

SCHOOLS REPORTING 2022

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 1342 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	Unidentified	Indigenous Students
1342	680	661	1	4

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 374 enrolments in 2022. 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. Four full-time Teacher Aides assisted the Years 1 to 6 classes, and two 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 Teacher Aide to support Literacy development.

To further support and broaden student learning, the Gifted and Talented Education program was staffed two days a week by a specialist Gifted and Talented teacher and an additional day by our specialist Japanese teacher. A Learning Enrichment teacher was employed for three days per week. These positions oversee the planning and implementation of Gifted and Talented and Support programs as well as the support of teachers as they provide differentiated activities within the classrooms.

For the first time, 2022 saw the introduction of a full-time role - Assistant Head of Primary – Teaching and Learning. This enabled a great deal of work to be done in the teaching and learning space and initiatives in these areas to have much improved drive and focus.

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. Our Prep – 2 classes began using the online platform See Saw to begin to transition from paper-based folios to digital ones. This program also provided teachers with a valuable tool for sharing student work with parents.

In 2022 we also saw the introduction of a full-time role – Assistant Head of Primary – Administration and Pastoral Care. The Primary Behavioural Management Policy was reviewed and re-written to ensure that there were clear behavioural expectations in Primary for students, teachers and families alike. Furthermore, this policy documented processes that need to be followed should behavioural expectations of the College not be met. A House Points competition was implemented within the Primary Campus to reward good behaviour that is reflected in the CHAC Way – a guide to our behavioural expectations within Primary.

The students enjoyed a variety of excursions and trips including the Year 6 Tangalooma Tour and the Year 5 camp to Mount Tambourine. 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 2022, teachers and students focused on reviewing the Maths programming within the school to ensure best practice in Maths teaching. This project saw the school embark on a Mathematics Pedagogical Project with Independent Schools Queensland. This project paired us with a Mathematics expert at the University of the Sunshine Coast and we continue our work in this area. Early literacy was a focus in 2022 and the InitialLit program was rolled out from Prep – Year 2. This program is a whole literacy program and is informed by the science of reading approach to the acquisition of language. Designed by Macquarie University, this is best practice in early years education and all teachers in P - 2 were trained in how to implement this program. Our 3 – 6 teachers also completed professional learning in literacy development, and this resulted in implementing the online Cars and Stars program with the purpose of building reading comprehension skills in upper primary. Primary also continued its work with ISQ on the self-Improving Schools project. This resulted in Primary identifying a need to develop its own Teaching and Learning Framework and this has become a key focus for 2023.

LEARNING PATHWAYS AND POST-SCHOOL DESTINATIONS

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 2022, 100% or 152 students were awarded a Queensland Certificate of Education. Of these, 93% were eligible for an ATAR. 40 were also awarded a vocational qualification and four were undertaking a school-based apprenticeship. A total of 126 students applied through the Queensland Tertiary Admissions Centre (QTAC) for tertiary study. 90% received their first preference. A further 6 applied for study interstate or directly with institutions and 20 entered the workforce, including apprenticeships.

Four students commenced a university subject at either the University of Queensland or QUT while undertaking Year 12. Of those students who applied through QTAC students' offered study areas were :

Table 1	
University Study Program	Student offered study areas
Society and Culture	33
Health	25
Creative Arts	15
Engineering	15
Natural and Physical Sciences	10
Management and Commerce	9
Architecture and Building	5
Information Technology	5
Agriculture, Environmental and Related Studies	3
Education	3

Table 2	
Institution	Number of students
University of Queensland	51
Griffith University	31
Queensland University of Technology	26
Australian Catholic University	7
TAFE Queensland Brisbane	3
James Cook University	1
SAE Creative Media Institute	1
University of Southern Queensland	1

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 2022 there were 89 students enrolled in an accelerated study program in Mathematics through the Gifted Education Program. The top 5 students completing the Year 12 subject Mathematical Methods were accelerated Year 11 students and 8 of the top 12 students were from the accelerated Year 11 class.

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, the Australian Brain Bee Competition and the Big Science Competition. In addition, College students were again selected to attend the 2022 National Youth Science Forum in Canberra.

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 29 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, an architecture project and a Marine Biology project to a video game, 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.

In 2022 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 include da Vinci Decathlon academic competition and Debating as well as 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 2022 through both its Gifted and Enterprise Programs.

Our Gifted Education competition extra-curricular achievement highlights in 2022 included the following:

Primary

- *Queensland da Vinci Decathlon* – One Year 5 team and one Year 6 team of 8 students each participated in the online version of the competition. The Year 5 team placed 2nd in English, and the Year 6 team placed 1st in Creative Producers, and placed 3rd overall.
- *Ethics Olympiad* – Two teams of Year 5 and 6 students took part in the Ethics Olympiad, with one team receiving an Honourable Mention from the judges.
- *Opti-MINDS* – Three Primary teams participated in Opti-MINDS, consisting of students from Years 4-6. One team won their Regional Language and Literature event and progressed to the State Finals. The other teams achieved a Spirit Award and an Honours Award in the Language and Literature division.
- *Australian Maths Trust's 2022 Maths Enrichment Challenge* – One Year 6 student was awarded a Distinction in this mathematical problem-solving challenge designed for Year 7-8 students of advanced ability.
- *Australian Math's Competition* – 23 students participated across Years 3-6, with 8 students receiving a Distinction.
- *ICAS Academic competitions:*
 - *Science* – 31 students participated in Years 2, 3, 4 and 5, with 1 student awarded a High Distinction and 2 students awarded a Distinction.
 - *Digital Technologies* – 30 students participated across Years 3-6 with 1 student achieving a High Distinction and the ICAS Medal, and 3 students achieving a Distinction.
 - *Maths* – 34 students participated across Years 2, 3, 4 and 6, with 3 students achieving a Distinction.
 - *English* – 41 students participated across year 2-6 with 1 student awarded a High Distinction and 5 students awarded a Distinction.
- *Year 6 Enterprise Program - CHACpreneurs* - Year 6 students participated in the school's financial literacy and entrepreneurship program where students developed micro-businesses and then sold their products to the school community.
- *Year 5 Enterprise Program - Fashion House* – Year 5 students participated in a unit about fast fashion and the design thinking process. Students created their own designs from secondhand clothes to combat the problem of fast fashion and waste.

Secondary

- A CHAC Year 12 student was awarded the *Queensland Certificate of Education Academic Achievement Award for Distinguished Academic Achievement*
- Four students were accepted into the *University of Queensland Young Scholars Program*.
- One Year 12 student was selected for internships with both *SPARQ-ed*.
- One Year 12 student was awarded an internship with the *Queensland Institute of Medical Research (QIMR)*.
- 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 for the fourth consecutive year. Of the four 8-person Year 7-10 secondary teams that participated, our Year 8 teams was declared State Champions coming 1st in Maths and Art & Poetry, 2nd in Cartography and 3rd in English, Science, Code-Breaking and Engineering, our Year 7 team were State Runners Up coming 1st in Maths, Legacy and Ideation and 2nd in English and Science and our Year 9 team placed Third, coming 1st in Ideation, 2nd in Engineering and 3rd in Science and Maths.
- *National da Vinci Decathlon* – our Year 8 State Champion team represented the College and Queensland at National competition in June, placing in four out of the ten subject areas (English, Ideation, Drama, Code Breaking).

- *Middle Schools Ethics Olympiad* – A Year 10 Team placed 4th in the International Final of the 2021 Middle School Ethics Olympiad held in March 2022, representing Queensland and Australia. In November, a Year 9 team of five students won the Queensland Silver Medal and a Year 8-9 team placed 4th in the 2022 Middle School Ethics Olympiad. Both teams earned Honourable Commendations from judges.
- *Senior Schools Ethics Olympiad* – one Year 10 and one Year 11 team of 5 students competed. Our Year 10 team won the Queensland Gold Medal and proceeded to compete in the *2021 Senior Ethics Olympiad International Final* and our Year 11 team won the Bronze Medal.
- *Opti-MINDS Regionals* - Seven teams – 45 students – participated. Of these 7 teams, 4 teams won their category, and 3 teams were awarded Honours/2nd place, winning every category they entered, and in some cases taking out both 1st and 2nd place.
- *Opti-MINDS State Final* – 4 secondary teams qualified for the Opti-MINDS State Final, with all 4 teams emerging State Champions (a Year 8 team of five students, a Year 9 team of six students and two Year 10 teams of seven students each) in either Language & Literature or Social Science categories.
- *Queensland English Speaking Union Public Speaking Competition* - One Year 8 student won the Junior School Final of this competition after two students competed in preliminary heats.

ACADEMIC

Maths

- *Australian Maths Trust/Australian Mathematics Olympiad Committee's Number Theory Program* - 3 Year 9 students participated - two students achieved "exceptional" results, one of whom was highest in Queensland.
- *Australian International Mathematics Olympiad Preparation Program* – a Year 9 student achieved an "exceptional score" (>90%) then participated in the competition (4-hour problem-solving exam).
- *Australian Maths Trust's Australian Maths Enrichment Challenge* – one Year 6 student awarded a Distinction (competition designed for advanced ability Year 7-8 students)
- *UQ/Queensland Australian Maths Trust's Maths Problem Solving Competition* - 5 students in Year 11 and 2 students in Year 10 participated.
- Accelerated class for Maths over Years 8 – 11.
- Accelerated Year 11 student topped the 12 Math Methods course.
- *Churchie Maths Teams Challenge* - 25 students across 5 teams participated in the competition.

Science

- *ICAS Science Competition* - of 48 students from Years 2 to 12 who sat the competition, 3 students achieved High Distinctions (1 student in Year 4, Year 8 and Year 9), 7 students achieved Distinctions (2 Year 3s, 2 Year 8s, 2 Year 10s, 1 Year 11) and 13 students achieved Credits.
- *The Big Science Competition* - of 43 Year 7 – 10 students who entered, 4 students achieved High Distinctions, 8 students achieved Distinctions and 9 students achieved Credits.
- *The QUT Science and Engineering Challenge* - a Year 10 team of 32 students came 2nd in their division.
- *The Spaghetti Bridge Building Competition* – Four teams of students competed from with a Year 12 team winning 1st Prize and a Year 8 team winning 2nd prize.
- *The Australian Junior Science Olympiad* - 23 students from Years 7-10 sat this exam, resulting in 4 High Distinctions (one Year 9 and 3 x Year 10 students), 3 Distinctions (one Year 9 and 2 x Year 10 students), and 4 Credits (2 x Year 7 and 2 x Year 8 students).
- *The Australian Senior Science Olympiad* – 13 students participated, resulting in 2 Distinctions (2 Year 11 students) and 8 Credit (Year 10 and 11 students).
- *Junior Physics Odyssey* – One Year 10 student invited to attend at the University of Queensland.
- *The Australian Brain Bee Challenge* - two Year 10 students were among 37 Year 10 Queensland students qualifying for the competition finals.
- *UQ FEAST Program* (Gatton Campus) - one Year 11 student selected to attend.

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- *The Engineering Link Project* - two Year 11 students participated.
- *QUT STEM Workshops* – 5 workshops attended by 5 x groups of 32 students from Year 7 10 Year 10.
- *The 2022 National Youth Science Forum* - two Year 12 students attended.
- *The 2023 National Youth Science Forum* - one Year 11 student was selected.

English

- English creative writing extension classes were held for Years 8 and Year 9.
- Three Year 12 students were long-listed and one short-listed for the national Insight Publications Writing Competition. One Year 12 student was awarded Highly Commended.
- *ICAS English Competition* – 41 students from Years 2-6 competed, resulting in 1 High Distinction (Year 6), 5 Distinctions (one student in Years 3, 5, 6 and two students in Year 4) and 12 Credits.
- Year 7 students viewed the Poetry in Action production, *The Poet's Quest*.
- Year 9 were exposed to live theatre production through Shake and Stir Theatre Company's productions of *Right Clique* and *Ruff Stuff*, respectively.
- Year 11 and 12 Literature students joined with the Year 11 and 12 Drama students to view the Shake & Stir adaptation of *Jane Eyre* at the Queensland Performing Arts Complex.

Debating and Public Speaking

- *Queensland English Speaking Union Public Speaking Competition* – One Year 7 student won the Junior School Final of this competition after two students competed in preliminary heats.
- *Queensland Debating Union Competition*
 - Eight teams competed (3 x Year 8, 3 x Year 9, 1 x Year 10 and 1 x Year 12 team).
 - Five teams progressed to the competition's Knockout Finals.
 - One Year 10 team progressed to quarter finals, placing them in the top 8 teams in the state.
- *Queensland Debating Union Year 7 Competition* – four teams competed.

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*) – 25 students involved (9 x Year 9 and 16 x Year 10 students)
- *The Something School* – 10 students in Years 8-9 selected to attend this digital future problem-solving event.
- *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* – 177 Year 7 students participated in an internal three-day program focused on ideation, collaboration and marketing.
- *Designing Spaces Program* – 164 Year 8 students participated in a two-day program focused on user-centred design run by BOP Industries.
- *CHAC Tank Sustainability Challenge* – 160 Year 9 students participated in an internal two-day problem-solving challenge focused on sustainability, Design Thinking, collaboration and promotion.
- *CHAC Ideas Incubator* – 157 Year 10 students were involved in a two-day business incubation program conducted by BOP Industries.

- *CHAC Talk: Women in Leadership* – secondary students and families attended a special panel presentation by women in leadership.

Computing and Enterprise Skills

- *ICAS Digital Technology competition* – 30 students across Year 3-6 participated, resulting in 1 High Distinction (Year 6), 3 x Distinctions (2 x Year 6 and one Year 5 student) and 13 Credits from Years 3-5)
- *Australian Mathematics Trust (AMT) Computational and Algorithmic Thinking (CAT) test* -19 students entered. One Year 10 student achieved a Distinction.

Humanities and Social Sciences

- *The Queensland History Teachers' Association's Historical Writing Competition:*
 - A Year 11 student won the Human Rights and Civil Liberties Years 11-12 prize and Highly Commended in the Year 11 Modern History source investigation.
 - A Year 12 student was awarded 1st place and one was awarded Highly Commended in the Year 12 Modern History Source Investigation category.
 - A Year 11 student won 1st place in the Year 11 Modern History Source Investigation category.
 - Two Year 12 students placed 1st and 2nd in the Year 12 Ancient History Essay category.
 - One Year 12 student was awarded 2nd prize and one student was awarded Highly Commended in the Year 12 Ancient History Source Investigation category.
 - A Year 11 student placed 2nd in the Year 11 Ancient History Essay category.
 - Three Year 8 students were Highly Commended in the Year 8 History Essay category.
 - One Year 7 student was awarded 1st place and one student 2nd place in the Year 7 History Essay category.
- *The History Teachers' Association of Australia (HTAA) National History Challenge:*
 - One Year 8 student was awarded a High Distinction.

CULTURAL

Drama

- Students worked with Artists-in-Residence, *Zen Zen Zo Physical Theatre*, to devise a public production based on global warming.
- Year 9 Drama students participated in a clowning workshop delivered by *Shock Therapy*.
- Year 11 students participated in the *Queensland Theatre Company's The Scenes Project* and performed work in Billie Brown Theatre.
- Drama classes in Years 11 and 12 attended live theatrical performances throughout the year.

Music

- A Year 9 student won 2nd Prize in the Junior Secondary Instrumental section in the Australian Society for Music Education Queensland's Young Composer Competition.
- Jazz great, James Morrison, performed for and with CHAC Music students.
- Anglican Schools Music Festival – 34 students selected to play in a gala concert at the Queensland Performing Arts Complex as part of a 285-student combined orchestra and choir from 13 schools.
- CHAC Music students continue to be actively involved in Music with:
 - 407 students receiving Private Music tuition.
 - 30% of the total school population remaining involved in Performance Music.
 - 29 Performance Music Ensembles and Choirs
 - Two Year 10-12 Music Technology classes were conducted in CHAC's Ghostgum Audio Recording Studio.
 - *Live at the Boardwalk* outdoor lunchtime concerts conducted regularly.
 - Over 290 entries were received in the annual *CHAC Eisteddfod*, across 39 sections.

Art

- *Creative Generation 2022 Excellence Awards in Visual Art* at GOMA in 2022 – one Year 12 student from 2021 selected to exhibit.
- *Creative Generation Competition* - Four Year 12 students were invited to exhibit their artworks.
- Local business *Urban Metal* collaborated with Year 12 students to create a design for a wall clock for the College.
- Year 12 Art students design used for the 2022 Chrysalis yearbook.
- *Brisbane Portrait Prize* – One Year 10 student selected as an entrant.

SPORTING ACHIEVEMENTS

SPORT – Primary

- 128 students competed in Junior TAS (JTAS) sport throughout the year. Which equates to approximately 76% of students from Years 4-6.
- 31 teams participated in JTAS Trimester Sports. JTAS Athletics (Years 4-6), Cross Country and Swimming.

Interhouse

- Swimming Carnival
- Cross Country Carnival
- Athletics Carnival

JTAS

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

SPORT – Secondary

- Approximately 60% of students were involved in The Associated Schools (TAS) sport at CHAC in 2022.
- 208 students participated in all three trimesters of TAS sport, and 14 students participated in all three carnivals of TAS Sport (Swimming, Cross Country and Athletics)
- 126 teams participated in TAS Trimester Sport; 36 teams participated in TAS Carnivals.
- 14 students in the Year 12 cohort participated in 18 Trimesters of Sport throughout their time at the College.
- CHAC won 25 Premierships in Trimester Sport and 7 championships in TAS Carnivals.
- TAS Champion School in Term 1 and Term 3 and CHAC were overall Champion School in 2022.

CHAC also had

- 46 District Representatives
- 20 Regional Representatives
- 18 State Representatives

CHAC students participated in the following competitions:

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

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
- da Vinci Decathlon
- Queensland and International Ethics Olympiad Teams
- Debating
- Lord Mayor's Youth Advisory Council
- Open Day Assistance
- Public Speaking
- Student Council Representatives
- Environment Committee

MINISTRY REPORT

Diakonos Service Committees (Primary and Secondary)

- Girls' Education Committee - addressing girls' educational and life issues.
- Boys' Education 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 2022, 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
- Protecting Children and Young People in Anglican Education Policy and Procedures
- Child and Youth Risk Management Strategy
- Gender Diversity.

The Code of Conduct, Bullying and Harassment Policy, Behaviour Management Policy and Protecting Children and Young people in Anglican Education Policy and Procedures 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 CHACHq and 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 2022, 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.

Cyber-Safety in Secondary

In 2022, 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

Guest Presenters

In Term 1, Year 7 to 12 students were addressed by cyber safety expert, Brett Lee. His age-appropriate sessions provided the students with information on responsible and safe use of the internet.

The College was also invited to trial Brett's new resource for students, staff and parents – **Internet Safe Education**. This online hub is designed to educate, support and provide safety tools for internet use.

Consent Education

In Term 2, students in years 7 – 12 attended presentations by *inyourskin*, an organisation that advocates safe and consenting relationships among young people. Age-appropriate sessions aimed to empower the students to develop healthy relationships and understand and recognise consent.

Child Protection

As an Anglican school, the College has adopted the Protecting Children and Young People in Anglican Education Policy, Guidelines and Procedures as its Child 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 Child 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 Child 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 2022, 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 Child 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 2022, 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.

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 2022, 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 2022)
Doctorate	1.8%
Masters	31.8%
Bachelor's degree	98.1%
Diploma	40.7%
Certificate	26.8%

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 or CPR Training	100%
Fire Training	100%
Highly Accomplished and Lead Teacher Program	2 Staff
Annual Student Protection Training	100%
Qld Curriculum and Assessment Authority	27 Staff
Independent Schools Queensland Training Courses	31 Staff
Total number of teachers participating in at least one activity in the program year	100%

EXPENDITURE ON PD

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
108	\$43,553	\$403

The total funds expended on teacher professional development in **2022** was **\$43,553**.

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 2022 and beyond.

The involvement of the teaching staff in professional development activities during **2022** 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
183	191	1442	95.9%

For permanent and temporary teaching staff and school leaders the average staff attendance rate was **95.9%** in 2022.

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
102	92	90.2%

From the end of 2021 **90.2%** of staff were retained for the entire 2022 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
1346	20	2279	92%

The average attendance rate as a percentage in **2022 was 92%**.

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	96%
Year 1	91%
Year 2	95%
Year 3	94%
Year 4	92%
Year 5	94%
Year 6	93%
Year 7	93%
Year 8	91%
Year 9	90%
Year 10	91%
Year 11	90%
Year 12	90%

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 (2021)	431.2	407.6	2.4%
Year 3 (2022)	443.2	401.5	6.1%
Year 5 (2021)	546.3	495.6	8.2%
Year 5 (2022)	536.0	493.9	6.2%
Year 7 (2021)	591.5	543.4	7.8%
Year 7 (2022)	588.5	540.6	7.5%
Year 9 (2021)	615.7	574.1	6.1%
Year 9 (2022)	611.7	569.8	6.1%

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2021)	450.9	422.4	4.1%
Year 3 (2022)	486.8	419.1	12.4%
Year 5 (2021)	544.0	495.9	8.2%
Year 5 (2022)	526.8	491.7	5.6%
Year 7 (2021)	596.5	528.5	11.8%
Year 7 (2022)	581.7	527.9	9.1%
Year 9 (2021)	632.9	567.2	10.9%
Year 9 (2022)	638.3	565.9	11.3%

WRITING			
Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2021)	432.5	414.3	1.7%
Year 3 (2022)	455.7	406.5	8.0%
Year 5 (2021)	512.7	467.6	6.8%
Year 5 (2022)	513.7	468.2	6.1%
Year 7 (2021)	566.3	509.8	8.5%
Year 7 (2022)	574.9	515.0	8.5%
Year 9 (2021)	614.9	538.0	11.7%
Year 9 (2022)	610.3	544.2	9.0%

READING			
Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2021)	459.2	426.4	5.0%
Year 3 (2022)	505.1	422.1	15.4%
Year 5 (2021)	481.5	505.5	13.7%
Year 5 (2022)	562.8	500.8	10.4%
Year 7 (2021)	596.4	536.4	10.0%
Year 7 (2022)	588.6	535.2	8.5%
Year 9 (2021)	635.2	568.4	10.0%
Year 9 (2022)	635.0	566.4	10.0%

NUMERACY			
Year	Average Score (School)	Average Score (State)	% at or Above National Minimum Standard
Year 3 (2021)	426.0	391.5	5.6%
Year 3 (2022)	445.4	387.3	11.4%
Year 5 (2021)	551.9	485.7	11.5%
Year 5 (2022)	530.1	478.7	8.6%
Year 7 (2021)	614.0	542.3	11.5%
Year 7 (2022)	607.5	536.6	11.2%
Year 9 (2021)	641.4	578.5	9.1%
Year 9 (2022)	642.5	575.0	10.0%

APPARENT STUDENT RETENTION RATE

	Year 10 Base (2018)	Year 12 (2021)	Retention Rate %
Number of Students	158	152	96%

Year 12 student enrolments as a percentage of the Year 10 cohort is 96%.

YEAR 12 OUTCOMES

Outcomes for our Year 12 Cohort 2022	
Number of students in the cohort	152
Number of students awarded a Senior Education Profile	152
Number of students awarded a QCE	152
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	40
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	90%

2022 ATAR Results	
Number of students who received an ATAR	138 Students
Number of students who received 100% in at least one subject	6 Students
Percentage of students with at least 5 A's	17.0%
Percentage of students with an ATAR of 99+	2.9%
Percentage of students with an ATAR of 95+	25.4%
Percentage of students with an ATAR of 90+	42.8%

YEAR 12 SCHOLARSHIP AND AWARD INFORMATION – 2022

A significant number of students achieved outstanding exit results in 2022. Very high achievers were rewarded with an impressive selection of academic and career opportunities.

Tertiary Scholarships –

Within our Year 12 cohort from 2022, six tertiary scholarships were awarded to our students:

- UQ Ramsay Undergraduate Scholarship
- University of Melbourne Designs Pathways Scholarship
- QUT Dean's Scholarship
- QUT Excellence Scholarship x 2
- University of Southern Queensland's Chancellor's Excellence 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	10/12
ADF Future Innovators Award	2	10/12
Bulimba Electorate Youth Advisory Panel Representative	2	11
UQ Science Ambassador Program	4	11
Lord Mayor's Youth Advisory Council	1	10
SHEP AHEP	28	4-12
da Vinci Decathlon State and National	32	7,8,9,10
Qld and International Ethics Olympiad	10	10/11

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; and 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.

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.