

Pax et Bonum

Issue 24 Winter 2022



With Courage and Compassion



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Cover photo

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At the heart of our College lies our vision, mission, values and core commitments.

Vision

Cannon Hill Anglican College – distinctively innovative, successful and sustainable Anglican co-education.

Mission

Cannon Hill Anglican College is a dynamic Christian learning community which strives to offer a balanced and holistic educational environment, in order to develop the intellectual, social, physical, emotional, aesthetic and spiritual dimensions of each of its members.

Values

Cannon Hill Anglican College is based on the principles and traditions of the Anglican Church and fosters among its students, staff and parents a lifestyle based on Christian values. These principles are outlined in the Summary Ethos Statement for Anglican Schools in the Province of Queensland. As learning communities of excellence, Anglican Schools in the Diocese of Brisbane are called to share the mission of the church to proclaim the good news of the kingdom of God through: Faith, Vocation and Service.

Core Commitments

Cannon Hill Anglican College is committed to building the capacity of all learners to:

- take responsibility for their own learning, adapting to constant change in society and in the world;
- achieve their personal best in all aspects of their lives, developing self-confidence and a healthy self-concept;
- make informed decisions in the areas of personal relationships, further education and vocational choices; be articulate, self-motivated, independent and interdependent;
- be critical, creative and reflective thinkers and problem-solvers, contributing to the wellbeing of society;
- be spiritually literate, and have a well-developed sense of social justice, tolerance, respect and concern for others and the natural environment.



Attitudes and Actions

Welcome you to the 2022 edition of *Pax et Bonum*. I trust that as you look through this publication you will get a sense of CHAC's unique culture and the intentional learning environment that we cultivate for the benefit of our College community.

This year, we have enjoyed a multitude of renewed opportunities – from simple fundraising events and guest lectures to the long-awaited James Morrison concert. Our community is united in our commitment to building a school where individuals thrive and are supported to achieve their best.

We began the year celebrating our 2021 Year 12 cohort's outstanding ATAR outcomes, and we launched wholeheartedly into the new year with a clear focus and purposeful goals.

In the first half of this year, CHAC students participated in and won numerous prestigious academic challenges. Notably,

our Year 10 team secured the gold medal at the Queensland Senior Ethics Olympiad and will compete in the International Final, while our Year 11 team achieved bronze in the competition. In the da Vinci Decathlon, our Year 8 team won the gold medal and were invited to compete in the national finals, while our Year 7 team won silver and our Year 6 and 9 teams won bronze.

The College has celebrated numerous sporting accolades, including being named Trimester 1 champions in The Associated Schools inter-school sporting competition.

However, it isn't these outcomes or achievements that make a community exceptional – rather it is the spirit of humility and gratitude that fires our College's sense of purpose and leads us to enjoy true success. From raising money for the Cancer Council or the Tonga flood relief to volunteering for Zonta and devising and driving school-based

environmental initiatives, CHAC students are global citizens, aware of their role in contributing to the greater good.

CHAC strives to develop world and work-ready students who approach challenges with grit and empathy, equipped with a genuine desire to serve humanity. Each year, the College adopts a theme that guides our efforts. Our 2022 theme 'Attitudes and Actions' is the College's collective focal point for this year. Attitudes and actions link directly to character, so encouraging thinking and behaviours that are constructive, well-considered, and aligned with our College's core values of courage and compassion are integral to our 2022 focus.

I hope that as you read this edition of *Pax*, you will see these principles underpin our College's motivation.

Mr Gary O'Brien
PRINCIPAL

CHAC students perform with world-class musician



The delight on students' faces was palpable when one of the world's finest trumpet players joined them onstage as they performed for a full house in May. CHAC's long-awaited James Morrison Concert was a roaring success – not only because some of the finest jazz musicians in the world were performing for a College audience, but because the evening attested to the immense talent within the school.

Organised by the College's Head of Performance Music, Mr Geoff Govier, James not only spent the evening entertaining a packed audience, but he also conducted workshops with CHAC student musicians.

CHAC Music Captain Elizabeth Donnan plays with the College Big Band and said the workshops not only provided students with the opportunity to hone their musicianship but also enhance their performance skills.

"James Morrison was utterly incredible. Even knowing that he's performed for the Queen and played the opening fanfare for the 2000 Olympic Games, his skill and ease of playing and improvising for minutes on end was remarkable," Elizabeth said.

"Above all, his stage presence, tips on playing that we received in the workshops, and his humour made the entire night memorable for years to come. I know I personally learnt a lot about the different aspects that make a performance, and that it is not only driven by what you play but how you play and perform it.

"It was truly extraordinary to play alongside this incredible musician!"

Year 9 CHAC Stage Band musician Caitlin Mulquiney also attended the workshops and said the opportunity to learn directly from a musician of James's proficiency is an experience that she will forever appreciate.

"I feel very privileged to have had the opportunity to learn from James Morrison," Caitlin said.

"The workshop was a fantastic experience that began with rearranging the band positions. Mr Morrison moved the rhythm section to the side of the band as opposed to behind it, which enabled them to be seen and heard more clearly by the audience. He then told the trumpets to stand up and play to the side of their stands, demonstrating the difference in sound when you play around a stand instead of into it.

"As the workshop ended, James gave us some advice: practice less and play more. This level of wisdom can only come from years of music experience, and we are all so grateful to have had this opportunity. James's performance was a wonderful testament to the versatility of music, and it is safe to say that we were all blown away by his gifted ability.

"This was an experience that I will not forget, and I have no doubt I can say the same for my peers."

"It was truly extraordinary to play alongside this incredible musician!"





Leading the way in 2022

Meet this year’s College Captains and hear what they hope to bring to their student leadership role.



Madison James

What does the captaincy position mean to you?

CHAC has been my home for the past nine years, and throughout my time here, there has never been a shortage of opportunities for me to lead, learn, try new things and find my path to the big wide world ahead of me. The captaincy has been a goal of mine since my first day at CHAC, when I saw the 2014 College Captains at my very first assembly. I told myself “that’s going to be me in year 12”, and here I am today, proud to wear this badge and fulfil this dream. CHAC has supported me in every way possible, so I see the captaincy as a way I can give back to the College and bring to life the values they have instilled in me.

How do you feel about being part of CHAC? What do you value most about being a CHAC student?

I love CHAC. The closer I get to graduation, the more I reflect on the beautiful memories I’ve made, the best friends I have developed, and the incredible education I have had. I value the compassion that flows throughout our community, it mirrors the positive

relationships, influences and teachings from around the College. I’m so incredibly lucky to live and learn in such a vibrant, kind, and welcoming community.

What do you hope to achieve in your role?

Although we are students today, we are the leaders of tomorrow. It is through my leadership that I hope to cultivate a culture of innovation, passion, and courage throughout the student body to enable future leadership teams to leave a lasting legacy in the College and make global impacts when they graduate.

When I addressed the College as part of my application for Captain, my catchphrase ‘razzle-dazzle’ resonated with people. To me, razzle-dazzle reflects individuality - my own unique sparkle. Every Captain has their own razzle-dazzle, but I have found that four individuals with their own strengths make an incredible team. The College has granted me a platform to share mine, so when my time is up, I hope to leave a legacy that will inspire incoming leaders to embrace their own sparkle when it is their time to shine.



**Lily
Chippendale**

What does the captaincy position mean to you?

To me, being a College Captain is, above all else, about being a kind, approachable and enthusiastic member of the CHAC community. It doesn't matter how many fundraisers we run or events we go to, at the end of the day the College Captains' main job is to check in with the student body and ensure that everyone is feeling included, appreciated and has a strong support network around them, particularly within the school environment. Everyone from the Preppies to our fellow Year 12 students should feel like they can come chat with us about anything, and know that they are in a space where they are heard, their ideas will be listened to and where we will do our best to find solutions to any problems or incorporate any suggestions they may have.

How do you feel about being part of CHAC? What do you value most about being a CHAC student?

I love being a part of CHAC. The thing I value most about being a CHAC student is the relationships I have formed with those around me – students, staff, and other members of the College community alike. Because of this, school is about so much more than just academics, and I truly look forward to it every day. Every day I learn from and have so much fun with those around me, and I will be sad to leave at the end of this year, but I know I will take with me a lasting support network of peers and mentors, and that I will always have a home at CHAC.

What do you hope to achieve in your role?

Each year has brought with it a new leadership team with new ideas, attitudes and leadership styles. Every one of these captaincy teams has inspired me. The Captains who most inspired me weren't necessarily the most confident speakers or most involved in extra-curricular activities, but the ones who made an effort to actively engage with all students – the ones who really knew the CHAC student body as a whole and geared their speeches, initiatives and interactions to reflect how we were feeling and pick up the energy during difficult times. I am striving to be one of those leaders. One of my main focuses is helping establish a greater connection between CHAC Primary and Secondary. We have already begun taking steps toward this by introducing the Primary and Secondary Leaders Catchup earlier this year, and I am very excited for more collaboration with our primary students across various initiatives throughout the year.



Mackenzie Batterham

What does the captaincy position mean to you?

Personally, the captaincy position means responsibility and commitment to the College. It is a role with the task of helping and serving others, requiring me to be a positive and friendly face no matter where I am. Captaincy allows me to help others and make the world a slightly better place.

How do you feel about being part of CHAC? What do you value most about being a CHAC student?

CHAC is a unique, friendly, and astonishing community. Everyone you talk to and meet throughout the school is kind and caring. This sense of camaraderie with students, teachers, and staff is what I value the most.

What do you hope to achieve in your role?

As a Captain, I hope to be able to improve the College community and culture, fostering a positive, fun, and interconnected atmosphere throughout the College.



Zak Myles-Hawkins

What does the captaincy position mean to you?

The position of College Captain means a lot to me, as it provides me with a chance to give back to the community which has given so much to me. I love being able to work with both students and teachers to create a supportive, friendly, and most importantly, exciting environment that everyone can enjoy.

How do you feel about being part of CHAC? What do you value most about being a CHAC student?

From the moment I stepped foot on the CHAC campus, I felt included and valued by all students and staff. The inclusivity of the CHAC community makes everyone feel accepted and heard, which is crucial to the success of a large community. It's all the simple things like saying hello to your peers and teachers when you see them around the College and coming into Homeroom every morning and bonding with students across all year levels, which makes CHAC the wonderful place it is.

What do you hope to achieve in your role?

In this role, I hope to work with Mac, Madi and Lily, as well as the rest of my cohort to make 2022 a fun and exciting year filled with plenty of activities for all students to enjoy. I would also love to maintain a strong connection with all members of the student body, and assist them in bringing their ideas to life.

Scott Warfield

Head of Primary

New Head of Primary looks toward a bright future

With almost 20 years' experience in primary education in Australia and overseas, the College's new Head of Primary, Mr Scott Warfield, feels lucky to come to work each day.

Having worked in state and private education and in a number of Queensland's leading independent schools, Mr Warfield said he admired CHAC from a distance before taking up the position.

"The College has a great reputation in the community and is in a unique position as one of the only co-educational prep to Year 12 schools in inner-city Brisbane," Mr Warfield said. "The College's Anglican ethos and motto of courage and compassion also resonated strongly with me, and I have happily found that this ethos is lived by staff, students, and parents alike.

Commencing in the role at the start of 2022, Mr Warfield said while it was difficult to narrow down the most rewarding part of his job so far, he felt engaging with students was a focal point.

"There have been so many highlights in the short time I have been here, however, I think my number one highlight has been getting into classrooms and participating in the rich learning experiences that take place each and every day.

"Quite simply, CHAC is a great place to be, and I am lucky to come to work at such a wonderful place every day."

Initially training as a secondary school teacher, it was after securing a position in Hong Kong that Mr Warfield discovered a love for primary education.

"I found myself teaching English to Year 1 and Year 2 students and

realised that I absolutely loved working with primary-aged children. What began as a one-year stint turned into four years, and I set about doing some retraining so that I could work in primary schools when I returned to Australia.

"I've never looked back! Next year will be my 20th year teaching in primary schools."

Mr Warfield said CHAC is a nurturing environment with passionate teachers and students excited to learn.

"Our children love coming to school, and this stands to reason given the vast array of opportunities available to them," he said.

"We are able to provide music, sporting, academic and co-curricular activities that allow our students to get to know themselves and, in turn, find what they love and what they find challenging.

"All of these factors add up to creating a wonderful and unique school."

Before accepting the position at the College, Mr Warfield held the position of Deputy Head (Curriculum) at Churchie, and prior to that, he was Executive Teacher overseeing the Literacy and Numeracy programs within their primary school.

Mr Warfield brings this wealth of knowledge and experience to the College, along with his commitment to shaping CHAC Primary's bright future.

"I imagine that CHAC Primary will continue to grow and flourish over the coming years – both in stature and reputation.

"It is my hope that anyone anywhere in the world would be able to look



2022 Primary Mother's Day event.

upon CHAC Primary as a leader in primary education. It should be a school that the community trusts will provide an education that is of the highest standard. This pursuit will keep us focused as we move forward in the years to come."

Around 370 students are enrolled in CHAC Primary, which opened in 1998. The recent expansion of the Primary Precinct has seen a new architecturally designed administration building and library hub added to the College's exceptional facilities, enhancing the innovative education provided at CHAC.

Annabel Purvis

Head of Faculty – Mathematics



New faces of CHAC – Annabel Purvis leads Faculty of Mathematics

CHAC's new Head of Mathematics studied software engineering before pursuing a career in education, making the switch to the classroom so she could contribute more meaningfully to society.

Commencing in her new role early in the year, Ms Annabel Purvis brings a wealth of experience and knowledge to her role as Head of Faculty – both in industry and as an educator.

"I was working previously as a computer programmer and found it very unrewarding and felt that teaching would be a much more worthwhile career," Ms Purvis said.

"I chose to teach maths because it was the subject I enjoyed most at school; it's fun and makes perfect sense. I love the way one mathematical idea develops into another, and I love it when students have lightbulb moments and see the same connections I see."

Prior to coming to CHAC, Ms Purvis held a head of faculty position for nine years, and she brings this leadership experience to the College.

"I was very proud to become the head of a maths faculty

early in my career and have the opportunity to lead a team of teachers – as well as the students – through the introduction and development of a brand-new senior curriculum. It was challenging but exciting and rewarding."

Having only taught in boys' schools previously, Ms Purvis said she wanted to teach in a co-educational environment and have the opportunity to encourage and support girls in STEM areas.

"To work in a classroom with girls and boys and see their enthusiasm and high work ethic has certainly been a highlight," she said.

"The other highlight has been the amazing CHAC community."

Ms Purvis is also enjoying the College's unique, peaceful setting.

"I love the fact there is so much space, which is a stark contrast to the congestion and crowdedness of many schools."

When she isn't at school, you might find Ms Purvis in the garden or adventuring through nature.

"I love the outdoors, and pottering around in the garden with my chickens or hiking in national parks and up mountains. I also love road-tripping with my partner in our 1980s Bongo van!"

Meet the 2022 Primary Leaders

CHAC's Primary Captains and Spiritual Leaders reflect on their leadership roles.



LUKE BAKER

My favorite thing about being a CHAC student is that the teachers and students are so caring. Whenever you don't understand a question or need help teachers and students will always take time out of their day to help you.

One thing I hope to achieve in my leadership role is to be confident when I talk at assembly. I am getting more confident each time I present, however, I want to feel as comfortable as if I was just talking to my family at home.

The highlight of my year was my first assembly as a Primary Captain. It was lots of fun because I got to write a speech and it was a great experience to be able to present it to the whole school. The assembly was digital, which I enjoyed because I felt more comfortable speaking for the first time to the school.

EVIE RODGERS

In my role as a Primary Captain, I want to help everyone in Primary feel more connected by being very friendly and available to all years. During COVID we missed so much interaction with our friends and teachers and now that we are back, I want everyone to have a positive and friendly year. I want to use my role to give back to the school and help as much as I can with all the Year 6 positions and initiatives.

So far my highlight has been working in my CHACpreneur group. Starting our own business has taught me so many real life and practical skills and working with new friends has encouraged me to confidently talk to more people. All the teachers were so helpful and it felt great to raise so much money for charity. Working together with the rest of Year 6 in our excursion to Mt Coot-tha was also a highlight that gave me the opportunity to step up and lead a group so we made it to the top!

ELLA JAYASINGHE

Here at CHAC, we are taught about how to be selfless and create a positive environment around us. I love how much CHAC focuses on creating a positive environment and how they encourage students to help each other. In my leadership role, I hope I am able to influence the younger primary students to want to try out for Spiritual Leader or go to church. Even if they just want to learn more about the Bible, stories, Jesus, etc. I want to spark their interest towards the spiritual side of the school.

HENRY JOHNSON

What I love about being a CHAC student is the endless possibilities at this College, and how much stuff you can do, such as choosing a language to learn and be able to get knowledge about the different cultures and sports and history. Being a leader in CHAC Primary is setting you up for your future life and it is preparing you even if you only are a Bridge Builder mediator, that is still giving you tips for when you graduate from school and how to be a leader in secondary.

LIAM LEE

I hope to make a lasting impact on the faith of the younger students and help them through primary school as I know it can be difficult. I hope the students at CHAC will strengthen their beliefs and feel that they are part of a community and feel a sense of belonging. My goal as a 2022 Spiritual Leader is that whenever I give a reflection or speak at assembly, I want the majority of the people there to not only listen to what I'm saying but understand and implement my words into their everyday lives. I believe actions speak louder than words.

ZOE SCHMIDT

As a Spiritual Leader, I see my job to be helping others to understand what I think the meaning of something in the Bible is or helping them understand how they can implement the attitude or manner of the week into their lives, giving them tips on how I might do it or how to start the habit of saying something nice to someone every day.





Innovative program leads the way in student wellbeing

CHAC is committed to the holistic wellbeing of students and employs a highly-skilled workforce of healthcare professionals to support and nurture students' physical and mental health.

At the start of the year, the College established the Counselling Support Team (CST). The new team consists of psychologists Dr Alix Vann and Ms Amy Biggs-Tsoubos, registered nurse and counsellor Mrs Shirelle Whitaker, and Director of Mission, Chaplain and counsellor, Brother Nathan-James.

The team oversees and delivers counselling to students from Prep to Year 12, providing brief therapeutic intervention and ongoing pastoral care for vulnerable students, targeted student groups, and the wider College community.

During the past six months, the CST has implemented a series of Wellness Group Programs for students based on a psychoeducation model. The programs provide students with education and practical skills in particular areas of wellbeing through age-appropriate activities, and they range from teaching students the skills required to understand and regulate emotions, manage anxiety, and develop self-esteem and confidence.

Dr Vann said CHAC's integrated approach to student wellbeing and the extent and scope of the College's wellness program were innovative.

"I believe CHAC is at the forefront of delivering both universal and targeted mental health and wellbeing support in schools," she said.

"The group program is custom-

made to respond to the needs of the students and sees the tailoring of more traditional counselling modalities to suit an educational setting.

"In a world that continues to test and challenge young people, it is imperative that schools take a proactive approach to nurturing and protecting the wellbeing of students, which underpins CHAC's emphasis on offering holistic pastoral care."

Dr Vann said students were engaging positively with the introduction of the programs.

"The team has received feedback from students that highlights the effectiveness of these sessions," she said.

"The programs are suitable for students who may not require the level of support that one-to-one provides, but who would still benefit from support and intervention."

An additional part of the team's counselling resources is two certified Therapy Dogs – Harvey and Lola – who work with Ms Biggs-Tsoubos, a registered psychologist and an animal-assisted therapist. Ms Biggs-Tsoubos has been in the Animal Assisted Therapy (AAT) industry for around five years, and she said she is thrilled to bring this therapy to CHAC.

"Harvey, Lola and I completed training together through Therapy Dogs Australia, and we are certified as a Human-Canine Therapy Team. This means that in my work as a registered psychologist, I am also able to offer AAT to students I work with. I am so excited to be able to bring this program to CHAC."

The CST is overseen by the Assistant Principal – Pastoral Care and Administration

and works in collaboration with College pastoral care teams and staff, including the Primary Collaboration Team, Directors, Heads of House, and Learning Enrichment.

Psychologist

Dr Alix Vann is a registered clinical psychologist who focuses on supporting students in Years 7 to 12. Dr Vann has a keen interest in proactive interventions to support the College community develop their capacity for self-care, self-compassion, and overall wellness.

Psychologist

Ms Amy Biggs-Tsoubos is a registered psychologist who supports students in Prep to Year 12. She has experience working with children and adolescents with a variety of mental health disorders, neurodevelopmental disorders, and disabilities.

Counsellor

CHAC Director of Mission and Chaplain, Brother Nathan-James has extensive experience working alongside young people in various health and education contexts, including adolescent community and hospital services, youth-at-risk outreach programs, crisis care and accommodation, and day and boarding schools. His passion is helping young people to achieve their potential.

Counsellor

College nurse, Ms Shirelle Whitaker oversees CHAC's two student medical facilities. She has spent more than 20 years working in a clinical paediatric environment, covering areas of emergency, oncology, infectious diseases, and child and youth mental health.



Year 10 subject opens the door to real-world opportunities

Preparing students for life beyond the school gate is more than a concept at CHAC. Rather than simply ensuring students are prepared for life after school, the College is committed to developing world and work-ready graduates, with the higher-order thinking skills, creativity, and resilience needed to contribute to a dynamic, complex world.

Under the leadership of Ms Barbara Mossman, CHAC's Gifted and Enterprise Education Program provides students with wide-ranging opportunities to explore diverse ideas, build entrepreneurship skills, and foster innovation.

The Year 10 elective The Project is one of the many opportunities presented to students as they move from Year 5 through to graduation.

Now in its fourth year, Ms Mossman said the purpose of The Project is to push students out of their comfort zone and make them stretch emerging capacity in an area of passion to achieve at the next level.

"Guided by mentors in their chosen field, students are encouraged to deeply explore an area of personal interest," Ms Mossman said.

"These projects are universally ambitious, and every student faces roadblocks and challenges along the way. This opportunity to develop resilience is an essential part of The Project's learning journey."

Students focus on a broad array of interests ranging from music production and animation films to IT solutions and health and nutrition.

Ms Mossman said students often find that much of the value of the subject lies in having to overcome challenges and develop confidence in their own capacity.

"For some students, it's an opportunity to indulge a passion, but for others, it confirms a future careers pathway or sparks a business idea. The work undertaken in The Project also results in a remarkable portfolio that students often use beyond their Year 10 assessment."

In the case of CHAC student Jaide Cambourne, projects often have real-world applications.

Jaide completed a marine biology research project about diver behaviour with grey nurse sharks as part of The Project in 2021. Her research has been accepted as a 'poster presentation' at the Australian Marine Sciences Association (AMSA) Conference in Cairns in August.

"The Project gave me an opportunity to pursue a passion project and to develop 'real-world' skills, including project planning and management and data analysis. It also helped me to develop maturity and confidence to work with my industry partners," Jaide said.

"I'm thrilled that my abstract has been accepted by the AMSA Conference coming up in Cairns in August this year. It will be a bit daunting to be presenting alongside professors, marine biologists and PhD students – but that will give me a chance to explore career paths in marine science.

"The Project was not only a great learning experience, it has also opened up new opportunities and learning horizons."



"For some students, The Project is an opportunity to indulge a passion, but for others, it confirms a future careers pathway or sparks a business idea."



▲ **Max Barnett**

focused on mascot design, producing two mascots for the 2023 FIFA Women’s World Cup. Max intends to continue his work in the graphic design field.



▲ **Oliver Cameron**

wrote, starred in, filmed, edited, and directed a short film *Case*. Oliver hopes to enter a career in acting, building on his extensive musical theatre background.

▼ **Jasper Schepers**

was mentored by an architect to design a house for his parents in his architecture project. He now hopes to pursue architecture as a career.



▲ **Millie Rollason**

indulged her passion for theatrical prop design by designing props for CHAC’s musical, *The Addams Family*. She has now started her own theatrical props business, *Limelight*.



◀ **Lucy Farrell**

wrote a kitten foster carers’ handbook, passing on her extensive veterinary medical knowledge as an experienced fosterer. Lucy is passionate about becoming a vet.

▶ **Jade Mossman**

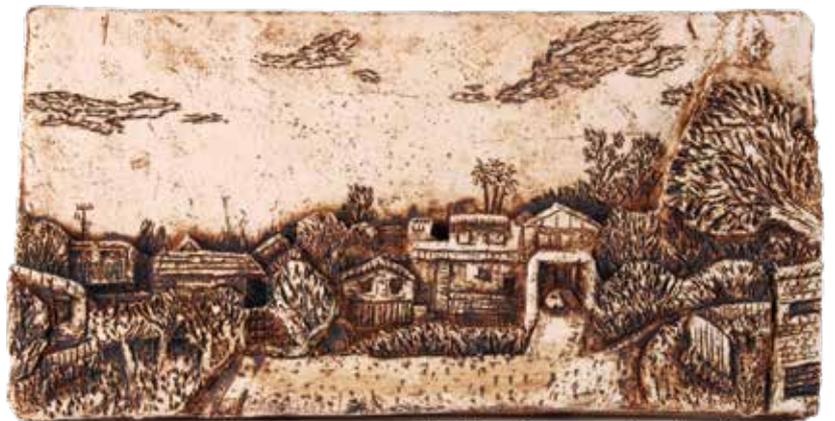
used her aesthetic awareness in an interior design project. This confirmed her love of design – she is now considering a future in fashion marketing.







Student Art Gallery





Sporting culture fosters success

The College has firmly cemented its reputation as the school to beat in the TAS (The Associated Schools) sporting competition.

Securing the coveted ‘Champion School’ top spot for three consecutive years, the College has continued its success this year, taking home the top spot in the Trimester 1 competition – including winning the Boys’ Volleyball and Girls’ Football premierships.

Director of Sport Mr Mark Spindler said the College’s sporting success is credited to CHAC’s inclusive and supportive environment, where passion is applauded.

“We have created a culture that not only inspires students to achieve their personal best, but one that encourages team spirit and camaraderie,” Mr Spindler said.

“Students take enormous pride in representing the College. They train hard in order to perform at their best, and they don’t want to let their friends down.”

Mr Spindler said CHAC Sport was intentional in fostering an environment where dedication and enthusiasm were embraced and where everyone was committed to success – regardless of ability.

“The commitment to CHAC Sport is shared by everyone at the College. Our students are dedicated to their training, staff and coaches are passionate, and parents assist by ensuring their child meets their sporting commitments.

“All students deserve to participate no matter their ability, and

students respect that everyone has different skill sets and they support each other, no matter what their skill levels are.”

This year’s Sport Captains, Jonathan Dick and Amelia Fisk, said commitment and persistence are what sets CHAC’s sporting program apart.

“Thinking about how CHAC differs from all the other TAS schools, I think it’s the sheer dedication, culture, and sportsmanship that all students, coaches, and staff bring to trainings, carnivals, and games,” Amelia said.

“No matter the occasion, the culture of teamwork, friendship and meaningful relationships play a pivotal role in how our teams are able to maximise (not just) their capabilities, but also their sporting experience.”

Jonathan echoed Amelia’s sentiments and said resilience was also foundational to the College’s success.

“If I had to put my finger on what led to the success that we have had in the past few years, I think it would be hard to pinpoint one singular thing. I would definitely point to the mix of the collaborative effort of our hardworking coaches, the work ethic of student-athletes, and the students’ keenness to learn at every opportunity they have,” he said.

“But if I had to say one thing that sets CHAC Sport apart, it would definitely be the students’ innate resilience. Whether it is on the rugby fields, the netball court or even in the swimming pool, I think it’s the students’ ability to strive in the face of adversity and continue on when times become challenging that has enabled the school to be so successful in its sporting programs.”

Last year was CHAC’s most successful year of sport in the College’s history, and Mr Spindler said students this year were displaying a deep commitment to maintaining the College’s status as the leading school in the TAS competition.

CHAC swimmer makes a splash

CHAC student Zoe Ammundsen is going places, and it's not just because she's one of the fastest swimmers in the country. The Year 9 backstroker spends more than 20 hours a week training, and the hard work certainly paid off at this year's Australian Age Swimming Championships when two of her times placed her in the top 10 fastest women in the country.

Zoe was named the 14-year-old national champion for the 50, 100 and 200-meter backstroke, and she said it was after she qualified for the 100-meter backstroke Olympic trials at 13 that it became apparent she had a serious future in the sport.

"After I qualified for the trials, my coach Zane King and I realised that if I buckled down and put in the work, I could go places," she said.

Since then, Zoe has broken three Queensland records, made state teams, and held multiple state titles, as well as her recent national title.

Zoe balances training, school, and co-curricular activities with the maturity of someone beyond her years. Her dedication to achieving her sporting goals while succeeding at school is something the College actively encourages, putting in place a range of processes to support Zoe as she reaches her full potential.

"I couldn't ask for more support from the College. I feel constantly recognised and appreciated, and also supported," she said.

"The sports faculty, in particular, is very understanding of my dedication to swimming and it's very easy for me to come to them with my concerns. I am an all-round sporty person, so I like to participate in netball and running for TAS, too. They understand that sometimes I can't make training and help me figure out ways in which I can still participate.

"Many teachers check up on me when I'm looking tired, and I am currently looking at taking a spare subject in the future - which has been offered to me. With increasing workload, this would be extremely helpful, and I am very grateful."

Beyond the support she receives from her teachers, Zoe said

the culture at the College is essential to her positive school experience.

"What I value about CHAC is the people. My cohort is very connected and in sync - everyone knows almost everyone, and I just love how everyone is themselves and is accepted. I think that the sports and arts programs help connect people, and the community formed is just beautiful and balanced."

Despite her busy training schedule, Zoe has found useful techniques to ensure she manages her time and expectations.

"I know everyone says school comes first, and to me it still does, but swimming is also extremely important to me. It is easy to get overwhelmed and stressed, so to help me balance a busy schedule I use my school diary to plan out times where I can study or work on assessments," she said.

"I also think it's important that I am fair and realistic with myself. I train four afternoons and four early mornings a week, so most of the time I use the weekends to fit in all my homework and assessment.

"Sacrifices have to be made both ways."

With a bright future ahead of her, Zoe is planning for a life in and out of the pool.

"My dream is to travel the world for swimming, whether that be on Queensland, Australian or Olympic teams," she said.

"I aspire to always be a better swimmer through my routine, training and racing, and to maintain a great relationship with swimming. This sport has made me realise how important your body is and how far it can be pushed.

"Athletes are incredible and the amount of dedication and effort they put into their sport is inspiring. For this reason, when I graduate school, I want to become a sports nutritionist or psychologist (to help other athletes) or a rehabilitation physiotherapist (to help people move and exercise again)."

Zoe is one of a number of elite swimmers at the College, including Charlotte Hansen, Emma Milner, Liam Simmons, and Luka Routledge.



Creating an open and sacred space - exploring an authentic gospel

Brother Nathan-James – Director of Mission and Chaplain

This year has seen the return of many social occasions that we may have taken for granted previously – including our CHAC@4 Community Worship Services. Held twice per term, these are opportunities for our community to enjoy the social element of church – which ought to be about the gathering of people first and foremost.

One of the central themes of Jesus was gathering around food and social interaction; the gospel message then becomes an organic progression of this. It's in that social gathering that we are challenged to see what the gospel actually means and how it is relevant for us today.

I am moved to make church pertinent to people today. I am very conscious that people have either never attended church or had bad experiences – and we often see in the media a very conservative arm of the church. I hope we can build a community whereby we can engage in the gospel story as lived by Jesus, who was all about social interaction, about supporting those who had been marginalised, excluded, and oppressed by the religious leaders of his time.

Jesus showed us that God's love is about inclusion, not exclusion. I am hoping that we can create a place where people feel comfortable to come wherever they are in their spiritual journey – perhaps people who are looking to reengage with church, or people who have never been to church before.

I have been working to make that more intentional and evident through our community worship services. This year, we have invited two wonderful guest speakers to share with us during these services – Fr Daniel Hobbs TSSF and Reverend Dr Ann Solari. Fr Hobbs has a special interest in Franciscan spirituality, and he has a background in public policy. He spoke to our community about promoting peace through prayer and action. Reverend Dr Ann Solari is a

general medical practitioner, and she works with vulnerable people in Brisbane.

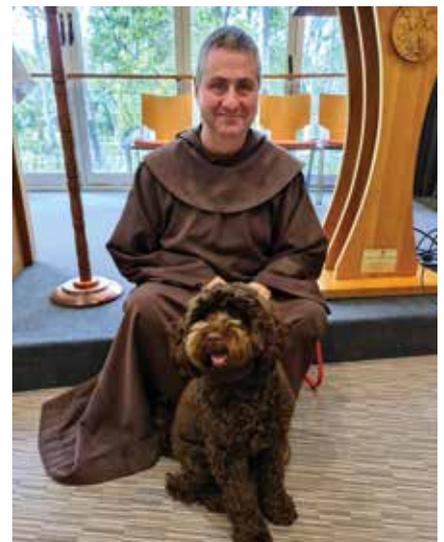
Both Fr Hobbs and Reverend Dr Solari are people who are themselves building community or working in community where they are engaging the kind of people Jesus would have.

I hope to open up a space where we can engage in stories and conversations around the social gospel; the gospel should be about the engagement of the social issues of the day. Everything Jesus did was about engaging in the everydayness of people's lives, and from that flowed Jesus explaining God's love.

What I think we do here at CHAC is present a balanced, reasoned, critical view of scripture and translate this into the everyday world of human beings in the fullness of their humanity.

I hope we can open up a safe space where we can wrestle with the human condition together and try and be faithful to God and God's word.

Everyone is invited to attend the CHAC@4 Community Worship Services. Please visit the College website to see the dates for upcoming services.



2022 College Spiritual Leaders and College dog, Bonnie St Clare.

Students embrace practical social justice

Each year, the College's Social Justice Committee joins local Zonta volunteers to assist with two of their vitally important projects – making breast care cushions for people who've undergone breast surgery and packing birthing kits for pregnant women in remote areas of the globe.

During the past year, the College's Social Justice Committee has held two volunteer afternoons, which saw secondary students give up their personal time to support these major initiatives.

Mrs Marion Rutter, Convenor of the Social Justice Committee, said CHAC students are driven by a keen sense of justice and are constantly looking for ways to support those in need.

"Our students are always willing to assist with a range of volunteer and community initiatives – including the breast cushion making and birth kit assembly afternoons," Mrs Rutter said.

This year, 50 students helped assemble 100 breast care cushions, in an hour, for patients at the Mater Hospital.

Social Justice Committee Presidents Alex Wills and Sarah Finlay helped coordinate the recent afternoon, and both students agreed it was inspiring to see the committee practically helping society.

"It was truly great to see so many volunteers, both males and females, from all year levels participate in helping a worthy cause such as this," Alex said.

"Breast cancer is not exclusive to women, and to see so many boys joining this Social Justice initiative was awesome."

Sarah said knowing their efforts contributed to the wellbeing of others was encouraging.

"The feedback received from recipients has been positive, with one woman noting that receiving the cushion was a turning point for her in helping to change her outlook and feel more positive."

Mrs Ros Kinder, Secretary of the Zonta Club of Brisbane East, said they value CHAC's support and enjoy working alongside the students.

"We are elated that the students from Cannon Hill Anglican College join with us each year to assemble Zonta Breast Cushions," Mrs Kinder said.

"The students are so enthusiastic about the project. It is a real pleasure to chat with them about it.

"The Club also appreciates the time and support the CHAC staff give to this project. The encouragement from staff for students to undertake service activities such as this in their own time is a strong indication of the values CHAC engenders in its students."

The Zonta Breast Care Cushions provide comfort to women and men in the post-operative phase of breast surgery. Cushions are distributed in hospitals by Breast Care Nurses.

The Social Justice Committee will join with Zonta Club members in August for the annual birth kit assembly afternoon.



"It was truly great to see so many volunteers, both males and females, from all year levels participate in helping a worthy cause such as this," Alex said.

Rachael Watson Class of 2009

World champion lives with courage and compassion



Rachael represented Australia at the Tokyo Paralympic Games last year.

CHAC alumna and dual Paralympic gold medallist, Rachael Watson OAM has cemented her place in swimming history after claiming silver at the Portugal World Para Swimming Championships in June.

Graduating from CHAC in 2009, Rachael is a celebrated elite athlete. Following her gold medal swim at the 2016 games in Rio, Rachael was honoured with an Order of Australia Medal for her achievement. Then last year, Rachael swam into Australian hearts when she won the Women's 50m Freestyle S4 at the 2020 Tokyo Paralympic Games – setting a new record of 39.36.

Rachael has overcome numerous hurdles to reach the height of sporting success – but her accomplishments outside the pool are just as remarkable.

Rachael was diagnosed with mild cerebral palsy at two, and prior to acquiring Guillain-Barre Syndrome (GBS) at 21, she lived an independent life and was able to walk. GBS caused muscle weakness and paralysis, and drastically changed Rachael's physical function. As part of her intense rehabilitation, she took up swimming – and that's where her sporting journey started.

Reflecting on her time as a CHAC student, Rachael said the College's inclusive and supportive environment provided her with opportunities to develop to her full potential.

Rachael has overcome numerous hurdles to reach the height of sporting success – but her accomplishments outside the pool are just as remarkable.

Passionate about issues affecting the lives of people living with disabilities, Rachael sits on advisory committees and has been recognised for her contribution to sport and the community. She is an ambassador for the Guillain Barre Foundation of Australia, and she volunteers for various charities, including the Queensland Children’s Hospital.

Reflecting on her time as a CHAC student, Rachael said the College’s inclusive and supportive environment provided her with opportunities to develop to her full potential.

“As a student at the College, I was encouraged to accept challenges and pursue my goals,” Rachael said.

“Teachers didn’t place limitations on what was achievable, and I was supported in every interest I chose to explore or activity I decided to participate in.”

In 2011, Rachael was named the Queensland Young Volunteer of the Year, and she said CHAC nurtured her interest in community service.

“CHAC places a strong focus on serving others and giving to those in need, and this focus is something that resonated with me, and something I value about my education at the College.

“The College’s motto *‘With Courage and Compassion’* has really been a big part of my life,” she said. “Two important words with a lot of meaning.”

Rachael shows just as much relentless determination outside the pool and has a degree in early childhood education and is currently completing a Master of Social Work at The University of Queensland. She is also an accomplished pianist, achieving honours in piano and music theory from the Australian Music Examinations Board prior to GBS.

Rachael was the face of CHAC’s 2022 Day of Giving campaign – which raised funds for the College’s proposed new sport precinct development.

The College community looks forward to cheering on Rachael as she prepares for the 2024 Paris Paralympic Games.



Past students' legal careers cross paths

Benjamin O'Sullivan and Samuel Walpole graduated from CHAC two years apart, but their education journeys share a number of striking similarities.

Ben was College Captain in 2008, while Sam was appointed to the role in 2010. Their passion for law saw them both graduate from The University of Queensland Law School and complete the same Bar Practice Course together. Then last year in 2021, Ben and Sam were admitted to the Bar during the same ceremony.

Reflecting on their time at the College, both alumni said CHAC's well-rounded education, focus on service, and commitment to building community helped them achieve their potential, shaping the people they are today.



Samuel Walpole Class of 2010

What inspired you to study law?

I probably shouldn't say this, but I watched an awful lot of TV shows! More seriously, however, I have always been attracted to the important role of the legal profession, and the Bar in particular, in our society – in being an advocate for another's cause and upholding the rule of law. To this day, these values drive me. I also had a love of politics, policy and debating during my time at high school, which motivated me towards pursuing a legal career.

How has your career unfolded?

Throughout my time at Law School, I knew that I wanted to be a barrister – and so I pursued a career path after leaving university that I thought would give me the best opportunity to develop the skills necessary for that career.

During my final year of Law School (2016), I had the honour of working as an associate to Justice Philippides of the Queensland Court of Appeal. Following that, I had the privilege of moving to Sydney to work as an associate to Chief Justice Allsop of the Federal Court Australia for about eighteen months. I then went to the UK for a year to study for a postgraduate degree at the University of Oxford, with the assistance of a scholarship from Wadham College, Oxford. Upon my return, I started to make plans to go to the Bar. In the interim, I worked at the Australian Law Reform Commission – predominantly on the Corporate Criminal Responsibility Inquiry that the ALRC was then undertaking. I also took up a role as an Adjunct Fellow at the UQ Law School. In April 2021, I started at the Bar here in Brisbane. I practise predominantly in commercial, regulatory and public law – and I enjoy the variety that a career at the Bar can bring, together with the fulfilment of achieving outcomes for clients.

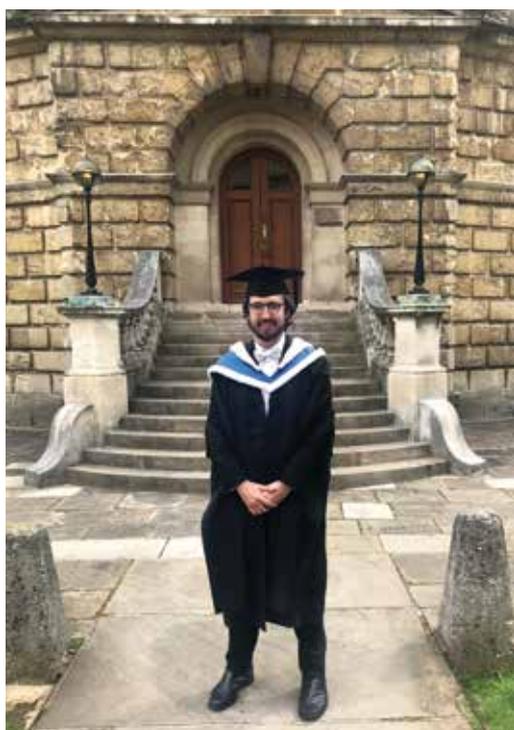


What do you most value about your CHAC education?

I am very grateful for CHAC's holistic approach to education, and its strong sense of service and community. I like to think that this philosophy has shaped so much of my own personal approach to my career and other pursuits in the decade since I left the College. I am also particularly grateful for the leadership and extra-curricular opportunities that I was afforded while at the College – as College Captain, in Student Council, through debating and Opti-MINDS, and on other committees. I believe these opportunities were central to my development. I am also grateful for the mentorship I received from the staff of the College, and, particularly former Principal, Mrs Robyn Bell, and Mr David Pavish during my time as College Captain. It's great to see that this culture of leadership and mentorship continues now under Mr O'Brien's leadership.

How do you feel when you see the developments and advancements being made at the College?

The College has been through an amazing period of growth throughout the entire time I have been associated with it. I feel proud that the College is never 'standing still', and always seeking to improve upon the already excellent educational opportunities that it provides. At the same time, I am pleased that these developments are always directed towards further building the sense of community that is the hallmark of a CHAC education.



Benjamin O'Sullivan
Class of 2008

What are your memories of attending school with Sam?

We both were friendly with each other at school, but got to know each other better during our time studying law at UQ.

As it happened, we also ended up studying for the Bar Exams and completing the Bar Practice Course at the same time. Our studies and careers are intertwined, so I've had a front-row seat watching Sam's academic and career success over the years.

What inspired you to study law?

I attended a hearing of the High Court in Canberra when I was in Year 10. I didn't really understand what the barristers and judges were talking about, but I knew instantly that I wanted to do what the barristers were doing. The idea that I could be an advocate really appealed to me.

In Year 11, CHAC organised work experience for me at the Holland Park Magistrates Court, which I really enjoyed. By that point, I'd settled on studying law at university.

What has been your career highlight?

My greatest career highlight so far has been winning my first contested hearing. My client was the father of two severely disabled adult sons, and the orders we obtained meant that his sons' affairs would be managed properly (and the funds for their care would be used for their sole benefit). It was fantastic to see the years of study and hard work culminate in achieving such a positive result for those who really needed it.

More broadly, every day I go to chambers, I'm motivated to achieve the best result for my clients, knowing that my skills and advocacy can make a real difference – whether that be in a commercial dispute between two companies, a dispute between an injured individual and an insurer, or a dispute between creditors of an insolvent company.

What do you most value about your CHAC education?

CHAC's holistic approach to education and its sense of community. The College gave me so many opportunities to develop as a person and be the best version of myself. As a result, I threw myself into my studies and extra-curricular pursuits (including the various sports and committees that were offered). I'm grateful to the fantastic teachers and mentors I had during my time – there are many, but Ms Bell, Mr Pavish, Mr Gordon Mathieson and Ms Carroll immediately spring to mind.

As a sports enthusiast, some of my cherished memories include beating Ormiston in First XI cricket and JPC in First XI football. To this day, whenever I catch up with my CHAC mates we still reminisce about those wins.

In addition, the phrase 'servant leadership' was used a lot during my time as College Captain. It's stuck with me all these years later. It serves as a good reminder that those who are fortunate enough to be in positions of leadership should not forget their responsibilities to others.



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