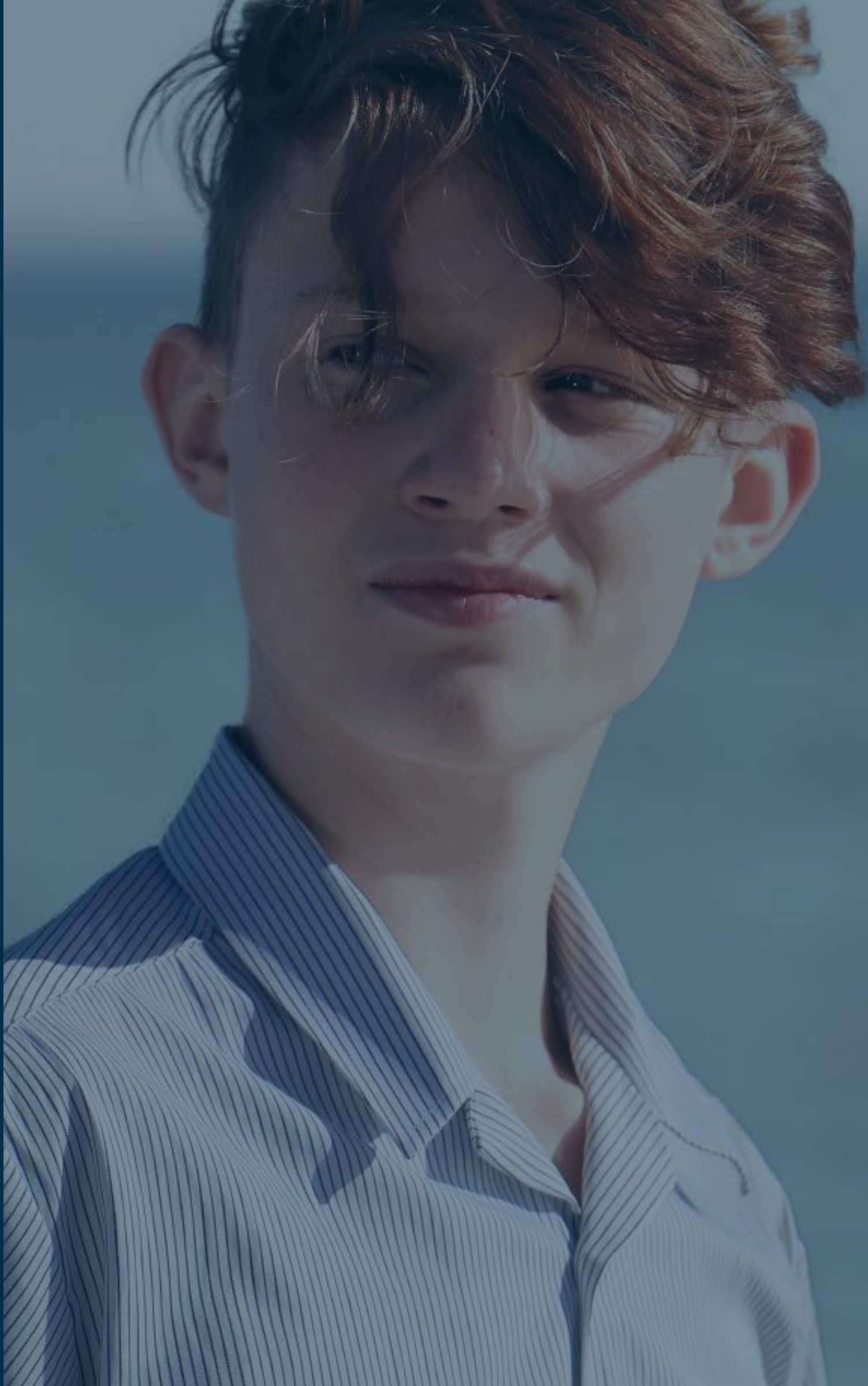
“Our strategy story shows the courage we have to shape an education experience that demonstrates belief in young people and the great things they are capable of achieving, to start their futures today.”

Nicola Forrest, Principal



The more we act with courage,
creativity and integrity,
the clearer we are about who
and what we are becoming.



A young man with curly brown hair, wearing a light blue and white striped button-down shirt, looking slightly to the side with a thoughtful expression. The background is a soft, out-of-focus blue.

We are committed to
thinking about futures
that haven't occurred
and playing a part
in shaping the future
that will.

If we can anticipate and
imagine a better future,
we can start to build it.

That is how Cornish College
can *Make a difference and
be the difference.*



BIBLIOGRAPHY

1. Bregmann, Rutger. *Humankind, A Hopeful History*.
Translated by Elizabeth Manton and Erica Moore.
Bloomsbury, 2021

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