



Annual Report 2024





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Acknowledgment of Country

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.



Associated with the Uniting Church



CHAIR OF THE COLLEGE BOARD



At Cornish College, we are a community who care for and learn from our environment, and we believe we can truly make a positive 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, and we are not afraid to learn from any mistakes.

We were delighted that Cornish College was recognised as one of the prestigious *2024 The Educator 5-Star Innovative Schools* award-winners, for our ground-breaking Design Futures program. This honour celebrates excellence in education and highlights our role as one of Australia's most forward-thinking schools.



Congratulations to all our young people – the whole Cornish community is very proud of everything they have achieved in 2024. I would particularly like to congratulate our graduating Year 12 students, the *Class of 2024*, who have continued to shine and do great things in so many areas of endeavour.

We also value the growing connection we have with Cornish Collegians, our alumni community, and appreciate the support and time they give back to the College.

I would also like to acknowledge the support of all our parents – there have been some challenges along the way and their steadfast support of the College has been very much appreciated. It has been wonderful to see many of them at Cornish events this year and we look forward to connecting again in 2025.

Lastly, I would like to thank our wonderful Principal, Nicola Forrest, the Executive Leadership Team and to every member of staff for their outstanding work throughout the year.

Facilities and Master Planning

There has been ongoing work on the presentation of our College and we continue to upgrade and improve our infrastructure. As part of this, we were pleased to be able to provide a new staff work building, which was installed in March, and to dedicate our new Memorial Garden at the ANZAC Assembly in April. We also undertook improvements to the area adjacent to Reception.

Construction of the new STEM Centre is well underway. This will be an important new building for the College and provides an opportunity for our young people to focus on new ways to engage in and challenge scientific thought.

College Board

I would like to acknowledge my fellow Board members for their commitment, passion and willingness to support and enrich the College community through their involvement in the College Board. We have a wonderful group of people serving on the Board, including our two alumni Board Observers, and thus have a breadth of experienced and younger voices guiding our discussions and planning.

Finally, on behalf of the Cornish College Board, I would like to thank the Cornish College community for their commitment and courage to make a difference and be the difference with us at Cornish.

Bev Menner



BOARD REPORT

Cornish College is an incorporated company limited by guarantee. The College Board comprises 12 members responsible for the Governance of Cornish College. The Principal, who is appointed by the Board, is responsible for the day-to-day management of the College.

It is the role of the Principal and the Executive Leadership Team to manage the College in accordance with the strategic direction set by the College Board. The Board does not have a management function.

There are five Committees of the Cornish College Board and their roles and responsibilities are summarised below.

Governance

Responsible for oversight of governance principles, Board policies, codes of conduct and compliance and risk management mechanisms, as well as the management of executive succession and the evaluation of Board and Committee performance.

Finance

Responsible for oversight of all financial aspects of the College, including preparation of the annual budget and long-term forecasts, externally-audited annual financial statements, reporting to College Board and statutory bodies. This Committee also has oversight of internal controls and financial management systems, and is responsible for the appointment of the external auditor.

Property

Responsible for capital development policy, planning for the development of new College buildings and grounds, refurbishment of existing facilities, internal controls over property development and the appointment of external contractors.

Marketing, Community and Culture

Responsible for oversight of the development of marketing strategy and determining the marketing resources required to meet College needs, for recommending marketing principles applicable to Cornish and the Board, ensuring appropriate plans are in place for marketing of the College, ensuring appropriate plans are in place for enhancing the community and culture of the College, and any other matters referred to the Committee by the Board.

Nominations

Responsible for interviewing and nominating candidates for Board Committees and for Board member (excluding Principal) positions.

This Committee meets on an *ad hoc* basis, as required.

Board and Committee Meetings

Board and Committees	Board		Company		Finance		Governance		Property		Marketing	
	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend	Attended	Eligible to attend
Bev Menner (Chair)	7	8	1	1								
Tara Broderick (Deputy Chair)	8	8	1	1	2	2					3	4
Lister Hannah	6	8	1	1			7	8				
Andrew Maher	7	8	1	1					4	5		
Christine Marks	7	8	1	1			5	8				
Silvia Seibold	5	8	0	1							3	4
David Johnson	6	8	0	1							4	4
Glen Dymond	7	8	1	1	8	8						
Rob Covey	6	8	1	1	5	8						
Louise Berger #	8	8	1	1							3	4
Catharine Payton #	8	8	1	1	7	8						
Nicola Forrest (Ex Officio)	8	8	1	1	7	8	6	8	4	5	3	4
Martin Massey (Secretary) * Until 30 August	6	6	1	1	6	6	6	6	2	3	1	4
Modina Monaf (Secretary) * From 2 September	3	3	1	1	3	3	3	3	2	2	0	0
Ross Huggard *							5	8				
Georg Robers -					8	8						
Trevor Gurr *					1	1						
Blair Gardner *									5	5		
Glenn Williams -									5	5		
Dennis Freeman -											4	4
Lainey Foster -											4	4
Emily Knowles											1	4
Kerry Bolger			0	1								
Max Verberne			0	1								
Robert Johnson			0	1								
Neil Peters			1	1								
Lara Sinclair			0	1								

* Co-opted member

In attendance

- Board observer

Board Members

Dr Bev Menner

BSc(Hons) PhD GradDip (GenCouns) PMP
Chair



Bev was appointed to the Board in July 2020 and became Chair in 2022. She is a CEO and scientist who has worked in pharmaceutical research and development for the past 15 years, and has previously

worked as a genetic counsellor and research scientist. Her son attends the College.

Tara Broderick

BSW PGDip (HlthServMgt)
Deputy Chair



Tara was appointed to the Board in July 2018. She became Deputy Chair in August 2020. Tara has worked in the public health sector for the last two decades, where she now

holds a senior leadership role. She has held previous university roles in clinical education and social work and was also President of Cornish College Parents Association for three years. Her three children attend the College.

Nicola Forrest

BEd(Sec) MSchLead
Principal



Nicola was appointed to the Board when she became Principal of the College in August 2019. She has been a staff member at Cornish since 2013 and was previously Deputy Head of

Cornish Campus of St Leonard's College and has worked in both independent and government schools. Specialising in curriculum design, pedagogical leadership and innovation in middle years education, Nicola presents workshops and keynote addresses for educators throughout Australia.

Rob Covey

MBA (International Business)



Rob was appointed to the Finance Committee in 2022 and to the Board in March 2023. He has held senior positions at several global technology companies,

focusing on account management, innovation and customer experience. Rob's eldest child is a Cornish College alumna and his youngest a current student.

Glen Dymond

CA BBus(Acc)



Glen was appointed to the Finance Committee in 2021 and to the Board in August 2022. He has held senior finance positions at several listed companies across the technology,

healthcare, and infrastructure sectors and has experience driving successful change management across organisations undergoing rapid growth and change. Glen's family has a strong connection with Cornish College with his eldest son now an alumnus, two other sons enrolled, and both his niece and nephew also attending the College.

Lister Hannah

BA TSTC GradCertSchLead
(Dalhousie, Canada; Rutgers, USA)



Lister has been a member of the Board since May 2016 and is also the Chair of the Risk and Governance Committee. He has headed leading international, independent and state schools

globally for over 30 years, and has chaired several school management boards. He has also been extensively involved in the accreditation (quality assurance) of schools world-wide and he currently advises schools internationally. Lister has a passion for educating for a sustainable future. He has served as a trustee of the Jane Goodall Institute (UK), and represented a Swedish-based consultancy as a co-founder of Compass Education for sustainability.

David Johnson

MBA (Exec) MAICD



David was appointed to the Board in May 2021 and is Chair of the Marketing, Communications and Culture Committee. He has worked in strategy and transformation

roles at IFM Investors, Deloitte and ASIC. David is also an advisor and director for various fintechs and startups. David's eldest child is a Cornish College alumna and his youngest a current student.

Dr Andrew Maher

BArch PhD



Andrew was appointed to the Board in March 2019 and he is a member of the Property Committee. Andrew is an architect who works at

design and advisory firm Aurecon, where he is a member of the Executive Committee. His three sons attended Cornish College.

Christine Marks

BA LLB



Christine was re-appointed to the Board in August 2022 following an earlier period as a Board member from 2011 - 2020. Her connection to the school is through her

father, Richard Cornish, after whom the College is named. She is a member of Risk and Governance Committee. Christine is an experienced Property and Estates Lawyer practising in the Bayside area. Her grandchildren and grand nephews attend the College.

Dr Silvia Seibold

DBA



Silvia was appointed to the Board in May 2021 and is a member of the Marketing, Community and Culture Committee. She has 25 years of international business and

10 years academic experience in both Germany and Australia and is currently Professor of Business Administration at Rosenheim Technical University of Applied Sciences. Her three children attended the College.

PRINCIPAL'S REPORT



2024 at Cornish College was a celebration of a school year of learning, of growing, of overcoming, of challenge and for many, of triumph and success. When we reflect on all the events and learning throughout the year – you know one thing for sure – it has been a busy year and a year full of many opportunities in and for the Cornish community. To be reminded of these things fills my heart with joy and reminds me why I feel blessed to lead this school and this community. It also reminds me why our staff must feel so exhausted at the end of every year and why we ought to continue to celebrate them as one of our greatest assets.

Along with celebrating our staff, we express our gratitude to the College Board for their commitment and guidance in helping us to create a safe and thriving school. We are thankful too, for our wonderful Parents Association and the office bearers and committee members who continue to offer ‘friendraising’ opportunities to all our families.

I wish to share with you my greatest reflection on this year. And that is, that our difference – the very things we do to make schooling better for our young people and for the future of our planet, the very things that saw us win a prestigious award – *The Educator 5-Star Innovative Schools Award*, for our ground-breaking Design Futures program. This award celebrates excellence in education and highlights our role as one of Australia’s most forward-thinking schools – are no longer different at all. At least not to us, and that is one of the greatest things I could ask for.

Proudly, different, for us at Cornish, has just become the norm. It is our narrative – our story. I noticed, particularly in the latter part of the year, that our students were no longer asking what we are doing, but rather ‘what next?’. Our staff, aren’t resisting change, they’re creating it. And our parents – well, they have chosen Cornish for this very reason. The difference our community signs up for, is the difference that our children richly deserve. So, it is, that as a network, we’ve created this synergy for knowing what schools can really be.

If thousands of years from now, someone were to stumble upon this school and dig for artefacts to find out what we were about – how we served society and our planet – I wonder what artefacts we’d want them to find? I think about that now as a mark of whether we are really making the difference we want to be and see in the world. Of course, snakeskins, lizard bones and rabbit fur might contribute to the perception that we’re a little different, but there will be much more than that.

What I am certain of, is that our story won’t be told in artefacts of piles and piles of old text books and note-filled pages of messy teenage handwriting and shiny laptops and tatty pencil cases.

Our story will be told through the footsteps of our Early Learning Centre and lower primary students as they wander our 100-acre classroom – learning in, with, for and from nature. Our story will be seen in the artifacts created by our Year 3 and 4 Future Makers, through *systems and design thinking* and through the evidence left behind by our Years 5 and 6 entrepreneurs, creating solutions through STEM learning. It will be told through maps of concept thinking from our Year 7s, in costumes and dance routines of Year 8s and in their Mooks explaining their enduring understandings about no change happening in isolation. It will be in letters to parents by Year 9 students offering expressions of gratitude for the MADE trip to Cambodia, in the discoveries of Year 10 Design Futures students exhibited through *systems thinking* maps and in the case of Years 11 and 12 students, our story will be told in the artefacts they have created through the arts, music, sciences, humanities, maths and more.

I hope and I believe that the artefacts someone digs up at Cornish in the future will tell a story of a school making a difference.

On any given day throughout the year, I observe things that I think would make wonderful artefacts to tell a really important part of our story. I recall that, in just one day, I saw secondary students testing and racing billy carts and primary students flying kites and Early Learning Centre students jumping in mud puddles. And I thought – amidst all the busyness, all the expectations, all the bureaucratically-imposed outcomes we set out to achieve – isn’t it wonderful that here is a school that has found the secret to also slowing down and taking time to learn through play and experience and to remind us all, that these are children and teenagers we are talking about – and there is so much we can learn from them.

To our parents and to our staff, I hope you feel proud of your decision to be part of the learning community that is making a difference for all the right reasons. Not for the score alone, not for the care alone, but for the purpose of designing education that reminds us of how rare and precious this time is and that we should do everything we can to ensure that we slow down, we remember to take pause, to cherish youth and playfulness and wonder and awe. And to ensure that what we are learning creates a better world for generations to come – for the long now.

So, when someone or something comes to dig for artefacts at Cornish College in the future, may they find our muddy footprints, our weathered kites and our wonky billy carts and know that Cornish College is more than just another school. And, if only they could dig up the joy and the kindness and the genuine care and goodness that we get to see in our students, I think they’d put that artefact in the greatest museum in the world and everyone could learn from it.

Yes – I am incredibly proud of this school – and I have our courageous community to thank for it. Thank you for a wonderful year and thank you for bringing our story to life.

Nicola Forrest



STRATEGY STORY

Our award-winning strategic plan *Cornish College Strategy Story - Toward 2030* continues to guide our achievements and annual goals. Each year the Executive Leadership Team, supported by the Board of Directors, formulates an Annual Implementation Plan that guides priorities for the year based on the Strategy Story.

Notable advancements and achievements from the Strategy Story in 2024 included:

Learning

- Our inaugural VCE Design Futures class – 13 students completed VCE Industry & Enterprise Units 1 & 2, with the added component of onsite work experience (Design Futures) under the guidance of steward, Tom Humphreys
- Winners of a 5-Star Innovative School Award for our Design Futures program. The 5-Star Innovative Schools Awards, showcase institutions driving change in education across Australia
- Design and introduction of our performance and development plan for staff - *Elevate and Impact*

Wellbeing

- Introduction of the *Community Wellbeing Series* – articles written by Cornish College staff, based on their research and areas of expertise relating to wellbeing. Each edition of the Wellbeing Series aligns with our ‘in-person’ Cornish Conversations.
- Evaluation of whole-College health curriculum and development of resources from the Open Parachute program to ensure our alignment with the Child Safe Standards

Belonging

- Additional resourcing of our sport program across the College resulted in significant increases in student participation in both primary and secondary years interschool sport competition
- Our new sport uniforms create a sense of pride and belonging
- We had our most successful year ever in the Southern Independent Schools sport competition, winning a total of 11 pennants

Custodianship

- Initial works for the installation of solar panels on the Senior Studies Centre roof
- Commencement of the construction of a new STEM Centre building for completion in 2025
- Supporting sustainability initiatives through repurposing our old College uniform, including sending excess uniform to schools in Africa and Timor-Leste



RECONCILIATION ACTION PLAN

In 2024, we proudly finalised our third *Reconciliation Action Plan*. Across the College, there has been a noticeable and meaningful growth in the embedding of Aboriginal and Torres Strait Islander knowledge and perspectives into our curriculum.

Guided by our College's *Reconciliation Action Plan*, the Reconciliation Action Plan Working Group has focused on building stronger relationships with local Aboriginal and Torres Strait Islander groups and Elders. Their engagement with students and staff has played a vital role in deepening our collective understanding of Aboriginal and Torres Strait Islander histories and contemporary practices.

Key highlights of the year include:

- **Aboriginal Sunday Bush Chapel:** Hosted in January, this special event brought the community together in reflection and celebration
- **Welcome to Country and Smoking Ceremonies:** Conducted for Years 6, 7, and 12 students, these ceremonies were a powerful acknowledgment of Country and culture
- **Reconciliation Week:** A whole-College engagement with a variety of learning experiences, including a special Reconciliation Assembly where First Nations Elder Lionel Launch shared his personal story
- **Cultural Connections:** We partnered with the Willum Warrain Aboriginal Plant Nursery to source native plants for the College grounds, further connecting our community with the local environment. Aunty Karan Kent also spent time with different classes across the College,



sharing Indigenous perspectives within various subject areas

- **Curriculum Audit:** Staff undertook a curriculum audit, recording where and how Aboriginal and Torres Strait Islander perspectives are embedded in their lessons
- **Community Art Project:** Students from Years 3–6 collaborated with Vicki Thomas, a local Indigenous artist, to create a large mural. The artwork beautifully represents the different sections of the College community and features native flora and fauna found on our campus

Through these activities and partnerships, our College continues its journey of reconciliation, deepening respect, relationships, and opportunities for all Australians.

SCHOOL ACTIVITIES

Curriculum

Our curriculum development over the 2024 school year highlighted areas for growth and alignment, reflecting our commitment to delivering engaging learning experiences as outlined in our *Cornish College Learning Master Plan*. Throughout the year, we focused on refining our concept-based approach, expanding Design Futures as a school-wide initiative, and aligning our curriculum with key frameworks, including the Rings of Sustainability, the principles of Design Futures, and experiential education. Underpinning this work is the dedication of our staff, who have contributed significantly to the continuous improvement of teaching and learning.

As part of our curriculum journey, staff developed Curriculum as an Artwork, a pictorial and dot-point representation of the curriculum from Early Learning Centre to Year 10. This initiative highlighted key conceptual lenses and unique Cornish learning experiences, such as the Night of Decades – a rite of passage for Year 8 – and the primary *Dhumba-dha biik* experience. It also allowed staff to reflect on the broader learning story beyond their immediate focus areas.



Design Futures

Design Futures – a collective reimagining of what a Cornish College education can become and is becoming – entered a new phase of exploration in 2024. Originally conceived during the COVID-era to provide students with agency and the freedom to explore curriculum of their choice, Design Futures has evolved significantly. This year saw an expansion of offerings, including *Design Futures: Industry*

and Enterprise at VCE and Design Futures: Future Makers and DFX in the primary school and ensuring that Design Futures fully embodies the essence of a Cornish education will remain a priority.

Design Futures is an evolving element of the Cornish College curriculum. Its key tenets involve learning stewards working alongside students to develop deep understandings in *systems thinking, design thinking, sustainability, and communication* – that students then apply to their own inquiries.

Design Futures Principles:

- 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 fosters deep inquiry, transferable skills, and agency beyond school
- Increasing opportunities for learners to make a meaningful impact on others and the planet in a self-determined way
- Recognising the roles of inquiry, play, and exploration in learning
- Engaging with technologies that positively influence learning and career pathways
- Developing systems thinking for sustainability, design thinking, ecological literacies, and communication skills for adaptability beyond school

A significant focus in the latter part of 2024 was preparation for the launch of I-AM, our highly-able student program. Staff collaborated in teams to identify strategies and differentiation methods to support these students across the curriculum. The I-AM program is designed to challenge students in areas such as creative and critical thinking, intellectual curiosity, metacognition, perseverance, ethical reasoning, risk-taking, and advanced content and conceptual engagement.



Early Learning Centre

The Early Learning Centre continued to thrive as a vibrant, inclusive, and inspiring space for our youngest learners. Our program is grounded in the principles of the Being, Belonging, Becoming – Early Years Learning Framework, enriched by the International Baccalaureate's Primary Years Programme and the Reggio Emilia philosophy. Together, these frameworks provide a dynamic foundation for inquiry-based learning and support children in becoming thoughtful, responsible global citizens.

A strong sense of community is central to the Early Learning Centre experience. Initiatives such as the fortnightly Year 8 Buddies program foster relationships across age groups, building connections that span the broader school. Weekly *Dhumba-dha biik* walks on our 100 acres, are often joined by parents and grandparents, strengthen intergenerational bonds and highlight the importance of family involvement in early education.

Sustainability and environmental stewardship are deeply embedded in our daily practices. Activities like planting saplings alongside the grounds team help children develop a hands-on understanding of care for the environment and a lifelong respect for nature. Learning with, in, and from nature is a core part of the Early Learning Centre curriculum, reinforcing a deep sense of belonging within both the classroom and the wider Cornish College community.



The Early Learning Centre Living Portfolio exhibition is a highlight of the year, celebrating each child's unique voice and role within our collaborative learning environment. Specialist teachers work alongside classroom educators to enrich learning opportunities, allowing children to explore and express themselves through the 100 languages of learning. In 2024, the Living Portfolio performance showcased students' creativity and growth through music, movement, and visual art, reflecting the richness of their learning journeys.

Primary School

Two key strategic positions were created in 2024 – a new Director of Teaching and Learning to develop the primary curriculum with a focus on concept-based learning, and a Director of Design Futures to integrate these principles across the primary years.

The STEM and Design Futures Learning Hub continued to grow, with dedicated spaces and specialist staffing supporting STEM skill development and curriculum design. Primary Years Programme units of inquiry increasingly aligned to the *Cornish College Learning Master Plan*, with one of the key pillars being the concept-based curriculum and Instruction approach.

Notable student projects included:

- The Year 5 *River Detective* project in collaboration with Melbourne Water
- The Prep – Year 5 Buddy Program
- The College’s first entry into the Independent Schools Victoria Poetry Competition
- Participation in Tournament of Minds
- Reached FIRST LEGO League Nationals
- Year 6 PYP Exhibition
- Years 3 & 4 Strings

Community and cultural initiatives included:

- The *Ration Challenge* (Years 3 – 12)
- *Wayapa Wuurrk* for Connection to Country
- *Reconciliation Rotations* led by Year 6 students
- A new primary-only celebration morning with academic awards

Performing arts and sport programs were strengthened, with competitions spanning Prep to Year 12 and new initiatives such as the Years 5 & 6 surf lifesaving program alongside Prep – Year 4 swimming. Additionally, students participated in *Chiben Day*, celebrating the International Day of Friendship with our sister school in Japan.



Secondary School

Secondary staff and leadership teams continued to review curriculum offerings to ensure breadth of choice and increased personalisation of student learning pathways.

Year 7

Year 7 students and teachers participated in an inquiry, *Beneath the Surface*, which explored the generalisations of knowledge and process ‘How can we support our local communities to thrive?’, and ‘Through careful consideration of local contexts, citizens can identify opportunities or challenges to support communities to thrive and lead lasting change with purpose and clear intent’. A highlight was an excursion to Portsea for snorkeling, supporting their study of marine life. Students shared their learning in an exhibition during Term 3.

Year 8

The Night of Decades held special significance in 2024 as it marked the last time that Annemarie Denton, the instigator and developer of the program, would lead it. The evening featured deep inquiry into the social, political, cultural, and historical contexts of the 20th century, complemented by decade-themed food and high-energy dance performances.

Year 9

Year 9 students presented a powerful evening reflecting on their Make a Difference experience, where they explored issues such as citizenship, health, environmental concerns, and human rights, proposing actions to create positive change.

Super Studies

The Super Studies program, offering specialist courses outside the core curriculum, was reviewed and refined. With 64 term-long units available over Years 8 and 9, students engaged in deep, authentic learning across disciplines such as Visual and Performing Arts, Design and Technologies, STEM, ICT, and Humanities (Environment, Enterprise, and Economics).

VCE

Cornish College’s three-year VCE program underwent review, receiving overwhelming endorsement from students. Key highlights included early exposure to VCE, clear expectations, and a structured yet flexible approach, enabling students to pursue their academic goals while maintaining extracurricular and personal interests. Student wellbeing initiatives, ensured a supportive environment that encouraged both high achievement and personal growth.



PARTNERSHIPS

Japanese Exchange

In 2024, our Japanese program had a vibrant and engaging year, highlighted by three major international exchange initiatives with our long-standing partner schools in Japan – Chiben Wakayama Primary School and Eisu Gakkan.

In February, Cornish College hosted 66 Year 6 students and 10 staff members from Chiben Gakuen Wakayama Primary School. This special visit celebrated ten years of friendship and cultural exchange between our two schools. Over the course of two days, students from Years 5 and 6 welcomed their Japanese buddies sharing their classrooms and favourite recreational activities.

Among the most cherished moments were making lamingtons and fairy bread together, exchanging handmade gifts, and painting watercolour artworks of Australian native flora. On the second day, students visited Moonlit Sanctuary, where they introduced their Japanese friends to iconic Australian wildlife. While communication initially posed a challenge, it quickly turned into a fun and enriching experience, as students used a mix of English, Japanese, and plenty of gestures to connect with one another. It was a beautiful celebration of intercultural understanding.

In Term 3, we had the pleasure of welcoming Asahi Ouno, a student from Eisu Gakkan, for a three-week stay at Cornish College. Hosted by Tate Galloway and his family, Asahi fully immersed himself in College life joining classes, engaging in daily activities, and sharing his culture with peers. The exchange was an invaluable opportunity for mutual learning and cultural appreciation, making it a special and meaningful time for everyone involved.

September 2024 marked the beginning of a fourteen-day educational tour of Japan. Our adventure began in Tokyo, where we explored the bustling streets of Shibuya and Harajuku. The next day, we visited the historic Sensoji Temple in Asakusa before boarding the shinkansen to Kyoto. In Kyoto, students encountered the gentle deer of Nara Park and hiked through the iconic Torii gates of Fushimi Inari Shrine. Highlights also included touring the Golden Pavilion and Kiyomizu-dera Temple, making personalised T-shirts in a traditional craft workshop.

In Hiroshima, students visited the Peace Memorial Museum, a powerful and moving experience that sparked deep reflection. The following day, a visit to Miyajima Island offered stunning views of the floating Torii gate and Mount Misen. During the homestay period which followed, students were welcomed by families from Eisu Gakkan. This immersive experience fostered lasting friendships, as students shared meals, took part in cultural workshops, and fully embraced Japanese family life.

Our final stop was Osaka, where we explored the wonders of the Kaiyukan Aquarium and wrapped up the trip with a day at Universal Studios Japan.

This journey was nothing short of extraordinary. An unforgettable mix of cultural discovery, personal growth, and meaningful connections. Our Japanese program in 2024 truly embodied the spirit of global citizenship and lifelong learning.



French Exchange

French language learning at Cornish College continues to flourish, with 2024 proving to be a dynamic year of global engagement and rich intercultural experiences. Our commitment to fostering linguistic growth, cultural understanding, and meaningful international relationships remains central to our approach.

A key feature of the program was the biennial study tour to France and Switzerland, held in March and April. Seven Cornish students, accompanied by twelve peers from Kingswood College, embarked on a journey that combined education, cultural discovery, and personal growth. Their itinerary included Lyon, Geneva, Oyonnax, and Paris, offering a diverse perspective of Francophone life and traditions. Ten days were spent immersed in local schools and family life at our partner institutions, Lycée Arbez Carme and Lycée Paul Painlevé, in Oyonnax, fostering authentic connections and cross-cultural communication.

Students returned with enhanced fluency and a broadened worldview, having navigated new environments and embraced the nuances of life in a different country. The friendships formed, the experiences shared, and the linguistic confidence gained will serve them well beyond their final years of schooling.



In a reciprocal gesture of cultural exchange, Cornish College welcomed Antoine Savaton-Ferrari from Angers, France, for a six-week visit in July. He participated actively in school life, contributed to class discussions, and lived with a host family, engaging fully with the Cornish community. His presence brought real-life language interaction into classrooms and inspired students of all year levels to embrace the practical and personal rewards of language learning.

This year also saw focused efforts to refine teaching and learning practices within the French department. Staff collaborated to enrich classroom delivery through a more



varied and inclusive pedagogical approach. By catering to diverse learning styles and offering stimulating, student-centred lessons, engagement and enthusiasm for French continued to grow across all levels.

Another highlight was the continued success of our French poetry recital competition. Now a fixture on the French department calendar, this event empowers students to perform and connect with the language in creative and expressive ways. In 2025, the competition will be expanded to include Year 11, providing senior students with further opportunities to extend their skills and share their passion for French.

Looking ahead, we are excited to host students from Oyonnax in 2025, further strengthening our international bonds. These exchanges are more than just trips – they are transformative experiences that develop empathy, adaptability, and a true appreciation for linguistic and cultural diversity.

We extend our gratitude to the dedicated staff, families, and students who support and champion our French programs. Their enthusiasm ensures the continuation of these valuable opportunities, reinforcing Cornish College’s vision of preparing students to contribute confidently to a globally connected future.

Timor-Leste IMPACCT

The Cornish College community continues to make a difference in the lives of young people in Timor-Leste through its commitment to the IMPACCT program. This includes funding education from primary school to university, supporting the training of English teachers, and donating essential educational resources.

Our partnership is deeply reciprocal. While Cornish supports communities in Timor-Leste, our students and staff gain invaluable insight into resilience, gratitude, and hope. Each year, 12 students are selected to join the Timor-Leste IMPACCT trip, offering a powerful, first-hand experience of life in one of our closest neighbouring nations. Far from a typical tourist visit, the trip immerses students in local communities shaped by hardship and extraordinary strength.

Since our return to Timor-Leste in 2023, the College community has raised funds through events such as the annual Fun Run/Walk, Colour Celebration, sausage sizzles, and the Year 4 market garden. These efforts now support 14 young people in their educational journey.

Creative initiatives have also continued, with students, staff and parents repurposing old Cornish uniforms into bags and scrunchies to gift or sell in support of the program.

In 2024, the program introduced two student leaders who became ambassadors for IMPACCT – raising awareness, speaking at assemblies, and inspiring others across the College. They were supported by Year 12 students who travelled to Timor-Leste in 2023 and shared moving reflections on their experiences.

In July 2025, a new group of 12 students and alumni will travel with Rev Claire Dawe, Jess Clark and retired teacher Tim Lake to the Fatuquero School, reconnecting with friends and deepening the strong relationship between Cornish College and the people of Timor-Leste.

Real Time Learning

Cornish College's partnership with Real Time Learning, now in its seventh year, centres around the successful Adopt an Engineer program, which brings undergraduate engineers into classrooms to inspire younger students by showcasing the real-world possibilities of STEM. Real Time Learning continues to connect the College with emerging technologies and industry partners, supporting the integration of meaningful STEM learning experiences such as the First Lego League and promoting student engagement through cocurricular opportunities.

Make a Difference Experience

Year 9 students continued the Cornish tradition of service through the Make a Difference Experience – a program established in 2012 that focuses on community engagement and global awareness. As part of the 2024 trip to Cambodia, students worked alongside local people in Kampong Cham to build four houses for families in need.

Made possible through their fundraising efforts, these homes provided much-needed stability and allowed children in those families to attend school. The experience reflects the school's motto and commitment to fostering responsible, compassionate global citizens. It also offered students valuable hands-on learning in cultural, environmental, and social contexts beyond the classroom.

Academic Enrichment Programs

Primary

Throughout the year, primary students engaged in a variety of extension and enrichment opportunities designed to challenge and inspire them. These programs, delivered both within the school and through partnerships with external organisations, provided diverse avenues for students to explore their interests and deepen their learning.

FIRST LEGO League

In our second consecutive year of participation in the FIRST LEGO League Tournament, two teams represented our school. The Year 5 team, named *The Clics*, comprised Fletcher Barton, Xander Jongkees, Elvin Wang, Eli Williams, Joshua Yang, and Yanshao Chen. The Year 6 team, *Team CIA*, included Seth Atley, Isabelle Phillippe, Milly Quill, Neve Smith, and Charlotte Webber. Under the guidance of Erica Smith, students engaged in innovative challenges that fostered creative problem-solving, teamwork, and technological design.

As part of the tournament, students were tasked with designing, building, and coding LEGO robots to complete a series of missions. Additionally, both teams developed sustainable solutions to address issues impacting waterway systems. Competing in the regional league, the Year 5 team was recognised with the Breakthrough Award, while the Year 6 team received the Core Values Award for their collaboration and positive team spirit.

For the first time, both teams qualified to compete in the state-level tournament in Sydney. At this event, the Year 6 team earned the Motivation Award, celebrating their enthusiasm, teamwork, and resilience. The Year 5 team achieved an impressive 9th place finish out of 41 teams in the Robot Games, demonstrating outstanding programming skills and strategic thinking.

Tournament of Minds

In 2024, our school proudly entered two primary teams into the international Tournament of Minds competition, comprising students from Years 3 to 5. The teams chose to respond to prompts in the fields of Social Sciences and The Arts.

The Social Sciences team consisted of Jasper Bez, Toby Feldman, Xavier Balog, Hugo Davies, Finlay Harrington, Matilda Williamson, and Alice Davis. The Arts team included Karla Barker, Anya Robinson, Natalia Karanasios, Bridget Gammon, Grace Willoughby, Ayla Rosen, and Anushka Joseph.

Both teams achieved significant success at the Metro Central Regional Competition, receiving Honours and placing them in the top 15% of the state. The Social Sciences team was further recognised with the Spirit of TOM Award, highlighting their collaboration, humour, and creativity.

ICAS Assessments

Students from Years 4 to 6 were invited to challenge themselves academically by participating in the internationally recognised International Competitions and Assessments for Schools (ICAS) examinations in English, Mathematics, and Science. Among the outstanding results, Year 5 student Finlay Harrington achieved a High Distinction in Science. Fellow Year 5 students Hugo Davies, Dorota Miklosikova, and Joshua Yang each received a Distinction in Science. In Mathematics, Year 5 students Janshao Chen and Xander Jongkees earned Distinctions. In English, Year 5 student Evie Gardner and Year 6 student Isabelle Phillippe were awarded Distinctions.

Mathematics Competitions

Facilitated by Darren Thresher, students in Years 4 to 6 participated in several mathematics competitions throughout the year, aimed at developing deep problem-solving skills, fostering creativity, critical thinking, and encouraging enthusiasm for mathematics.

In the Australasian Problem Solving Mathematical Olympiads (APSMO) Maths Games Competition, Year 4 and Year 5 students had the opportunity to participate, with top scorers including Anoushka Joseph, Finlay Harrington, and Karla Barker.

A select group of Year 5 and Year 6 students participated in the APSMO Maths Olympiad, competing against peers across Australia and New Zealand. Year 5 student Joshua Yang achieved a score placing him in the top 10% worldwide. Other notable performers included Year 5 students Xander Jongkees and Yanshao Chen, and Year 6 students Esther Symes, Seth Atley, and Arthur Hall.

Nine students from Years 5 and 6 took part in the Bebras Computational Thinking Challenge, a fun and engaging international competition that promotes computational thinking skills.

This year, Year 5 student Joshua Yang participated in the Australian Mathematics Competition and was awarded a Distinction for his performance.

Secondary

Since its inception, Cornish College has encouraged high-achieving secondary students to apply for academic enrichment opportunities offered by leading universities. These include the prestigious Kwong Lee Dow Young Scholars Program at The University of Melbourne and the Monash Scholars Program.

Kwong Lee Dow Young Scholars Program

The Kwong Lee Dow Young Scholars Program offers support to high-achieving students in Years 11 and 12, giving them a taste of university life alongside their VCE studies. Participants gain access to a variety of academic events and experiences.

We are pleased to share that Angus Embleton was selected in 2024 to take part in the program.



Monash Scholars Program

The Monash Scholars Program, in partnership with Monash University, is designed to support high-achieving students through opportunities for both academic and personal growth. It helps participants develop the skills, confidence, and insight needed to make informed decisions about future study and career paths.

In 2024, Year 10 students Eve Navallo, Chloe Stradling, and Lily Turner were accepted into the program.

Enrichment programs

In addition, students have been involved in the following enrichment programs:

- *SIS Public Speaking Championship*
Joao Castro, Jack Cherry, Madeleine Fantas, Wyn Hughes, Declan Molloy, Summer Newton, Sienna Noble, Mia Stewart
- *SIS Debating Tournament*
Junior team: Lucas Cassar, Shahmir Mustansir, Summer Newton, Mia Prunty, Mateo Ratcliff, Sam Robison
Intermediate team: Daria Pogromskaya, Phoebe Popp, Rijul Shirke
Senior team: Declan Molloy, Eden Volman, Blade Hewitson, Joao Castro, with the senior team winning their heat and competing in the semi-finals
- *VCAA Plain English Speaking Award - State Heats*
Wyn Hughes and Declan Molloy, with Declan progressing through to the semi-finals
- *SIS Book in a Day – First Prize overall, Best Illustrations Award*
Lukas Barker, Pemley Foran, Daria Pogromskaya, Phoebe Popp, Edward Rosen, Roisin Williams



THE ARTS

Performing Arts

The performing arts program remains an integral facet of the College's academic and cocurricular landscape, nurturing students' creativity, confidence, communication, collaboration, and cultural awareness. Spanning music, dance and theatre, the program provided a diverse array of activities and events tailored to engage students across all age groups, from the Early Learning Centre to primary and secondary levels.

Throughout the year, both students and staff demonstrated dedication to excellence, actively participating in a wide range of performances, workshops, rehearsals, and events. We take immense pride in the achievements of our students and thank the school community for their ongoing support in creating a vibrant and inclusive performing arts culture.



Highlights from the year include:

- Presentation of *Seussical Jr.* as the 2024 whole-school musical, with a cast and crew of 43 students from Years 7 – 12. The production showcased student leadership, collaboration and creativity in performance. *Seussical Jr.* had two evening performances held at the College which attracted an overall audience of just over 500 audience members
- Approximately 185 students enrolled in instrumental, vocal, and drama tuition across the year
- Strong engagement in VCE Music and Theatre Studies, with Units 3 & 4 students presenting reimagined works, monologues and other performances. Units 1 & 2 students developed foundational performance, analysis, and composition skills. The creative work undertaken in the VCE program was on display and well-received during our VCE Performing Arts Showcase
- Student involvement in a range of College-wide events including the Summer and Winter Soirees, Ensemble Showcase, House Performing Arts, and Celebration Evenings

Classroom Music

- Continuation of the Year 7 Band Program which culminated with the Year 7 Band recital *Out of This World*
- Ongoing Years 3 and 4 String Program, where students performed at both the Years 3 – 4 Strings Concert and the Prep – Year 4 Christmas Concert
- Consolidation of the Years 8 and 9 Super Studies Music

units including *The Creatives*, *A World of Music*, *Express it!*, *Rock Band Passport*, *Successful Song Writing*, *Film Soundtrack Creation*, *Music Collision* and *Studio Recording and Production*

- Throughout all classroom music programs, students showcased their work through composition, improvisation, and live performance opportunities throughout the year

Classroom Drama and Dance

- Enrichment of the VCE Theatre Studies program through excursions and script-based and devised performance projects
- Super Studies units in Years 8 and 9 included a range of drama and dance electives such as *Dance Collision*, *Take Off*, *World of Dance*, *Designing Fear*, *Influencing the Audience*, *That's Hilarious!*, *Theatre Production* and *The Creatives*
- Year 8 students collaborated on *Night of Decades*, performing live dance pieces inspired by musical and historical eras

Classroom Transdisciplinary Performing Arts

- Visual and Performing Arts were featured at the annual VCE Showcase evening
- Early Learning Centre students presented their Living Portfolios, incorporating music, movement, and storytelling
- Year 6 students presented *The Hundred Acre Wood*, a combined film and live performance as their major production
- Year 5 students teamed with the Primary Art Walk event *Alice in Wonderland* by providing live action scenes to complement the various art pieces
- Prep – Year 2 students concluded the year by creating a music video to celebrate the conclusion of the year and combine performing arts skills with elements of film

Cocurricular Events

- Hosting of the Winter Showcase and Summer Soiree
- Studio excursion for students involved in Funk/Soul Band
- Soirees and ensemble opportunities for students in Prep – Year 2
- Performances integrated into assemblies, school tours, and community gatherings
- Junior and Senior House Performing Arts Festival
- Celebration Evening (Years 7 – 12) at the Frankston Arts Centre
- Prep – Year 4 Christmas Celebration
- End of year Primary Celebration Awards Assembly
- The SIS Theatre Sports Tournament and the SIS Big Night was once again well-represented by Cornish students
- Lunchtime and cocurricular ensemble/dance groups active across both primary and secondary

Ensembles

Active participation across a range of music, drama, and dance ensembles, from beginner-inclusive to advanced groups

Performance at numerous College events, including assemblies, community events, and student-led initiatives:

- Ensemble groups displayed growing musicianship, teamwork, and performance maturity throughout the year
- Continuation of student and teacher led dance and drama clubs
- Primary Choir events such as assemblies, special events and regular visits to Gardenia Aged Care home

Visual Arts

Our visual arts program inspired students to develop creative thinking and problem-solving skills through arts theory and practice, exploring a vast range of media and disciplines.

Commencing with the Early Learning Centre students, and right through to Year 6, our young artists engaged in creative and thoughtful arts practice, building on their existing, and refining new skills.

Highlights included the Primary Wearable Art Showcase for which the students not only created their own upcycled



artworks to wear, but also collaborated to make an artwork for their classroom teacher to parade alongside them on the showcase evening. The year finished off on a high with our annual Art Walk, themed *Alice in Wonderland*. The Art Walk not only exhibited their sculptures in situ throughout our 100 acres but was complemented by pop-up performance pieces by the Year 6 students.



Our primary students worked alongside Bunurong/Trawlwoolway artist, Aunty Vicki, on a new mural that overlooks the Village Green. The mural reflects the physical indigenous aspects of our property through observations of flora and fauna to which Aunty Vicki and the students felt a connection. Overlaid with this is the metaphorical path of students progressing through the College over their time at Cornish.

In the secondary art studios, students started with a semester of Art in Year 7 and thereafter participated in Visual Arts electives through the Super Studies program. This program ran in Years 8 and 9 and offered Photography, Poster Design, Media, Digital Art, Sculpture, Architecture, Drawing and Painting. These helped to prepare students for their VCE Art selections. The students developed and honed specialist skills in VCE Art Making & Exhibiting, Media and Visual Communication Design from Years 10 – 12.

Students were able to showcase their skills and creativity in the visual arts gallery space, via site-specific displays throughout the school and annual exhibitions, as well as exploring the visual arts through incursions and excursions.

Our College-wide programs supported the development of young artists and, through this, celebrated the breadth of Art, Design and Media. The visual arts subjects gave our students the capabilities and confidence to reach their potential and developed their abilities to help them become resilient, creative and flexible problem solvers.

Events included:

- Primary Wearable Art Showcase
- Chiben Day Art workshops
- VCE Gallery and studio excursions
- Primary Art Walk exhibition – *Alice in Wonderland*
- SIS Art, Technology & Design Exhibition, Frankston Art Centre – Cube 37 Gallery
- VCE Arts Exhibition in the Senior Studies Centre
- Grandparents' Day in the Primary Art Studio
- Reconciliation River installed near Reception
- VCE Performing & Visual Arts Showcase
- VCE Gallery and studio excursions
- Cornish Creatives – Secondary Art Club

COCURRICULAR

Our extensive program continued in 2024 with the aim of nurturing holistic development among our students through diverse cocurricular endeavours. We firmly believe in the importance of cocurricular activities as essential components of our students' educational journey, complementing their academic pursuits and fostering personal growth.

During the year, the College provided a wide array of cocurricular opportunities spanning various domains, including sport, intellectual pursuits, and miscellaneous activities. These activities were designed to offer students avenues for exploration, self-discovery, and skill development beyond the confines of traditional classroom learning.

Highlights of our cocurricular offerings included:

Intellectual

- Chess
- Book in a Day
- Teen Chef
- Leadership
- Debating
- Public speaking

Performance

- TheatreSports
- Vocal Groups
- Bands
- AMEB Drama
- Dance
- Music recitals
- Instrumental Music

Sport

- SIS sport including weekly sport and major carnivals
- Junior Running Group
- Golf
- Equestrian
- Gymnastics
- Snowsports

SPORT

At Cornish College, our sport program is designed to empower students by providing a variety of opportunities to engage in both internal and external events. Through our internal House events, students have the chance to compete in a fun and supportive environment, fostering teamwork, school spirit, and healthy competition.

Externally, we participate in the Southern Independent Schools (SIS) competitions, offering students a platform to showcase their skills in a broader context. Our goal is to ensure that all students have the opportunity to participate, regardless of their skill level, and to help them develop positive, lifelong habits around sport. By encouraging active participation and promoting the values of perseverance, sportsmanship, and fitness, we aim to inspire a love for physical activity that lasts well beyond their time at Cornish.

Academic

- English speaking awards, including the Victorian Curriculum and Assessment Authority Plain English Speaking Award
- Language speaking competitions
- Big Science Competition
- English Extension
- Australian Mathematics competitions
- Australasian Problem Solving Mathematical Olympiad
- Science Olympiad

Other

- Camps at all year levels
- SIS Art and Technology Exhibition
- I Sea I Care
- Winter Sleepout
- Year 7 Beneath the Surface



Internal program

Our House sport program provides students with the opportunity to participate in weekly sports, exposing them to a diverse range of activities throughout the school year. The House program began with the highly-anticipated House Swimming event at Noble Park Aquatic Centre, always a fun and exciting day full of friendly competition. This year, Biik triumphed, setting a strong tone for the year. The Athletics Carnival at Ballam Park Athletics Track was another major highlight, with fantastic participation and energy from all students and, once again, Biik claimed victory. Our House Cross Country, held on the stunning grounds of Cornish, was a brilliant event where every student gave their best effort, and Biik completed the trifecta by winning it too.

These House events not only showcase our students' sportsmanship and House spirit, but also act as selection trials for the SIS competitions. The enthusiasm, participation, and even the fun 'best-dressed' competition all contribute to the positive and inclusive atmosphere that defines our House sport program.

Primary

Swimming – Biik
 Cross country – Baany
 Performing Arts – Murnmut
 Athletics – Baany

Secondary

Swimming – Biik
 Cross Country – Biik
 Performing Arts – Murnmut
 Athletics – Biik

House Cup

The 2024 House Cup was decided by points accumulated in separate events, with the overall winner being Biik House.

External program

SIS Swimming

Our first major SIS event of the year, swimming at the Melbourne Sports and Aquatic Centre, was a showcase of our students' talent and teamwork. Every swimmer gave their best, contributing to our overall 5th place finish, a strong result for the team. Our Under 17 Boys and Open Girls both had outstanding performances, winning their respective SIS pennants and being awarded the coveted title of age champions. These achievements were a testament to the hard work, dedication, and sportsmanship displayed by all of our swimmers.

SIS Cross Country

At cross country, Cornish College delivered an exceptional performance, finishing 3rd overall in a highly competitive field. Our Under 15 Boys team stood out, winning the SIS pennant and being crowned age champions, showcasing their dedication and determination. In addition to the team success, we had a standout individual achievement as one of our students, Dylan Edwards, broke a longstanding SIS record in the 3000m event, marking a significant milestone in the College's sporting history. This impressive result was a true reflection of our students' commitment and sportsmanship, and we couldn't be prouder of their efforts on the day.



SIS Athletics

Cornish College had a remarkable showing, finishing 5th overall in a highly competitive event. Our athletes were outstanding, with many students earning podium finishes and being placed in their respective events. The dedication and skill they displayed was truly impressive, as they gave their all and represented the College with pride and sportsmanship. The energy and enthusiasm on the day were contagious, and the results were a testament to the hard work and preparation that went into their performances. We are incredibly proud of all our students for their achievements and for making it such a memorable event.

SIS Weekly Sport

The SIS Weekly Sport Program was a huge success in 2024, with our students delivering outstanding performances across a range of sports. We proudly won a total of 9 pennants, showcasing the strength and talent of our students. Our Under 17 Boys and Open Girls teams excelled at swimming, while our Under 15 Boys claimed victory at cross country. Success continued with the Junior Girls volleyball, Intermediate Girls basketball, Intermediate Boys basketball, Junior Girls softball, Intermediate Boys soccer, and Junior Girls netball teams all winning their respective pennants.

This incredible achievement highlights the dedication, teamwork, and commitment of our students, and we couldn't be prouder of their hard work and success throughout the year.



COMMONWEALTH REPORTING REQUIREMENTS

Key Student Outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN)

Online and Adaptive Test Format

In March 2024, along with the rest of the nation, Years 3, 5, 7 & 9 at the College completed all NAPLAN tests online, apart from Year 3 Writing. Reading, Language Conventions and Numeracy testing continued to follow adaptive pathways with the intention of better assessing student proficiency. Students were determined as needing additional support, developing, strong, or exceeding.

Preparation

NAPLAN preparation for our community commenced near the start of Term 1 and consisted of three key elements focused on different community stakeholders:

1) Staff

- Communication about testing time and formats were outlined
- Timetables developed to align staffing, testing structures and needed additional supports
- Staff NAPLAN administration training was run for all staff members who were timetabled as test administrators
- Clarity of roles during NAPLAN administration were given to departments – ICT, inclusive education, teachers

2) Parents

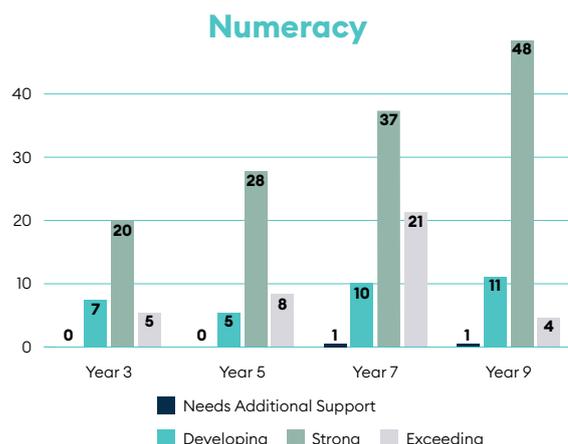
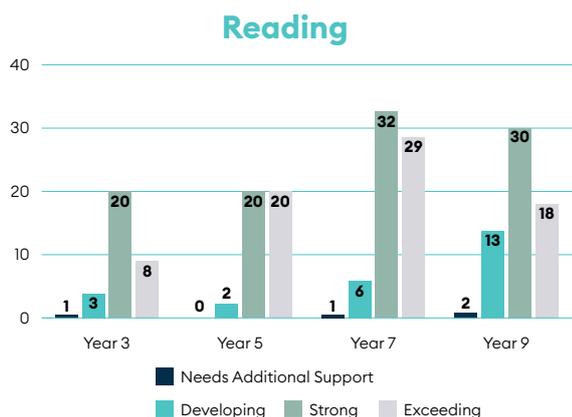
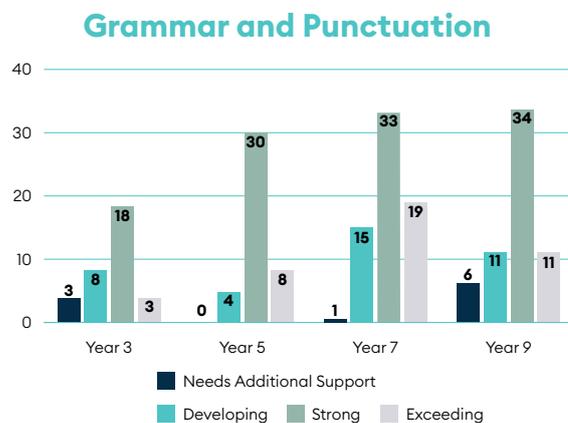
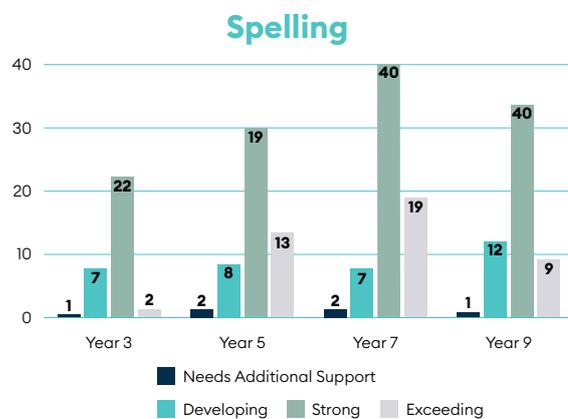
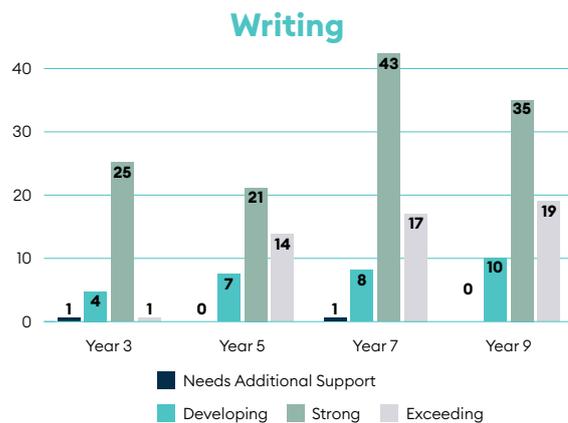
- Whole school communication went out regarding upcoming NAPLAN structures and key dates
- Parents could raise any questions or concerns about testing or adjustments. Also facilitate withdrawals if desired

3) Students

- Classroom level preparation for NAPLAN testing structures were given to reduce cognitive load – focus Years 3, 5, 7, 9 literacy and numeracy teachers

Year Level Proficiency Summaries

Summaries consider data of all Cornish College students who participated in testing with the omission of any absences or withdrawals.



Value Added

Cornish College offers broad curriculum and cocurricular choices that support the holistic development of all students. These include provisions such as the visual and performing arts, sport and camps. We believe strongly in supporting the communities in which we operate and have strong links with:

- Community Support Frankston
- Winter Sleepout/Backpack for Beds
- Lentara Foundation
- Uniting Church Social Justice team
- Salvation Army Red Shield Appeal

For staff, there are a broad range of benefits including:

- Competitive pay
- Service recognition
- Tuition fee discount
- Car parking
- Gender equality
- Employee assistance program leadership development
- Learning and development programs
- National and international tours

Student Attendance

The overall attendance rate was 88.22%.

Year 1 – 88.91%	Year 6 – 89.94%
Year 2 – 90.49%	Year 7 – 86.44%
Year 3 – 89.26%	Year 8 – 89.35%
Year 4 – 90.03%	Year 9 – 84.44%
Year 5 – 87.07%	Year 10 – 86.27%

Professional Engagement

In 2024, we made significant progress on the *Learning Master Plan*. This included the establishment of two new leadership roles: the *Leader of Concept-based Curriculum and Inquiry* and the *Director of Design Futures*. We also formed a *Learning Leaders* group, responsible for enacting the *Learning Master Plan's* seven key pillars:

1. Education for a sustainable future
2. Education for the love and care of our natural environment
3. Education for individual growth and collective efficacy to make a positive difference in the world
4. Education for deep, conceptual, and transferable understanding
5. Education for curiosity, critical thinking, and enterprise
6. Education for participation in a world of changing and emerging technologies
7. Education for a mindset of growth and reflection

These leadership roles and structures played a vital part in driving professional learning, setting strategic direction, and enhancing staff capacity, particularly in using data as part of a triangulated approach to inform pedagogy.

Professional learning in 2024 was, as mentioned, aligned with the *Learning Master Plan* and also our *Strategy Story – Towards 2030*. Teachers engaged in targeted development within key learning areas and year levels, supported by both external providers and internal expertise through conference days and weekly meetings. Opportunities included:

- Participation in Ecumenical Schools Australia, a network supporting teaching, leadership, administration, and human resources
- The English faculty's collaboration with Helen Billet, Chief Examiner of English, and attendance at the VATE Conference
- Development of the primary *Open Parachute* wellbeing curriculum and refinement of the secondary program through the 4Rs, BeYou, and other resources
- Training in:
 - Child safety
 - Digital literacy and online safety
 - NCCD and the Disability Discrimination Act / Disability Standards for Education
 - Differentiation and student wellbeing
 - Emergency management and drill procedures
 - NAPLAN test administration
 - First aid, including CPR, anaphylaxis, asthma, and first responder training
 - Certifications for the property team
 - Outdoor learning
 - Systems, critical, and design thinking
 - Professional learning linked to faculty-specific organisations

Staff and Retention

At the end of the 2024 school year, the College employed a headcount of 156 permanent or fixed term contract staff with a full time equivalent of 120.2 FTE. This included:

- 87 teaching staff with a full-time equivalent of 75
- 67 general staff with a full-time equivalent of 45.2
- This was a decrease of 6.5% in teaching staff and there was 14% increase in general staff
- The staff turnover rate for 2024 was 8.9% compared to 2023's rate of 11%
- There were no staff who identified as Aboriginal and Torres Strait Islander
- In 2024 72% of staff were female and 27.5% were male, with one non-binary staff member

General staff include Administration, Learning Support, ELC Coeducators, Property, ICT, Community Relations, Technicians, Food Services, College Psychologists and School Chaplain

Teaching and General Staff Qualifications

Teaching staff are registered members of the Victorian Institute of Teaching (VIT). They all have, as a minimum, a tertiary qualification in Education, and approximately half hold an additional postgraduate qualification, such as a Master's degree, or Doctorate. Many of the general staff also have tertiary and postgraduate qualifications in their respective specialist fields, and other related areas of expertise.

All staff names and qualifications are published annually in our yearbook *Womin djeka*.

Senior Secondary Achievements

Vocational or Trade Training

In 2024, seven students completed their second year and achieve a certificate in their VET program. These ranged from equine studies, animal studies, plumbing, electrotechnology, building and construction to health services.

Class of 2024 results

- Eight Cornish College students (15% of the cohort) achieved ATARs above 90, placing those students in the top 10% of the state
- 17% of our students received an ATAR of 85 or higher, placing them in the top 15% of the state
- Our 2024 Dux was Alex Logan with an ATAR of 97.60
- Twelve of our students achieved study scores of 40 or above, which places them in the top 8% of the state for those subjects, with one student receiving a 50
- In addition to all 55 students successfully achieving the VCE, six students achieved their VCE-Baccalaureate – Ben Banks, Isabelle Broderick, Siena De Nardis, Lachlan Knight, Tiara Wickramage and Jed Yates



Alex Logan



Ben Banks



Isabelle Broderick



Siena De Nardis



Lachlan Knight



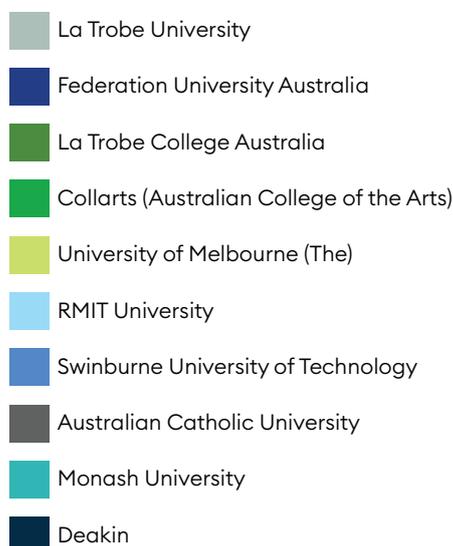
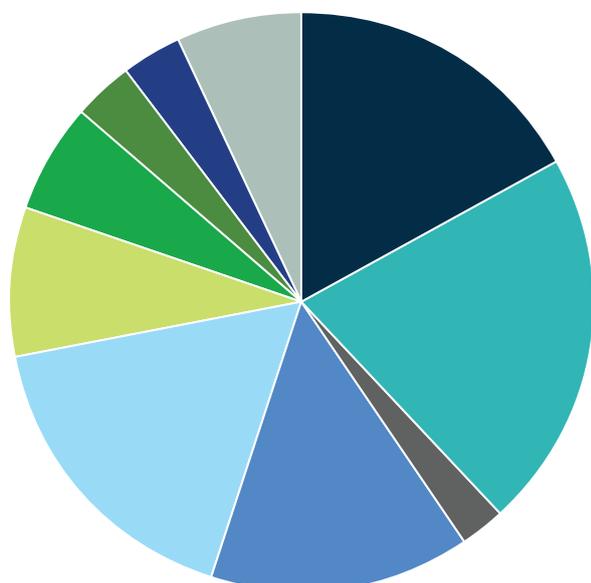
Tiara Wickramage



Jed Yates

Student Destinations

Institution Offers



COMMUNITY FEEDBACK

Cornish College encourages feedback from staff, students and parents. Feedback provides valuable insights into how the College is perceived by members of the Cornish and wider communities, including our strengths and areas where improvements can be made across our educational and cocurricular offerings.

Teachers and students often develop strong, positive connections where sharing ideas, opinions and concerns occurs naturally. Teaching staff also encourage students to provide feedback during classes, one-on-one meetings or at Academic Care Meetings and parent/teacher meetings. Student agency is further supported through our Student Leadership program where students have opportunities to have their feedback heard and passed on by their peers through Student Council meetings.

Parents are invited to give feedback through a variety of channels, including parent information evenings, Academic Care and Academic Progress Meetings, correspondence with their child’s teacher, at events and through volunteering activities at the College.

The Parents Association provides opportunities for feedback too, with Class Representatives, Parents Association meetings and social events encouraging discussion and input from the College community. Some parents also join community forums relevant to the interests of the College, such as urban planning and development forums for nearby suburbs and pass their insights to the College for consideration at College Board and committee meetings.

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

In 2024, the school undertook its biennial LEAD School Effectiveness survey, facilitated by Independent Schools Victoria, which gave the following key insights into the College. We are pleased with the continuous improvement of our school as indicated by our community and we continue to review this important data as we set new targets for growth and development.

It is worth noting that our Net Promoter Score, a statistic based on the question ‘how likely are you to recommended the school to a friend or colleague’, is 50% for parents and 72% for staff (a Net Promoter Score of +50 or above is considered excellent).

Parents	Cornish College	Similar schools	ISV Mean
Quality of teaching	8.73	7.83	8.05
Pastoral care	8.41	8.03	8.24
Discipline and safety	8.24	7.84	8.08
Parental involvement	8.35	7.94	8.11
Year transition	8.18	7.90	8.08
Recommend to others	8.55	8.13	8.38
Academic Program	7.46	6.95	7.24

Students	Cornish College	Similar schools	ISV Mean
Quality of teaching	7.41	7.11	7.43
Teacher/student rapport	7.27	6.97	7.28
My teachers know and accept me	7.80		7.63
Personal development	7.41	7.06	7.37
Students from different backgrounds and cultures are treated fairly	8.26		8.01
Overall satisfaction	6.99	6.65	7.17

Staff	Cornish College	Similar schools	ISV Mean
Teaching practice	9.11	8.75	8.96
Learning Support	8.58	7.79	8.16
School Ethos	8.75	7.91	8.21
Student Behaviour	8.73	7.93	8.26
Leadership and morale	8.49	7.11	7.16
Goal Alignment	9.03	7.90	8.29



PARENTS ASSOCIATION

The Parents Association supports the College by hosting and co-hosting a number of fundraising and social events with the aim of strengthening social coherence and communication amongst the parents and with the College.

Office Bearers

At the AGM in May 2024 the Office Bearers changed from:

- Amy Jayasuriya-Clifford* to Angela Hotz – President
- Alicia Parker* to Shawna Lavis – Vice President
- Craig Courtie* to Sheryl Feldman – Treasurer
- Robert Novotny – Secretary remained

**We thank the outgoing Office Bearers for their hard work and commitment to Cornish College*

General Committee

The current General Committee members are:

- Emelyn Davies
- Sarah Lambert
- Kate Deegan
- Jim Poussard
- Nicole Shepard
- Kate Kenny
- Shobhit Sinha

Fundraising Events

Annually recurring events such as the Mother's and Father's Day Stalls, Summer and Winter Showcase Festival refreshment sales, Secondary Production Candy Bar and the District Cross Country Sausage Sizzle help support recurring events including welcoming families to the school with the Prep Belonging Barbeque and the Year 7 Belonging Parents Evening.

In 2024 the two bigger fundraising events, the Trivia Night and the Ladies Luncheon, enabled the Parents Association to purchase a Volumetric Display for the new STEM Centre.

Co-hosted events included the International Women's Day Breakfast, where Cornish parents Georgia Fantasi, Minpreet Jongkees and Sarah Willoughby joined Principal Nicola Forrest in sharing their journeys and reflections.



Supporting College Events

The Parents Association supported the Cornish College Business Breakfast with guest speaker Dr Alan Finkel, Special Adviser to the Australian Government on Low Emissions Technologies, Chair of Australia's Low Emissions Technology Investment Advisory Council, which was held at the Frankston Arts Centre.

In addition, the Parents Association supported the annual Cornish College Fun Run/Walk, where many families enjoyed the opportunity to explore the College grounds.



FINANCIAL STATEMENT

Cornish College applies sound financial management practices and the College continues to enjoy strong enrolments.

The 2024 financial result provided a good annual operating surplus. The College Auditors, Ashfords Audit and Assurance Pty Ltd, issued an unqualified audit opinion on the College's financial statements for the year ended 31 December 2024.

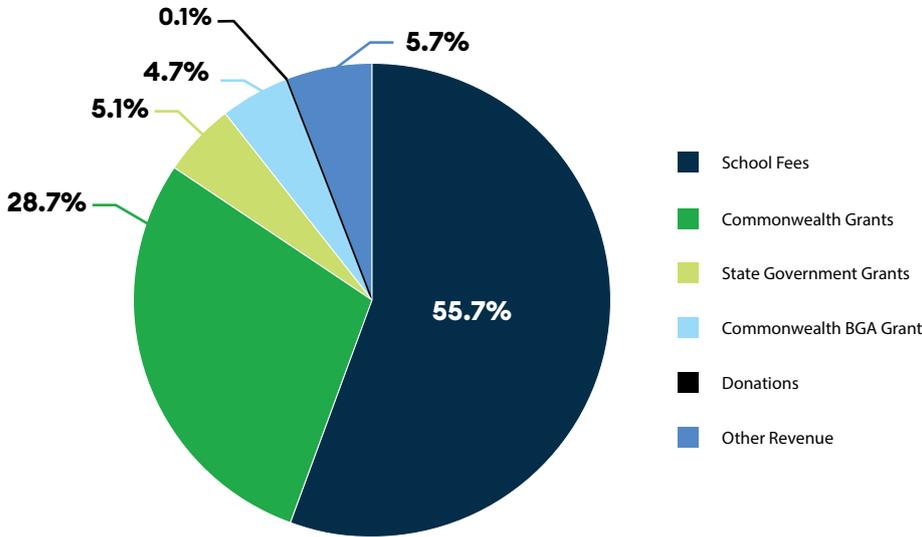
With the assistance of a Commonwealth Capital Grant, and a compulsory Building Levy, the College undertook the construction of the STEM Building during 2024, which is due to open in 2025.

The attraction, development and retention of high quality staff, to deliver a Cornish education to our students continues to be of the highest importance.

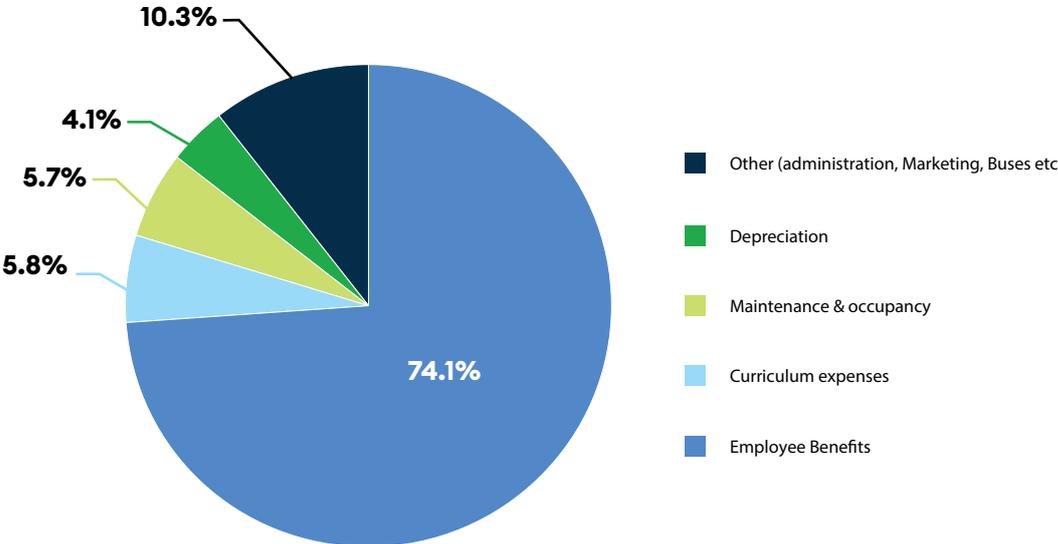
Employee costs are our single largest item of expenditure, with a key metric of 'salary cost as a percentage of net revenue'. In 2024, this was 75%, compared to 70% in 2023, which reflects our ongoing investment in staff.

The College's main revenue streams are school fees (55%) and Commonwealth and State Government Funding (34%).

Income



Recurrent Expenditure





CORNISH
COLLEGE

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