



SCHOOLS REPORTING 2021

COLLEGE INFORMATION

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Cannon Hill Anglican College is an independent co-educational school founded in 1989, now catering for students from Prep through to Year 12. With an enrolment of 1330 students the College is recognised for its balanced and holistic educational environment with a diverse, innovative and progressive curriculum, encompassing high quality academic and vocational learning; strong pastoral care and personal development programs; and wide-ranging extra-curricular options. Based on the principles and traditions of the Anglican Church, our Campus Ministry and 'Life and Faith' curriculum encourage our students, staff and community to explore and develop their own spirituality and faith.

The College is set in 11.5 hectares of attractive natural woodlands 15 minutes from the Brisbane CBD.

CHARACTERISTICS OF THE STUDENT BODY

Total Enrolment	Male Students	Female Students	Indigenous Students
1330	679	651	1

DISTINCTIVE CURRICULUM OFFERINGS

Consistent with the spirit of the College Mission to offer a balanced and holistic educational environment, the following distinctive offerings complement the broad range of subjects available for study:

- Enterprise Education Program – Primary and Secondary
- Extensive Performance Music Program – Primary and Secondary
- Career Pathways Program – Secondary
- Vocational Education and Training Program – Senior Secondary
- Exit Preparation Program – Senior Secondary
- School-wide Pastoral Care Program
- Vertical House-Based Homeroom Program – Secondary
- Homeroom Mentoring Program – Secondary
- CHAC Community Sessions – a Personal Development Program - Secondary
- Leadership Development Program – Primary and Secondary
- Camping Program – Primary, Years 7, 9 and 11
- Gifted Education Program and Enterprise and Entrepreneurship Program
- Extension Programs – Cross-Curricular – Primary and Secondary
- Literacy Support Program – Spelling and Reading – Primary
- Environmental Education Program – Primary and Secondary
- Information and Communication Technologies (ICT) Program with a One to One Student Technology Program – Years 3-12

CURRICULUM SECONDARY (YEARS 7 TO 12)

Cannon Hill Anglican College aspires to offer a curriculum which provides a balanced and holistic education for all students; opportunities for students to become articulate, independent and self-motivated, capable of critical thinking, creative problem solving and working with others; opportunities for students to develop a realistic assessment of their own abilities, adapt to change, and to be able to make informed decisions about their ongoing education, vocational choices and personal relationships. We aim to provide our students with the capacity to be world and work ready through a comprehensive and diverse academic, co-curricular and extra curricula program.

The College introduced its innovative Enterprise Education Program for Year 7-10 students in 2018, with an emphasis on the 21st Century soft skills of communication, collaboration, critical thinking and creativity. This was extended into the Primary School in 2019.

Year 7 is our largest intake point and signifies the commencement of our Junior Secondary schooling, with a broad-based general curriculum and the choice of language studies between French and Japanese. Students also undertake an Arts program that incorporates Drama, Media, Music and Visual Art.

Year 8 students add Industrial Technology and Design to their learning program with subjects covering Design and Technology and Graphics and select two of Drama, Music or Visual Arts to study for a semester each.

As our students develop, we encourage them to take greater responsibility for their choice of subjects and their academic performance. Year 9 students complete nine core and five elective semester units, whilst Year 10 students complete seven core and seven elective semester units. Students entering Year 11 may select a purely academic program, one combining academic and vocational studies or one incorporating a school-based traineeship. Extensive support is given to students as they plan their journey to the end of formal schooling, and beyond.

Opportunities to meet individual needs occur every day in classrooms and through our differentiated instruction, Learning Support and Learning Enrichment Programs.

CURRICULUM PRIMARY (YEARS PREP TO 6)

The Primary Precinct (Preparatory Year to Year 6) had 376 enrolments in 2021. Each Year level has two classes with 25 students per class in Years P-2 and up to 28 each in Upper Primary Years 3-6. Teachers and students were well supported by full-time Teacher Aides in each Preparatory class. Three full-time and two part-time Teacher Aides assisted the Years 1 to 6 classes, and three full-time Inclusion Aides assisted students on a one-to-one basis. The Prep to Year 6 students were also supported by the full-time Literacy Co-ordinator.

To further support and broaden student learning, the Gifted and Talented Education program was staffed three days a week by a teacher. A Learning Enrichment teacher was employed for four days per week in Semester 1, with this time increasing to five days a week in Semester 2. These positions oversee the planning and implementation of programs as well as the support of teachers as they provide differentiated activities within the classrooms.

A consistent and developmental approach to planning and documentation across all year levels has maintained a strong focus on Assessment for Learning and an emphasis on student ownership of their learning progress. Student Portfolios form a collection of evidence of each student's learning and are the basis for the teachers' judgement of student progress against the Australian Curriculum Standards.

Two staff members were actively involved in ISQ Parent Engagement Project and successfully developed resources and activities to support engagement with the College. A highlight of the project included the Inaugural Japanese Day, inviting parents on campus to learn and engage in the language with their student.

A School Improvement audit was carried out and the information and data gathered through this process informed professional learning community projects, policy changes and further curriculum development in Primary.

Character Development remains a focus and leadership skills continue to be embedded into the curriculum. Behaviour management policies and guidelines were reviewed, and feedback was sought from staff. Conflict Resolution is treated

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proactively with the Bridge Builder program implemented in classrooms to teach specific skills, strategies, and appropriate language. Through face-to-face and the online learning program, the strategies and skills are taught and reinforced at home and school to ensure continuity of language and approach.

The students enjoyed a variety of excursions and trips including the Year 6 Tangalooma Tour and the Year 5 camp to Maroochydore. Several incursions and day camps were also organised to assist the students to develop team building and leadership skills as well as embed curriculum learnings. These included the Year 2 Lone Pine Excursion, Year 4 Beach Day, and Year 6 Kokoda Challenge.

CHAC Primary students engage in high quality learning opportunities through the expert delivery of the Australian Curriculum. In 2021, teachers and students focused on embedding the General Capabilities into their teaching and learning experiences. This was of particular focus in Years 5 and 6, where teachers and students worked together on a number of integrated units that highlighted the importance of 'soft skills' such as collaboration, critical and creative thinking and ethical understanding. Assessment was also a focus, giving teachers and students the opportunity to demonstrate their understanding in different ways. Differentiated learning is a priority for Primary students, and they are provided with support through the Learning Enrichment and Gifted Education programs. Each student's needs are met through small group and individual intervention strategies.

LEARNING PATHWAYS

The Learning Pathways and Careers program provides relevant career development education and support for students of Cannon Hill Anglican College from Years 10 to 12. These are critical years in terms of preparing students for post school life.

During the senior phase of learning all students have the opportunity to participate in three counselling sessions with the Learning Pathways and Careers Counsellor. The primary focus of these discussions is on individual interests and strengths and planning students' learning or work pathway beyond school.

In 2021, 130 out of a total of 147 Year 12 students applied for a range of tertiary study programs through the Queensland Tertiary Admissions Centre (QTAC). A further two applied directly to the Australian Defence Force and five gained places through a direct application to a tertiary institution.

97% of QTAC applicants received at least one offer with 80% of all students receiving their first preference.

Table 1

University Study Program	Student Offers	Student offered study areas
Agriculture, Environment and Related Studies (eg Land, Parks and Wildlife)	2	2
Architecture and Building (eg Urban and Regional Planning, Interior Design)	3	3
Creative Arts (eg Music, Graphic Design, Communication & Media Studies)	12	12
Education (eg Early Childhood, Primary, Secondary)	4	4
Engineering (eg Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	19	17
Health (eg Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	28	24
Information Technology (eg Computer Science, Programming)	5	7
Management and Commerce (eg Hospitality Management, Banking & Finance)	13	14
Natural and Physical Sciences (eg Mathematics, Physics, Laboratory Technology)	11	14
Society and Culture (eg Law, Economics, Psychology, Sport & Recreation)	33	29

Cannon Hill Anglican College school leavers received and accepted university offers from a range of institutions – see Table 2:

Table 2

Institution	Number of students	Percentage
University of Queensland	49	39%
Queensland University of Technology	43	34%
Griffith University	18	11%
CQ University	2	1.5%
Australian Catholic University	7	5.5%
TAFE Queensland Brisbane	2	1.5%
James Cook University	3	2.4%
SAE Creative Media Institute	1	1%
University of Southern Queensland	1	1%

Fourteen students entered the workforce or apprenticeships (6) upon graduation.

Fifteen students were accelerated in Mathematical Methods and some of these students undertook additional Year 12 studies such as university study or preparation for the University Clinical Aptitude Test. A total of seven students chose to undertake a university subject through the University of Queensland, Griffith University or the Queensland University of Technology.

In 2021, 20 students from Years 10 to 12 participated in a TAFE at School or other vocational training program requiring studies off campus. A further seven engaged in a school-based apprenticeship or traineeship. Two undertook language studies with the Brisbane School of Distance Education.

GIFTED EDUCATION

Cannon Hill Anglican College has operated a specialist program for students who demonstrate capabilities at very high levels in one or more aspects of the College secondary curriculum since 2008. The Gifted Education Program is based on a philosophy that embraces a broad range of student giftedness, catering to students' need for challenge with curricular extension and acceleration possibilities, as well as offering the opportunity for students to be involved in a broad range of extra-curricular competitions and events.

In 2021 there were 94 students enrolled in an accelerated study program in Mathematics through the Gifted Education Program. Seven of the top 12 students completing the Year 12 subject Mathematical Methods were accelerated Year 11 students, with an accelerated Year 11 Mathematics student achieving the second top position in this subject.

The College's Exceptional Scientist Program again offered a broad range of extension and enrichment opportunities in Science across Years 7-12 in partnership with a range of tertiary educational institutions. Students participated in programs such as the Australian Science Olympiad, the Spaghetti Bridge Competition, QUT's Science and Engineering Challenge and STEM Summit, the Year 10 Science and Engineering Challenge and the Big Science Competition. In addition, College students were selected to attend the 2021 National Youth Science Forum, Melbourne University's Girls in Engineering and IT Program, and won internships with SPARQ-ed and QIMR (Queensland Institute of Medical Research). (Details below)

In English, the College conducted Extension Creative Writing classes in Years 8 and 9 and an elective Year 10 Literature subject. Talented writers were also mentored in extended writing projects through a special College elective subject, The Project.

In its third year, the Year 10 elective subject The Project attracted 28 students intent on pursuing individual "passion projects" with ambitious goals in areas of emerging talent and expertise. All projects were guided by industry mentors with expertise in students' areas of interest. Completed projects ranged from recorded original music, a mascot design

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project and an architecture project, to a Marine Biology research journal article about diving with grey nurse sharks, short films and writing projects such as plays and short-story anthologies.

The evolution of the Gifted Education Program into the Gifted and Enterprise Program in 2018 has provided new opportunities for upper-ability students and has identified new areas of potential excellence. The school's Enterprise Program is deliberately future-focused, offering skills development and extension opportunities for students in Years 5-10. Gifted and Enterprise Program initiatives encourage both teams and individuals to develop problem-solving skills, the capacity to work effectively in teams, an entrepreneurial mindset and innovative solutions that integrate emerging technologies such as artificial intelligence.

In 2021 the Primary Gifted and Talented Team facilitated extension programs activities for highly able and gifted students across all year levels in multiple subject areas including English, Mathematics, Science, Humanities and Philosophy. Extra-curricular extension opportunities have expanded from the Vinci Decathlon academic competition and Debating to also include Ethics Olympiad and Opti-MINDS. The Primary Gifted Program provided Years 1-6 students with in-class or small group extension, used pull-out multi-age groups to enable gifted students to work across grades and continued support of classroom teachers to differentiate learning to cater for high ability students.

Gifted Extra-Curricular Opportunities and Achievements

CHAC continued to offer a diverse range of enrichment opportunities and problem-solving competitions to provide challenge and stimulus to students in 2021, maintaining involvement as programs reverted to online formats throughout the COVID-19 Pandemic. The College Gifted and Enterprise Program pivoted to embrace modified versions of activities or changed modes of delivery, developing greater resilience and experience with technology along the way.

Our Gifted Competition extra-curricular achievement highlights in 2021 included the following:

Primary

- *Queensland da Vinci Decathlon* academic competition – one Year 5-6 team of 8 students placed 2nd in Cartography and Ideation disciplines.
- *Ethics Olympiad* – introduced in Primary. One Year 5 and one Year 6 team participated.
- *Opti-minds* was introduced in Primary with two Year 5 teams participating. One team won their Regional Language and Literature Heat and progressed to the State Finals.
- *Australian Maths Competition* – 30 students participated across Years 3-6. One Year 5 student achieved a Prize Certificate (top 1%) and one Year 6 student achieved a High Distinction.
- *ICAS Academic competitions*:
 - *Science* – 39 students participated in Years 4-6, earning 7 Distinctions and 8 Credits.
 - *Digital Technology* – 34 students participated across Years 3-6 with one Year 5 student awarded a High Distinction, two Year 5 students awarded Distinctions and 16 students awarded Credits.
 - *Maths* – 72 students participated across Years 2-6, with one Year 5 student earning a High Distinction, two students a Distinction (a Year 2 and Year 4 student) and 22 students a Credit.
 - *English* – 66 students participated across year 2-6 with three students awarded High Distinctions (in Years 4, 5 and 6), 11 students awarded Distinctions (including 5 in Year 5) and 19 earning Credits.
- *CHACpreneurs Program* - Year 6 students participated in the school's new financial literacy program where students developed micro-businesses and then sold their products to the school community.

Secondary

- Within our Year 12 cohort from 2021, three tertiary scholarships were awarded to our students:
 - UQ Ramsay Undergraduate Scholarship x 2
 - UQ Vice Chancellors Scholarship x 1
- One Year 12 student was selected for internships with *SPARQ-ed*.
- One Year 12 student was awarded an internship with the *Queensland Institute of Medical Research (QIMR)*.

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- One Year 10 student was selected as one of 20 girls selected nationally for Melbourne University's *Girls in Engineering and IT* program.
- *Queensland Da Vinci Decathlon* – the College was the most successful school in Queensland in this academic competition. Of the four secondary teams that participated, two teams were declared State Champions (Year 9 and 10) and two teams State Runners Up (Year 7 and Year 8).
- *National Da Vinci Decathlon* – our two State Champion teams represented the College and Queensland at National level with our Year 9 team emerging with the Bronze Medal in Overall 3rd Place and placing as follows: 2nd in Art & Poetry and Creative Producers, 3rd in Cartography, Engineering and Legacy and 4th in Ideation. Our Year 10 team came 1st in Science and 4th in Maths.
- *Middle Schools Ethics Olympiad* - A Year 8 team and a Year 9 team competed resulting in our Year 9 team of five students winning the Queensland Gold Medal and being invited to compete in the *Middle School Ethics Olympiad Australasian Final* in early 2022. Both teams earned Honourable Commendations from judges.
- *Senior Schools Ethics Olympiad* – one Year 10 and one Year 11 team competed. Our Year 11 team won the Queensland Gold Medal and proceeded to compete in the *2021 Senior Ethics Olympiad International Final*.
- *Opti-MINDS Regionals* - Of five secondary teams (32 students) participating in *Opti-Minds Regionals* in an online format, a Year 7 team won their Language and Literature category and a Year 8 team won their Social Science category.
- At *Opti-Minds Regionals* two other teams placed Second: a Year 9 Language and Literature team and a Year 9 Social Science team.
- *Opti-MINDS State Final* – two teams qualified for the Opti-MINDS State Final: a Year 8 team of seven students and a Year 7 team of five students. The Year 7 team declared State Champions in the Language and Literature category.
- *Roly Sussex Short Story Writing Competition* - One Year 12 student placed 3rd in the Student Section.
- *Queensland English Speaking Union Public Speaking Competition* - One Year 7 student won the Junior School Final of this competition after three students competed in preliminary heats.

ACADEMIC

Science

- *ICAS Science Competition* - of 56 students from Years 7 to 10 who sat the competition, 10 students achieved Distinctions (3 Year 7s, 3 Year 8s, 2 Year 9s, 2 Year 10s) and 24 students achieved Credits.
- *The Big Science Competition* - of 49 Year 7-10 students who entered, 13 students achieved High Distinctions and 9 students achieved Distinctions.
- *The Science and Engineering Challenge* - a Year 10 team won their heat at the Queensland University of Technology (32 students participated in eight teams).
- *The Australian Science Olympiad* - 25 students from Years 7-11 sat this exam.
- *The QUT STEM Summit* - one Year 11 student was selected to attend in the September holidays.
- *The Australian Brain Bee Challenge* - one Year 10 student named as one of 37 Year 10 Queensland students to successfully reach the finals of this competition.
- *The Engineering Link Project* - three Year 11 students participated.
- *UQ FEAST Program (Gatton Campus)* - one Year 12 and three Year 11 students were selected to attend.
- *The 2021 National Youth Science Forum* - three Year 12 students attended.
- *The 2022 National Youth Science Forum* - two Year 11 students were selected.

English

- *Roly Sussex Short Story Writing Competition* - a Year 12 student placed 3rd.
- *The Full Spectrum Education Writing Prize* - a Year 8 student placed 1st.
- *Shake and Stir Theatre Company* - Years 9, 10 and 12 were exposed to live theatre performances through the following performances:

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- Year 9 saw *The Prankster*
- Year 10 saw *The Cauldron*
- Year 12 saw *The Macbeths* or a modernised, abridged version of *Hamlet*.

Debating and Public Speaking

- *Queensland English Speaking Union Public Speaking Competition* - One Year 7 student won the Junior School Final of this competition after three students competed in preliminary heats.
- *Queensland Debating Union Competition*
 - Five teams progressed to different stages of this competition's Knockout Finals.
 - One Year 8, one Year 9 and one Year 12 team progressed through to Round 2.
 - A Year 8 Team and a composite Year 10-11 team progressed to Round 3 of Knockout Finals.

Languages

- The College's usual overseas tours and international exchanges to Japan and France did not go ahead because of interruptions to international travel caused by the pandemic.
- On campus immersion and off-campus restaurant visits were organised for Year 8-12 Japanese and French students to extend their language experiences.

Enterprise

- *The Imagine Cup (formerly AI for Good)* - Multiple teams participated with our year 9 team placing in the top 10 in Australia out of more than 600 teams.
- *Impact Youth: Reimagined* – one Year 10 and two Year 9 students selected as 3 of 40 young Queenslanders tasked with the job of creating a youth forum aimed at making positive change for young people. This program designed by Impact Boom, Future Anything, and the Queensland Social Enterprise Council (QSEC).
- *Academy for Enterprising Girls Program* – places awarded to 50 girls from Year 5-Year 11 in a two-day entrepreneurship workshop run by *Young Change Agents*.
- *Fast Fashion Program* – 56 Year 5 students participated in an internal program focused on developing awareness of sustainability issues.
- *CHACpreneurs Program* – 56 Year 6 students participated in the school's new financial literacy program where students developed micro-businesses and then sold their products to the school community.
- *CHAC Environmental Challenge Program* – 168 Year 7 students participated in an internal three-day program focused on ideation, collaboration and marketing.
- *Designing Spaces Program* – 162 Year 8 students participated in a two-day program focused on user-centred design run by BOP Industries.
- *CHAC Tank Sustainability Challenge* – 163 Year 9 students participated in an internal two-day problem-solving challenge focused on sustainability, Design Thinking, collaboration and promotion.
- *Young Change Agents' Explorer Program* – 152 Year 10 students participated in a two-day entrepreneurship program run by *Young Change Agents*.
- *Orange Sky Laundry CHAC Talk* – secondary students and families attended a special presentation by Orange Sky Laundry founder Nic Marchesi about social entrepreneurship and making a difference.

Computing and Enterprise Skills

- *Australian Junior RoboCup* - Three College teams entered the competition (a total of 7 students from Years 8-10).
 - The Year 9 and 10 Teams achieved 5th and 2nd place respectively at the State Competition
 - The Year 9 and 10 Teams tied for 1st place at the Australian National Robocup competition

Humanities and Social Sciences

- *The Queensland History Teachers' Association's Historical Writing Competition:*
 - A Year 12 student won the R.D. Milns Prize for Ancient History and 1st Prize: Ancient History Essay
 - A Year 12 student won 3rd Prize: Ancient History Essay
 - A Year 11 student won 1st Prize: Ancient History Essay

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- A Year 11 student won 3rd Prize: Ancient History Essay
- A Year 11 student won 3rd Prize: Modern History Independent Source Investigation.
- A Year 8 student won 1st Prize: Year 8 History Essay
- Three Year 7 students won 1st, 2nd and 3rd place: Year 7 History Essay
- *The History Teachers' Association of Australia (HTAA) National History Challenge:*
 - A Year 11 student was awarded the Year 10 Young Historian Silver award for her essay.
 - Three students received the Year 9 Young Historian Silver award for their essays.
- *The Australian Geography Competition:*
 - A Year 12 student was awarded 1st in Queensland.
 - Six students from Years 11-12 were awarded High Distinctions (top 2% nationally).
- *The QETA and UQ (Queensland Economics Teachers Association and the University of Queensland) Economics Competition:*
 - 2 Students across Years 11 and 12 received High Distinctions – Top 1% QLD
 - 7 Students across Years 11 and 12 received Distinctions – Top 5% QLD

CULTURAL

Drama

- Students worked with *Zen Zen Zo Physical Theatre* to devise a public production of *Growing Up*.
- One student offered a scholarship to work with *Zen Zen Zo*.
- One student participated in *Queensland Theatre Residency Week*.
- Drama classes in Years 11 and 12 attended live theatrical performances throughout the year.

Music

- *The Queensland Symphony Orchestra's Compose Project* - Three Year 12 Music students had their original music compositions accepted to be workshopped and developed and then later performed by members of the QSO.
- One Year 12 student was awarded a Special Commendation at the end of the public QSO concert for her work.
- *Australian Society for Music Education Young Composer's Awards* - One Year 12 student received a Highly Commended Award in the Instrumental Section.
- Dr Keir Nuttall presented to the Year 10, 11 and 12 Music classes to develop advanced composition and song-writing skills.
- Ms Ruth Bonetti presented a workshop on performance anxiety for the Music Extension class.
- Despite the COVID-19 Pandemic, CHAC Music students remained actively achieving in this space with:
 - 541 students receiving Private Music tuition.
 - 45% of the total school population remaining involved in Performance Music.
 - 25 Performance Music Ensembles and Choirs operated throughout the pandemic.
 - Two Year 10-12 Music Technology classes were conducted in CHAC's Ghostgum Audio Recording Studio.
 - Nine Primary Immersion Music classes conducted weekly.
 - *Live at the Boardwalk* outdoor lunchtime concerts conducted regularly.
 - Over 260 entries were received in the annual *CHAC Eisteddfod*, across 39 sections.
 - 21 students were granted entry into the *Senior Secondary State Honours Ensemble Program (SHEP)* at the Queensland Conservatorium of Music.
 - 24 students were granted entry into the *Middle Years State Honours Ensemble Program (SHEP)* at the Queensland Conservatorium of Music.

Art

- *Creative Generation Competition* - Four Year 12 students were invited to exhibit their artworks, with three of these receiving a Highly Commended Award.
- *Creative Generation 2022 Excellence Awards in Visual Art* at GOMA in 2022 – one Year 12 student selected to exhibit.
- Local business *Urban Metal* collaborated with three Year 12 students to create a design for a lighting installation produced for the College. As a result of this collaboration, one Year 12 student offered an internship with *Urban Metal*.
- A Year 12 student's design used for the 2021 Chrysalis yearbook and across a number of 2021 College documents.
- *Ekka Wearable Art* competition – which College students are selected for annually – was cancelled due to COVID-19.
- *Independent Education Union Awards for Excellence in Art Design*. One Year 10 student awarded Highly Commended.
- *Brisbane Portrait Prize* – One Year 12 student selected as a Finalist and exhibited at the Brisbane Powerhouse Museum.

SPORTING ACHIEVEMENTS

SPORT - Primary

- 138 students competed in JTAS sport throughout the year. Which equates to approximately 80% of students from Years 4-6.
- 29 teams participated in JTAS Trimester Sports. JTAS Athletics (Years 4-6), Cross Country and Swimming which were run despite COVID.
- Changes to sporting arrangements were made in a year heavily impacted by Government COVID restrictions. This was navigated by the Sports Department in a way that had as little impact on student participation as possible.

Interhouse

- Swimming Carnival
- COVID restriction meant that Inter-house Cross Country and Athletics Carnival were cancelled or significantly modified.

JTAS

- Term 1 – Cricket and Hockey
- Term 2 – Rugby and Netball
- Term 3 – Soccer and Basketball
- Term 4 – Touch Football
- Swimming Carnival
- Cross-Country
- Athletics

SPORT – Secondary

- Approximately 60% of students were involved in The Associated Schools (TAS) sport at CHAC in 2021.
- 178 students participated in all three trimesters of TAS sport
- 125 teams participated in TAS Trimester Sport, 36 teams participated in TAS Carnivals.
- Eleven students in the Year 12 cohort participated in 18 Trimesters of Sport throughout their time at the College
- CHAC won 24 Premierships in Trimester Sport and 9 championships in TAS Carnivals.
- TAS Champion School in Term 1 and Term 3 and overall Champion School in 2021.

CHAC also had

- 25 District Representatives
- 11 Regional Representatives
- 11 State Representatives
-

CHAC students participated in the following competitions:

- Lytton District Hockey
- Lytton District Athletics
- Lytton District Basketball
- Lytton District Tennis
- Composite District Netball
- Composite District Football
- Composite District Touch Football
- Composite District AFL
- Composite District Basketball
- Composite District Hockey
- Composite District Volleyball
- Composite District Swimming
- Composite District Cross Country
- Metropolitan East Hockey
- Metropolitan East Swimming
- Metropolitan East Football
- Metropolitan East Triathlon
- Metropolitan East Volleyball
- Metropolitan East Cricket
- Metropolitan East Softball
- Metropolitan East Netball
- Metropolitan East Basketball
- Metropolitan East Tennis
- Metropolitan East Cross Country
- Metropolitan East AFL

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

Cannon Hill Anglican College offers a broad range of co-curricular and extra-curricular activities.

These include:

- Bridge Builder
- Code and robotics Club
- College Musical
- Da Vinci Decathlon
- Debating
- Lord Mayor's Youth Advisory Council
- Open Day Assistance
- Public Speaking
- Student Council Representatives

Diakonos Service Committees (Primary and Secondary)

- Girls' Committee - addressing girls' educational and life issues
- Boys' Committee - addressing boys' educational and life issues
- Social Justice Committee
- Environment Committee

THE SOCIAL CLIMATE OF THE COLLEGE – PASTORAL CARE

The Pastoral Care program at CHAC provides students with a sense of security and connectedness to the community and is based on the following principles:

- Every member of staff (teaching and non-teaching) has a responsibility and is accountable for the pastoral care of students.
- The well-being and care of students is the core of the College's Teaching and Learning program.
- Effective pastoral care is built upon a partnership involving the College and parents, where open communication between the school and home is considered essential.
- The House system and Homeroom are the fundamental pastoral structures within the College.

In 2021, the key areas in the growth and personal development of students have been: the Outdoor Education and Camp Program; Student Leadership; CHAC Community Sessions; Homeroom Mentoring; Social Justice Activities; Environmental Projects; Boys' and Girls' Committee Projects; Chapel and Worship Services; the Bridge Builders Program and the House and Homeroom Programs.

Bullying and Harassment Policy

Cannon Hill Anglican College's Bullying and Harassment Policy aligns with the National Safe Schools Framework. The College has a collaboratively developed safe school policy which is written in plain language, with clear definitions of relevant terms, it outlines rights and responsibilities of students, the role of bystanders, and expected behaviours in and outside of the College.

The Bullying and Harassment Policy aligns with other College policies:

- Behaviour Management
- Code of Student Conduct
- Enrolment Agreement
- Mobile Phone and Smartwatch
- Cyber Safety
- Acceptable Use of ICT
- Social Media
- Student Protection in Anglican Schools Policies and Procedures
- Child and Youth Risk Management Strategy
- Gender Diversity.

The Code of Conduct Bullying and Harassment Policy, Behaviour Management Policy and the Student Protection Policy are brought to the attention of students at least twice a year in Homeroom, and aspects are addressed in Pastoral Care time, at whole School Assemblies and House meetings. Staff have opportunities to revisit these policies at the beginning of every term, during whole staff meetings and policy reviews are regularly carried out. The policies are published on the College website and are available in hard copy at all College Reception areas.

Cyber Safety at Cannon Hill Anglican College

Cyber Safety in Primary

Cyber safety is addressed throughout the year, both formally and also as a cross-curricular perspective based on topics and issues covered in classes.

In 2021, the Bridge Builders Program was used to reinforce messages of responsible online behaviour. Internet safety was also discussed in the Year 4 and 5 personal development program, Preparing for Growth and Change. Years 6 and 7 also used the Stop Bullying Now website.

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Examples of cross-curricular integration can be found in Year 4 to 6 HPE, Geography, History and English units where online safety and awareness is addressed.

Visits from the local police reinforce the message of cyber-safety and in 2021, internet safety expert Brett Lee addressed Year 4-6 primary students and parents.

Cyber-Safety in Secondary

In 2021, the safe and responsible use of the internet is addressed at every year level in the secondary school. Internet safety experts conducted sessions with Year 7-12 students on topics such as managing online time, cyberbullying, sexting and leaving a digital footprint.

Pastoral Care Sessions

Year 7	Term 2/3 (5 sessions)	School policies, cyber safety, responsible use of the internet
Year 8	Term 2 (5 sessions)	Bullying, bystander responsibility, police visit, cyber bullying and assertiveness training.
Year 9	Term 2 (6 sessions)	Guest speakers addressing cyber situations that students may encounter.
Year 10	Term 3 (2 sessions)	Cyber safety
Year 11	Term 3 (2 sessions)	Cyber safety
Year 12	Term 2 (2 sessions)	Cyber safety

Online Cyber-Safety Courses for Parents

The Anglican Schools Commission has engaged Brett Lee from Internet Education and Safety Services (INESS) to develop a series of on-line cyber-safety courses for parents. In 2021, a series of four age-appropriate courses have once again been offered to CHAC parents to help equip them with the information and skills to assist their children to safely navigate the online world.

Student Protection

As an Anglican school, the College has adopted the Student Protection in Anglican Schools Policy and Procedures as its Student Protection Policy. This document outlines the principles, obligations, responsibilities, management practices and reporting procedures to be applied to achieve a safe environment for students.

Copies of this policy are available for students to access electronically on CHACHq, as well as the CHAC website. Hard copies are also available at all College Reception areas and the Research Centre.

Students are regularly made aware, through Homerooms and College Assemblies, of the Student Protection Policy and the processes for reporting when they are not feeling safe at home and at school. If students feel unsafe, scared or have been hurt, they are advised to speak with a trusted adult, teacher, a Student Protection Officer, or the Principal.

The Student Protection Policy is discussed with all staff at the start of the year and the processes for dealing with reports of inappropriate behaviour, harm and sexual abuse are clearly outlined. In 2021, staff also took part in training on responding to student protection concerns, responding to student disclosures, reporting procedures and cyber safety trends and emerging issues.

The Student Protection Policy is closely aligned with the Child and Youth Risk Management Strategy. The purpose of the Strategy is to help identify potential risks of harm to children and young people, and to implement strategies to minimise these risks. A well-developed strategy will assist the College to achieve its objectives by providing a clear and consistent framework to guide and support all members of the College community.

In 2021, the Child and Youth Risk Management Committee met regularly. The committee is made up of members from all sectors of the community and its purpose is to provide assistance and advice to the Principal and College Council on matters relating to the Strategy. The eSmart Committee falls under the umbrella of the Child and Youth Risk Management Committee.

PARENTAL INVOLVEMENT

Parental involvement occurs through:

- P&F Association and its Management Committee
- The College Council (The Board of Directors of Cannon Hill Anglican College Pty Ltd) and its committees (Finance, Buildings and Grounds, Audit and Risk)
- The Cannon Hill Anglican College Foundation Ltd
- The CHAC Volunteer Program – coordinated through both the Communications Office and the P&F Association
- The CHAC Literacy Support Program.

In 2021, the parent body has been actively involved in the following key events and aspects of CHAC:

- Fundraising – catering for events has been a major fundraiser for the P&F, as have special events such as the Primary and Secondary Mothers’/Fathers’ Day stalls and BBQ’s for sporting events
- Trivia Night – a collaboration with the College and the P&F
- P&F Contributions which include funds towards: gifts for World Teachers’ Day; providing a subsidy towards the cost to students of the Year 12 Valedictory Dinner; and farewell gifts to Year 12 students.

PRESENTATION OF INFORMATION

Refer to the College website: www.chac.qld.edu.au

For further information on the College and its policies, contact the following personnel:

- Principal
- Registrar
- Assistant Principal Pastoral and Administration
- Assistant Principal Teaching and Learning

STAFFING INFORMATION

QUALIFICATIONS OF ALL TEACHERS

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification (based on 108 staff in 2021)
Doctorate	1.85%
Masters	29.62%
Bachelor’s degree	100%
Diploma	41.66%
Certificate	28.7%

EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

TEACHER PARTICIPATION IN PD – LISTED BELOW ARE SOME EXAMPLES

Description of PD activity	Number of teachers participating in the activity
First Aid and CPR Training	108
Fire Training	108
Highly Accomplished and Lead Teacher Program	12
Annual Student Protection Training	108
Qld Curriculum and Assessment Authority	26
Independent Schools Queensland Training Courses	23
Total number of teachers participating in at least one activity in the program year	108

EXPENDITURE ON PD

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
108	\$82,502.83	\$763.00

The total funds expended on teacher professional development in **2021** was **\$82,502.83**.

The major professional development initiatives were as follows:

- Using data to inform our practices
- Implementing the Australian Curriculum
- Effective use of ICTs in the classroom
- Queensland Senior Schooling 2021 and beyond.

The involvement of the teaching staff in professional development activities during **2021** was **100%**.

AVERAGE STAFF ATTENDANCE FOR THE SCHOOL

BASED ON UNPLANNED ABSENCES OF SICK AND EMERGENCY LEAVE PERIODS OF UP TO FIVE DAYS:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
169	191	992	96.9%

For permanent and temporary teaching staff and school leaders the average staff attendance rate was **96.9%** in 2021.

PROPORTION OF TEACHING STAFF RETAINED FROM THE PREVIOUS YEAR:

Number of permanent teaching staff at end of program year	Number of these staff retained in the following year	% retention rate
99	95	95.9%

From the end of 2020 **95.9%** of staff were retained for the entire 2021 school year.

KEY STUDENT OUTCOMES

AVERAGE STUDENT ATTENDANCE RATE

Number of Students (at time of sampling)	Number of School Days in reporting period	Total Days Students Absences	Average Student Attendance Rate
1323	20	1694	93.6%

The average attendance rate as a percentage in 2022 was 93.6%.

A description of how non-attendance is managed by the College:

Length of Absence	Action	Follow-up
one day	Electronic rolls marked each morning and last lesson of the day	Automated SMS generated and parents contacted to alert of absence and reason requested.
three days	Homeroom teacher or Head of House will make contact with family	College to support as appropriate dependent upon nature of absenteeism.
Extended absence (longer than five days)	Head of House notified Student Counsellor notified	Head of House and Student Counsellor to support family as appropriate.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Year Level	Average Student Attendance Rate
Prep	95.0%
Year 1	94.5%
Year 2	96.2%
Year 3	96.0%
Year 4	94.5%
Year 5	94.0%
Year 6	92.0%
Year 7	95.9%
Year 8	93.8%
Year 9	92.9%
Year 10	93.1%
Year 11	90.7%
Year 12	92.6%

NAPLAN DATA

READING, WRITING AND NUMERACY BENCHMARK RESULTS FOR YEARS 3, 5, 7 AND 9

BENCHMARK DATA

SPELLING			
Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2019)	458.49	410	9.50%
Year 3 (2021)	431.2	407.6	2.42%
Year 5 (2019)	552.01	494.2	10.25%
Year 5 (2021)	546.3	495.6	8.29%
Year 7 (2019)	574.71	542	5.34%
Year 7 (2021)	591.54	543.4	7.81%
Year 9 (2019)	605.15	577.3	3.92%
Year 9 (2021)	615.7	574.1	6.14%

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2019)	489.71	430.5	11.35%
Year 3 (2021)	450.88	422.4	4.08%
Year 5 (2019)	579.07	495.7	16.02%
Year 5 (2021)	543.98	495.9	8.19%
Year 7 (2019)	612.55	540.1	13.08%
Year 7 (2021)	596.51	528.5	11.83%
Year 9 (2019)	620.31	570.3	8.22%
Year 9 (2021)	632.92	567.2	10.86%

WRITING			
Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2019)	439.01	412.2	3.76%
Year 3 (2021)	432.51	414.3	1.67%
Year 5 (2019)	522.91	463.3	10.34%
Year 5 (2021)	512.67	467.6	6.81%
Year 7 (2019)	558.08	502	8.75%
Year 7 (2021)	566.34	509.8	8.45%
Year 9 (2019)	596.35	533.5	8.64%
Year 9 (2021)	614.9	538	11.66%

READING			
Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2019)	512.35	425.2	18.52%
Year 3 (2021)	459.22	426.4	5.01%
Year 5 (2019)	571.1	501.7	12.87%
Year 5 (2021)	481.47	505.5	13.66%
Year 7 (2019)	601.3	542.5	10.13%
Year 7 (2021)	596.42	536.4	9.96%
Year 9 (2019)	632.03	570.3	8.90%
Year 9 (2021)	635.23	568.4	10.00%

NUMERACY			
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SCHOOLS REPORTING 2021

Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2019)	463.68	397.4	13.62%
Year 3 (2021)	426.01	391.5	5.60%
Year 5 (2019)	543.8	490.9	9.68%
Year 5 (2021)	551.92	485.7	11.45%
Year 7 (2019)	607.6	547.2	11.04%
Year 7 (2021)	614.01	542.3	13.22%
Year 9 (2019)	629.51	574.5	6.34%
Year 9 (2021)	641.35	578.5	9.09%

APPARENT STUDENT RETENTION RATE

	Year 10 Base (2018)	Year 12 (2021)	Retention Rate %
Number of Students	151	147	97.4%

Year 12 student enrolment as a percentage of the Year 10 cohort is **97.4%**.

YEAR 12 OUTCOMES

Outcomes for our Year 12 Cohort 2021	
Number of students in the cohort	147
Number of students awarded a Senior Education Profile	147
Number of students awarded a QCE	147
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	39
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	97%

2021 ATAR Results	
Number of students who received an ATAR	132
Number of students who received 100% in at least one subject	1
Percentage of students with at least 5 A's	21.2
Percentage of students with an ATAR of 99+	3.8
Percentage of students with an ATAR of 95+	18.2
Percentage of students with an ATAR of 90+	43.9

YEAR 12 SCHOLARSHIP AND AWARD INFORMATION – 2021

A significant number of students achieved outstanding exit results in 2021. Very high achievers were rewarded with an impressive selection of academic and career opportunities.

Tertiary Scholarships

Within our Year 12 cohort from 2021, three tertiary scholarships were awarded to our students:

- UQ Ramsay Undergraduate Scholarship x 2
- UQ Vice Chancellors Scholarship

Awards and Opportunities

Awards and opportunities presented to secondary students across other year levels included:

Award/Program	Number of Students	Year Level
ADF Long Tan Teamwork and Leadership Award	2	10 and 12
ADF Future Innovators Award	2	10 and 12
Bulimba Electorate Youth Advisory Panel Representative	1	12
UQ Science Ambassador Program	4	11
QUT Stem for Schools Internship Program	1	11
Bulimba Electorate Queensland Day Award Finalist	1	12
IEU Award for Excellence in Art Design	1	10
Impact Youth Organisation Panel Representative	3	9
Order of Australia Secondary Schools Citizenship Award	2	12
Lord Mayor's Youth Advisory Council	1	11
SHEP AHEP	45	7-12
da Vinci Decathlon State and National	43	5-10
Qld and International Ethics Olympiad	30	5 and 8 to 11

HOW COMPUTERS ARE USED TO ASSIST LEARNING

Information and Communication Technologies form an integral part of the Teaching and Learning process at Cannon Hill Anglican College.

Technology assists teachers to model complex problems, introduce students to new concepts and evaluate and report on student progress. They allow students to gather data, research new concepts, analyse and critically evaluate global issues, create new content and publish their thinking to a worldwide audience. The use of technology supports the differentiation of learning experiences for students, allowing staff to tailor their teaching to meet their students' needs.

The use of Information Communication Technologies across all faculties and year level groups at Cannon Hill Anglican College allows our students to communicate and collaborate with teachers, students and industry professionals who may be local, interstate or overseas, develop important critical thinking skills, and explore learning through engaging activities as they develop 21st Century fluencies. Students at Cannon Hill Anglican College also explore the many social and ethical issues related to the safe and productive use of digital technologies.

Students in P-2 have access to low level devices at a minimum of 1:2. Year 3-6 students have higher spec school-based machines on a 1:1 basis.

All students in Years 7 to 12 have been issued with a tablet computer as part of the College's 1:1 Student Technology Program. The College is committed to the benefits of pen-enabled tablets as we believe these provide the most complete tool to support and enhance student learning through the diversity of ways they can support individual student learning.

The College uses Microsoft Teams across the Secondary School to deliver curriculum with collaborative notebooks being set up as a means of communication between staff and students; students and students, within classes, within subjects and across cohorts.

The ease and efficiency of communication via this platform contributes positively to the learning of our students.

SCHOOLS REPORTING 2021

The College uses a SharePoint portal as a resource repository to enable quick and easy access to materials that support learning.

Tablet computers are available for use during school hours to students in our Primary school on a shared basis.

The College has a *Next Practice* agenda. *Next Practice* is a future-focused approach to teaching and learning enabled by new technologies. It is characterised by engagement in relevant, authentic learning experiences which integrate the learning environment with the 'real world' of global citizenship.

Our current strategic intent is to develop world and work ready individuals who are prepared to face the rapidly changing face of work and life in the 21st century.

During on-line learning in Term 2 of 2021, our students accessed the curriculum through Teams. In the Secondary School, teachers taught through Teams, maintaining our existing timetable structure, but using shorter one-hour lessons with breaks for morning tea, lunch and between lessons 2 and 3. A Pastoral Program was also delivered through Teams. Students of essential workers and many students in the Primary school were able to attend school, using a hybrid curriculum delivery program.

Considerable time was spent checking on student and staff well-being.