

Pax et Bonum

Issue 25 Winter 2023

With Courage and Compassion



CHAC
CANNON HILL ANGLICAN COLLEGE

35
YEAR
ANNIVERSARY

Contents

- 3 Principal's Message
- 4 CHAC celebrates 35 years of exceptional education
- 5 From the archives
- 6 Candy-covered musical extravaganza delights audiences
- 8 Meet the 2023 College Captains
- 10 Meet the 2023 Primary Captains
- 11 Purpose built spaces enhance primary learning
- 12 Student secures international sustainability scholarship
- 12 New name reflects scope of gifted program
- 13 da Vinci Decathlon success
- 14 Student Art Gallery
- 16 Leading the way in wellbeing
- 17 Alumni profile – Grace Paek
- 18 Alumni profile – Jake Edwards
- 19 Alumni profile – Maxi Mossman
- 20 Alumni profile – Isaac Farrell
- 21 Senior legacy gifts capture the spirit of CHAC
- 22 Building life-long connections

Inside cover photo

The Chrysalis image was taken by Year 11 CHAC student Carter Mangan. "The Chrysalis was discovered and photographed at Whites Hill Reserve, Camp Hill. The photograph encapsulates the values of the College: strength, stability, and a symbol of new life. Manifesting the College logo, it displays the delicate nature of new life and sustainability the College strives for."

Editorial contact details
Marketing and Communications Office
P 07 3896 0439 E marketing@chac.qld.edu.au
Cannon Hill Anglican College Pty Ltd
ACN 010 733 249 ABN 46 010 733 249
Cnr Junction and Krupp Roads, Cannon Hill Qld 4170
PO Box 3366, Tingalpa DC QLD 4173
P 3896 0444 F 3896 0448 E college@chac.qld.edu.au

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.



GRIT and empathy

I welcome you to the 2023 edition of *Pax et Bonum*. This year the College marks its 35th anniversary; a milestone that presents us with an opportunity to reflect on our humble beginnings, celebrate our achievements, and look toward a future where we continue to provide an exceptional education that helps shape the world.

This year, we have enjoyed a raft of opportunities – from student-led fundraising events and guest lectures to the stellar College musical *Charlie and the Chocolate Factory*. 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 2022 Year 12 cohort's outstanding ATAR outcomes, and we launched wholeheartedly into 2023 with focus and intentionality.

The first half of this year has seen CHAC students participate in and win numerous

prestigious academic challenges. Notably our students shone at the recent Queensland da Vinci Decathlon academic competition, once again being named as the top performing school in the state.

The College has also celebrated numerous sporting accolades this year, including our win at the recent TAS (The Associated Schools) Cross Country Championships where we took out the Champion School trophy.

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 school's sense of purpose and leads us to enjoy true success. From collecting warm winter clothes for those in need, to assisting Zonta 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

and opportunities with determination and kindness, equipped with a genuine desire to serve. Each year, the College adopts a theme that guides our efforts. Our 2023 theme is 'GRIT – Gratitude, Resilience, Innovation, Tenacity' – and this is shaping our collective thinking for the year. Coupled with empathy, this year's theme aligns with our College's core values of courage and compassion and is integral to our 2023 focus.

This year, as we reflect on our history, the College also embarks on the next stage of campus development, bringing into sharp focus our long-term plans for the school. As you look through this 35th anniversary edition of *Pax* I trust you will get a sense of what makes our College the thriving, unique school community that we are. I look forward to seeing where our College will be in another 35 years.

Mr Gary O'Brien
PRINCIPAL

CHAC celebrates 35 years of exceptional education

In 1989, Cannon Hill College opened with 79 students and 20 staff. The school's founders were armed with a vision of creating a school community committed to helping each student reach their full potential. From its humble beginnings, 35 years later, Cannon Hill Anglican College has earned its reputation as one of Queensland's leading independent schools.

Over the past three and a half decades, more than 3,700 alumni have graduated from the College. CHAC students – past and present – are resilient, compassionate, and courageous; they

are nurtured in an environment that fosters their unique abilities and equips them with the necessary skills to solve real-world problems and contribute to the greater good.

CHAC's 35th anniversary year is an opportunity to reflect on the past, celebrate the College's many achievements, and look toward the future.

The College recognises the contribution and dedication of its founders, previous leaders, alumni, and past parents – all who have helped shape CHAC into the thriving school it is in 2023.



From the archives

The following anecdotes and memories are recorded in historical publications *With Courage and Compassion – a celebration of the first 25 years (2014)* and *Ten Years On...1989 to 1999 (1999)*. These publications are available in the College library.

"CHAC seems to attract the most wonderful people, both staff and students, and I love that the relationship between staff and students is strong, caring, and supportive. My youngest son came here for his last two years. He noticed such a difference from his previous school. On his first day here, he saw a boy fall over and he cringed for him, waiting for everyone to laugh. But instead, people rushed over and picked him up. That's how things are here.

"I have seen over 3000 Year 12 students graduate over the past 30 years, each one making their mark and helping to create CHAC's history; from the loud, vibrant characters who entertain us, to the unassuming, gentle ones who quietly give their time and get things done."

Ms Colleen Boyle, Secondary Art Teacher – 2022 Foundation Day staff response

"Finally, and perhaps most importantly, we were searching for a place that was not just a school but a community; a place where the students were happy and felt at home; where the parents were an essential, dedicated and active part of the life of the school. Most of all, we searched for a school community that prepared students for the outside world, but also provided a shining example of what a community can be in terms of fairness, respect for the individual, and visionary in its aims."

Professor Bruce Burton, past CHAC parent – Valedictory Dinner 2013 parent address

"I remember Ms Bain telling us that it's not the buildings that make a place special, but rather it's the people within. I think that's why the special atmosphere existed. It came from the people who were present and their effort, support and understanding all given so freely."

Larissa Reason, Foundation Student



"At CHAC, we have developed a strong sense of who we are and of what we are trying to do, and a strong belief in the power of education to change the world. We can make a difference; our purpose is about contributing to the well-being of Australian society and to the future of our world."

"It is my sincere wish that all who have had the privilege of a CHAC educational experience will come to value the strong foundation it provides for life, and, just as I do, feel profoundly grateful for all that we have shared in our time together."

Mrs Robyn Bell, fourth Principal of Cannon Hill Anglican College



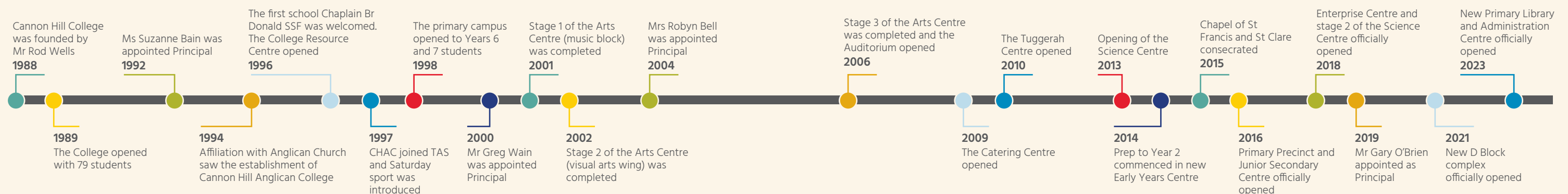
"It is about getting to really know the students. That interaction is important. For years and years we have talked about the CHAC X-factor and what makes CHAC so special. For me, it's always been the relationships we foster, relationships that are a foundation for everything we do here. It's the most important part. It's critical. Once those relationships have been built, they flourish and then you can get on with all the nuts and bolts."

Mr Dave Pavish, Assistant Principal (Pastoral Care and Administration)



"I am proud to have seen the College grow and develop into a happy, blessed and united community that is achieving worthwhile goals in a beautiful context of faith and hope and courage, and I was pleased to have been a part of that growth."

The Reverend Canon Emeritus Bruce Maughan OAM, Former College Council Chairman



Candy-covered musical extravaganza delights audiences



The College's 2023 musical production of *Charlie and the Chocolate Factory* was a sweet success, playing to four full houses in May.

For the first time in College history, securing a ticket to the biennial musical really was like scoring a golden ticket – with all shows selling out in a matter of days. The excitement around the school was palpable.

More than 170 staff and students were involved in bringing this year's production to life. The set was complete with professional animation, iconic costumes, and spectacular staging – and the delighted audiences were taken on a sweet journey through a chocolate factory filled with colour and wonder. So good were the student performances, you'd be forgiven for thinking you were at a show in London's West End.

Ms Tammy McCarthy Wilson directed this year's musical and said delivering the quintessential magic of the chocolate factory was the biggest challenge of this year's production.

"The crazy things that happen in that Chocolate

Factory were very hard to create on our CHAC stage. Luckily, I had a wonderful team supporting me, and we had a few 'tricks' up our sleeve to make the story come to life," Ms McCarthy Wilson said.

"Through technology, clever props, costumes, and stage lighting, we managed to create the 'magic' that audiences were expecting within the factory."

Year 11 student Callie Bannister played the role of Charlie, and she said participating in a CHAC musical was on her 'bucket list'.

"I originally auditioned for a role in *Charlie and the Chocolate Factory* as I thought it would be a fun opportunity and had only ever heard great things from current and former students about their experiences in past CHAC musicals. Also, it has always been on my bucket list to be part of a school production, so I thought I had better give it a go and audition as this year was my last chance," she said.

"Going into the audition, I didn't have a particular role I was set on, but I thought that Charlie would be a fun character to try out. Plus, my cane-twirling skills were nowhere near the level of Fionn's, so I knew Willy Wonka was probably not the best role for me."

Living up to his cane-twirling fame, Year 11 student Fionn Espiner secured the role of Willy Wonka. Like Callie, Fionn said he was motivated to audition because of previous College musicals.

"I was amazed by the production level of previous years and really wanted the opportunity to be a part of it. I've always loved theatre and when auditions were announced, I realised it may be my last chance to be a part of a musical production at CHAC," Fionn said.

"I never expected to land a lead role but I'm so grateful for the opportunity it gave me to come out of my comfort zone in a safe and nurturing environment and discover something I became truly passionate about."



Despite the obvious skills students develop during productions such as the musical, the experience for those involved transcends the stage – the connections formed, confidence built, and the challenges faced offer students unique opportunities for growth.

"I am always so proud of the way the students work together to create such professional productions," Ms McCarthy Wilson said.

"Watching friendships form and the challenges our cast and crew have to overcome is very rewarding as a teacher. It's a wonderful memory for all involved and something I hope they will treasure after they have left the College."

Callie said while it was difficult to pinpoint the most rewarding aspect of the production, the camaraderie was a highlight.

"Being a part of *Charlie and the Chocolate Factory* has impacted me greatly. With support from the amazing production team, (and my singing teacher), I have been able to greatly develop and improve my acting and singing skills during the musical," she said.

"However, what I have appreciated the most has been the friendships, family, and memories created along the journey, which I know will stay with me forever."

Fionn shared Callie's feelings, saying "the most rewarding part of participating in this year's production was connecting with a community of incredibly talented actors and musicians, building new friendships and working collaboratively to create something we could all be proud of."

"Every phase of the rehearsal lead-up was a new challenge and a huge learning curve, but working with the amazing staff and students meant we were on this journey of creativity and learning together, which made the whole process so rewarding."

"There are so many components that go into a production with music, acting, singing, dancing, tech, sound, light, set design and so much more that it can seem overwhelming trying to coordinate it all. However, once we started to see the progress we were making as a team, we were able to completely trust in the abilities of the amazing staff and students involved and enjoy the ride."



Drawing on the diverse expertise within the College community, the team transported the audience to the whimsical world of Wonka.



Leading the way in 2023

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



2023 College Captains - Zoe Billings, Samuel Paech, Ariane Wallast Groenewoud, and Ben Masnjak.

ZOE BILLINGS

If I were to go back and tell little Year 7 me, with my braces and short hair and a skirt down to my ankles, that I would be College Captain when I was in Year 12, I wouldn’t have believed you. Back on my very first day at the College, I remember the senior leaders giving us speeches, and taking us on tours, and answering our questions. At first, it was intimidating – they were so confident and compassionate, I didn’t believe that I could ever live up to the examples they set. However, throughout my time at the College, my exposure to these kinds of leaders had a nurturing effect. I was inspired to become more like them.

So, upon reaching my senior years at the College, not only had my hair grown, but so had my confidence. I believed in myself enough to apply for this role, because I wished for the opportunity to help other students become more confident in themselves, and their capabilities. That is what this Captaincy position means to me; giving back to the wonderful and supportive community that has helped to make me the person I am today.

ARIANE WALLAST GROENEWOUD

Becoming a Captain was never about the title and always about taking on the responsibility of a student leader. For me, it is a chance to lead by example, encourage my peers to get excited for initiatives and ensure all students know their voice is heard and valued. I truly value this opportunity I am given to be a student leader as I get to see firsthand how my excitement and involvement in the life of our College encourages others to do the same.

We are truly lucky to be a part of a school like CHAC. Our school is a place where people not only learn to strive for their personal best but feel safe and empowered to learn and grow as individuals and as a team in their journey of becoming young adults. It is the connection between students and staff that ultimately fosters this environment of courage and compassion and is one of the things I highly value about CHAC.

I hope to encourage and inspire my peers and other students to give things a go, get involved, try their best, and follow their passions. As a College Captain, I hope to be an authentic and approachable leader that demonstrates to my peers the importance of appreciating everyone as individuals and how valuable our motto, ‘With Courage and Compassion’, is.

BEN MASNJAK

I have always felt valued and respected as a member of the College community. The supportive atmosphere has allowed me to thrive and make meaningful connections with both students and staff. Pursuing academic, artistic, and athletic opportunities has made my time at CHAC both rewarding and fulfilling.

Along with the other Captains, I hope to inspire other students to fully engage with the CHAC community and pursue their passions through the opportunities available to them. I want others to have as enjoyable of an experience at CHAC as I have had.

The position of College Captain means leading through positive actions and serving others, while also being a voice for the student body within CHAC. I appreciate the opportunities CHAC has provided me with and am excited to give back to the community that has given me so much. While I will be sad to leave the College, I feel well-prepared for the next chapter of my life.

SAMUEL PAECH

Being a student at CHAC, you feel a great sense of ‘togetherness’. All staff, students, and members of the community are incredibly kind and easily approachable, and this really makes CHAC a great schooling environment.

Serving as a Captain at CHAC is a great honour, and representing the College in such a manner is something that I will always value having the opportunity to do.

In my role, I hope to continue providing a voice for students, to ensure their ideas are heard. I also wish to represent the College in a way that is reflective of the values and high standards upheld at CHAC.

Meet the 2023 Primary Captains



2023 Primary Captains Reilly Fay and Alexis Berndt.

Our Primary Captains reflect on their leadership position

ALEXIS BERNDT

In my role as Primary Captain, I hope to inspire others to be happy and confident while at CHAC. I also hope to be a role model to younger students and help them with any of their problems.

I love all the opportunities that being a student of CHAC has provided, whether it be academic, musical, or sporting. These include weekly JTAS competitions and school carnivals, ensembles and after school bands, da Vinci Decathlon, Opti-MINDS, Ethics Olympiad, and various extension groups. No matter what students enjoy, there is always something that everyone excels in.

Undoubtedly my highlight has by far been playing in the high school TAS tennis team. At first, I felt apprehension and nerves about how the high school kids would treat me but later found out that they were welcoming and caring and were willing to embrace me as a valuable member of their team. I feel that I have made some great friends already before I have even entered high school and can't wait to continue my tennis journey in CHAC secondary.

REILLY FAY

I want to be known as a Captain who made a big difference by helping students normalise all of the thoughts and feelings we all experience at school from time to time, such as lacking self-confidence, fear of failing and over-thinking etc.

My goal is to teach, inspire, and motivate students, through regular and open communication about my own personal experience from Prep to Year 6 and how a once over-thinking, fear of failing early primary student who lacked self-confidence, turned into a Primary Captain. I know I am doing my job when students come up to me days following a speech to tell me how they have been positively affected by something I had spoken about it. This is the best feeling.

I love that everyone I have known at CHAC is truly kind, honest, and inclusive. Everyone is always respectful to each other. Everyone loves to lend a hand and help one another. CHAC has been and continues to be a great environment to learn and to extend ourselves through the many academic, sport and music programs that CHAC offers.

Purpose built spaces enhance primary learning

On 17 April, the College celebrated its 35th Anniversary Foundation Day, and officially opened the new Primary Library and Administration Centre.

Construction on the architecturally designed two-storey administration building commenced in 2021, which also saw the redevelopment of the Primary Library undertaken.

The new administration building and redeveloped library house contemporary, flexible teaching spaces, along with multifunctional staff facilities. Head of CHAC Primary, Mr Scott Warfield said the new facilities provide the primary community with spaces that enhance student learning, as well as offering staff exceptional amenities.

"The administration building has been designed in such a way that it provides easy access for students to see administrative staff, while the offices and meeting rooms also allow staff, parents, and students to meet comfortably and privately," Mr Warfield said.

The CHAC Foundation generously donated \$50k to the construction of the new building



The Right Reverend William Ray, former Bishop of North Queensland, opened and blessed the new building.



"The new library is not only beautiful and welcoming, but it is also highly functional. Its tiered seating allows for two classes to be accommodated at the same time, and it has a breakout space that can be closed off and used for small group activities and quiet reading.

"It has become one of the most popular places for students to go at lunchtime."

The new construction has been designed to take advantage of the College's natural surroundings. Expansive glass windows allow natural light to flood areas of the building, while also connecting the inside to the landscape around primary. A purpose-built garden has also been planted between the new library and administration building.

"Research shows that green space can positively impact the development of children in primary school," Mr Warfield said.

"The new garden has become a very well-utilised play space where students in the early years come for quiet and imaginative play.

"It also serves the purpose of an outdoor classroom for our Year 2 students who use this space frequently given its proximity to their classrooms."

The well-appointed kitchen, meeting rooms, and deck provide staff with areas that can be used for a variety of purposes – including staff meetings and professional development – while also being utilised for teaching purposes.

"Students have used the facilities for classroom cooking, incursions involving multiple classes, and school photos. Having access to these new facilities means we can limit disruption to other spaces in the school, ensuring they continue to operate as normal."

Student secures international sustainability scholarship

CHAC Year 10 student Victoria Seng is preparing to set off to Europe for a month-long study tour as part of a highly sought-after international scholarship she was awarded late last year.

Victoria is one of only 180 students from around the world to secure the AFS Global STEM Academies Scholarship from more than 6,000 applications. The program will see her complete a tertiary qualification in sustainability for social impact through an American Ivy League university.

The program combines a 12-week online course, followed by a sustainability tour of Germany, Belgium, and the Netherlands. Victoria said she didn't expect to be selected for the competitive program, but she is thrilled to be given the opportunity to participate in this real-world learning experience.

"Words cannot express my anticipation for this opportunity and my utter disbelief that I actually did get in," Victoria said.

"Part of the program is a STEM and social innovation project related to the

sustainable development goals. I have weekly zoom calls with mentors and other academy scholars from around the world.

"I have learnt a lot about social understanding and how to become an active global citizen. The course places a significant emphasis on how to view things from an unbiased and judgement-free perspective and similarly how to suspend our judgement when researching or talking to people.

"I have learnt a lot about the importance of empathy and connecting to 'the people' when problem solving."

The program combines online and hands-on learning for students world-wide to enhance their sustainability knowledge, STEM skills, and global competencies.

"Prior to the program, I was invested in social matters such as female empowerment, food insecurity, and the climate crisis. I want to utilise the skills and knowledge I have acquired during this program to become more of an active global citizen within my community," Victoria said.



"This program has given me a lot more confidence in myself and my social impact.

"I am excited to bring this knowledge back into CHAC whether it be for learning or during extracurriculars and meeting new people."

Completion of the program will see Victoria receive an Advanced Certificate on Global Competence for Social Impact from the University of Pennsylvania.

Formed in 1915, AFS is an international, non-profit organisation dedicated to providing intercultural learning opportunities to promote a more just and peaceful world.

New name reflects scope of gifted program

The College's highly successful and respected Gifted Education Program has recently been rebranded as **Horizons** to better capture the program's extensive scope of educational offerings.

Head of CHAC's Gifted and Enterprise Education program, Ms Barbara Mossman welcomed the new name.

"Horizons describes the program's overarching reach across a broad range of rich offerings at the College and captures our desire to cater to a diversity of student giftedness," Ms Mossman said.

"CHAC seeks to realise the potential of all its students, including those exhibiting exceptional natural ability in a range of areas, including academics.

"We offer a myriad of opportunities for students to nurture areas of naturally high potential and have created a culture that celebrates success and develops confidence and self-knowledge through

the pursuit of student passions."

The College is committed to identifying gifted students and optimising these students' academic potential by providing challenges through extension, acceleration, external enrichment opportunities, and special electives. CHAC offers an accelerated mathematics pathway, an Exceptional Scientists' Program, and English extension writing classes.

CHAC also competes with great success in many individual and team competitions including the da Vinci Decathlon, Opti-MINDS, and the Ethics Olympiad, with teams frequently achieving at state, national, and international levels.

"These opportunities extend our students and challenge them to reach beyond what they previously thought themselves capable of achieving," Ms Mossman said.

Special Year 9 and 10 electives such as

Changing Tomorrow and The Project are also cornerstones of CHAC's Horizons program.

"Changing Tomorrow in Year 9 develops collaborative problem-solving, while The Project offers a chance for students to extend themselves by pursuing diverse individual passions that range from mentored projects in writing, science, and design to explorations in the fields of technology, social justice, and the creative arts," Ms Mossman said.

"As we move ahead, Horizons is committed to continuing to build on CHAC's excellent reputation as a nurturer of the diverse talents and natural abilities of our students who exhibit high potential."



More information on CHAC's exceptional programs can be found on the College's [website](#).

da Vinci Decathlon success

For the fifth consecutive year, CHAC emerged as the most successful school in the state at the Queensland da Vinci Decathlon competition in May.

CHAC's Year 7 and 8 teams both won gold, the Year 9 team won bronze, and the Year 10 team took home silver. The College's Year 5 and 6 primary teams placed in individual subject disciplines.

The College's Year 7 and 8 teams will now go on to represent Queensland in the 2023 National da Vinci Decathlon in Sydney during September. It is a testament to CHAC students' ability and the development of College capacity in this event that this will be the seventh year in a row that a CHAC team or teams have represented the state at this prestigious competition.

The da Vinci Decathlon is widely recognised as the most challenging and multi-faceted academic competition in Australia. Ms Barbara Mossman, Head of the College's Gifted and Enterprise Education Program, said CHAC has developed a reputation for its strength in the competition.

"In recent years, CHAC has emerged as one of the most successful Queensland schools in several major national competitions such as the da Vinci Decathlon, Opti-MINDS and the Ethics Olympiad. Our students' genuine love of challenge and excitement about reaching beyond what they previously thought themselves capable of achieving is a major reason for this success," Ms Mossman said.

"The experience of success at this high level has developed confidence in our students as well as a sense of what is possible by combining hard work as well as critical and creative thinking in a cohesive team. Our students learn that no one individual is capable of achieving highly in every discipline and that success is dependent on the breadth of talent within the team – an important lesson for young people as they move toward work in the so-called 'real world'."

Ms Mossman also sees the competition as an important avenue for students to build friendships and connections with like-minded individuals.

"The da Vinci Decathlon is an invaluable opportunity for students to 'find their tribe', connecting with others who share a sense of excitement and passionate interest in various disciplines, ranging from traditional subjects such as maths, science, and English to less commonly encountered challenges in the areas of code-breaking, cartography, engineering and art combined with poetry."



"This competition's celebration of diverse talents sits well with the aims of our Horizons program, catering as it does to a breadth of emerging areas of student excellence."

"The College embraces opportunities that enrich and challenge our students. Our exceptional educators are committed to excellence and our students are aspirational and open to new experiences," Ms Mossman said.

"Our students' high achievement in this event is also in no small part fundamentally due to the work done in classrooms on a daily basis at CHAC under the guidance of expert staff."

During the competition, teams of eight students per year level tackle 10 different subject disciplines: English, maths, science, drama, engineering, code-breaking, cartography, legacy, art and poetry, and ideation/problem-solving.

Student Art Gallery





Leading the way in wellbeing

The College has commenced an ambitious development phase that will see construction of multiple new facilities, including a student wellness centre and indoor sports centre, built over the next few years.

The planned developments will enhance student wellness and provide the College with premium indoor sporting facilities. Construction of the first stage of the development – a new carpark and outdoor courts – commenced in May.

The focus of this year's Day of Giving campaign, the wellness centre will house holistic, integrated, and modern facilities to promote optimal student wellbeing for learning. The centre will feature specialist relaxation rooms, student reception, counselling facilities, and first aid facilities.

CHAC Psychologist Ms Amy Biggs-Tsoubos is part of the College's Counselling Support Team – a specialised unit of healthcare professionals. Ms Biggs-Tsoubos said the facilities would enhance the College's innovative, targeted pastoral care program.

"CHAC has implemented a broad range of programs and services to ensure we can provide our students and staff an exceptional level of mental health and wellbeing support," Ms Biggs-Tsoubos said.

"The new centre will allow the College to expand the important work we are already doing to ensure our students are ready to learn and can be their best."

Ms Biggs-Tsoubos said facilities that focus on wellness provide dedicated spaces where students' holistic needs can be supported, and a place where discussions around mental health are normalised.

"It is well established that supporting student wellbeing enhances their learning, along with their emotional and social development," she said.

"The research shows that confident and resilient students perform better academically and make healthy lifestyle choices – including developing positive relationships.

"We know the importance of nurturing students' wellbeing in safe and inclusive home and school environments for positive outcomes."

The College is committed to developing world and work ready individuals, and students are at the heart of CHAC's vision for the future. Ensuring facilities support opportunities for growth and foster belonging and inclusivity underpins the College's aspirations.

The new wellness centre and sports centre will be sympathetically designed to ensure compatibility with the College's natural surroundings, while reducing the school's ecological footprint.

The College applied for Ministerial Infrastructure Designation to streamline planned future construction, and this was granted at the end of 2022. The CHAC Masterplan 2023-2027 outlines further details and can be found on the College website.

"It is well established that supporting student wellbeing enhances their learning, along with their emotional and social development," she said.

Grace Paek Class of 2018

CHAC alumnus Grace Paek never imagined she would find herself teaching. But this year, the accomplished pianist has returned to the College as a specialist music tutor, saying she's delighted to contribute to a community that helped her flourish.

"This opportunity feels like my way of giving back to the College, and to express my gratitude for the wonderful experiences and opportunities I was provided," Miss Paek said.

Since graduating, Grace has completed a Bachelor of Music (Honours) at The University of Queensland and has been awarded numerous prestigious prizes, including the UQ Burnett William Wendorff Memorial Prize for Classical Piano.

Armed with a wealth of experience, and tutored by one of the country's leading pianists, Grace said returning to CHAC has been an opportunity to share this knowledge with students while reconnecting with the College's supportive, nurturing community.

"I was thrilled to return as a staff member because I loved my experience as a CHAC student. I could not wait to offer the knowledge and skills I gained after leaving the College, and to pass this on to present and future students," Miss Paek said.

Grace reflects on her time at CHAC with deep fondness and said the school's values have left an indelible mark on her.

"The most valuable part of my CHAC education was the undying support and encouragement I received from my teachers and peers. I appreciated being involved in such a tight-knit community where everyone looked out for each other and was willing to provide any assistance," she said.

"The education was great, and I learnt so much during my time at CHAC, but the journey would not have been as special and enjoyable without the close support system of friends and staff who were by my side every step of the way.

"I believe the College has helped shape me into the person I am today through the constant demonstration of care and compassion, and respect that thrived within the community."

Grace tutors CHAC students in Years 2 to 11, and said she relishes the opportunity to combine her love of music and teaching at the College.

"I was thrilled to return as a staff member because I loved my experience as a CHAC student. I could not wait to offer the knowledge and skills I gained after leaving the College, and to pass this on to present and future students."



"I think my greatest personal success is reaching this full-circle moment in my life where I have finished all my studies and have found myself doing what I enjoy most: making music and teaching it – and teaching is something I never imagined myself doing," she said.

"Getting to do it in an environment that provided me with some of the most memorable and joyous years of my life – memories that I will cherish for a very long time, is really rewarding."

Jake Edwards Class of 2013

Jake Edwards is on a mission to help people reach their financial goals, large or small.

The CHAC alumni is an investment adviser at a top Australian firm, and he said securing good results for his clients is what motivates him.

“I love being able to help people meet their financial goals – whether that’s helping a young person grow their wealth over time or assisting retirees protect the wealth they’ve worked so hard to create over the course of their life,” Jake said.

“I really value building relationships and trust over time with clients and making them feel comfortable with their investments and financial position in general. I work with a great team at Evans and Partners who inspire me to achieve the best outcomes for our clients every day.”

Unsure of what to study after school, Jake said his interest in finance was sparked while he was a student at the College thanks to the guidance and encouragement of his accounting teacher.

“My interest in finance was definitely sparked by taking accounting with Mr Blake Russell,” Jake said.

“I initially didn’t know what I wanted to study at university, but I found the subject quite interesting, and I picked up a lot of the key concepts quite quickly. It also allowed me to complete a university course while in high school. This provided me with insight into the differences between high school and university, and it gave me a head start on completing my degrees.

“As a result, I have a dual degree in commerce and economics at UQ, majoring in finance.”

It wasn’t just the academic opportunities at the College that Jake says helped shape him. While at school, he was an avid footballer – a passion he continues to pursue – and Jake said the College’s approach to offering a well-rounded experience to students is something he still values.

“One of my fondest memories from my time at CHAC was playing in the First XI Football team for a number of years. The experience of playing with my mates for the College is something that I won’t forget and has led to my continued interest in social sport. The friends that I made at the College are still some of my closest today and I still play football with some of my former teammates from a number of different cohorts.

“I believe the most valuable part of my education at CHAC was the learning environment that the College fosters. Both the guidance provided by the teachers and the excellent facilities at the College allow students to pursue their personal interests. I was able to take a range of subjects that I not only enjoyed, but that also challenged me on a daily basis.



“I love being able to help people meet their financial goals – whether that’s helping a young person grow their wealth over time or assisting retirees protect the wealth they’ve worked so hard to create over the course of their life.”

“The lessons learnt were invaluable moving into university and beyond.”

Jake continues to stay connected to the College through the CHAC Foundation and attended the recent CHAC Talk panel discussion with Emeritus Professor Ian Frazer AC.

“It’s great to see the ongoing development of CHAC, whilst seeing it maintain the same values and feel that it had during my time at the College 10 years ago. I recently had the pleasure of attending the CHAC Talk with Emeritus Professor Ian Frazer AC. It was great getting to hear him and the accompanying panel speak, while also getting to come back to the College and walk through the grounds and speak with former staff and members of the community.

“I would like to see the College continue to grow, while staying true to why my time there was so enjoyable. It’s great to see the green spaces that make the school so unique maintained despite the school continuing to expand and enhance its facilities.

“The community around CHAC is what makes it a special place, and I love seeing that continue to prosper.”

Maxi Mossman Class of 2020

Maxi Mossman’s debut show *A Drop Too Many* received great acclaim when it premiered to audiences during Brisbane’s renowned **Anywhere Festival** earlier this year.

Voted the most popular show in the second week of the annual three-week theatre event for emerging artists, Maxi’s contemporary play explores the impact of Australia’s extreme climate on communities through the devices of poetry, Japanese Butoh, verbatim stories, and physical and visual theatre.

Set in the College’s wetlands, *A Drop Too Many* weaves together real stories and experiences of flood and drought, exploring the human response to natural disasters.

Maxi was CHAC’s 2020 Arts Ambassador, and said she chose the wetlands as the setting because its natural beauty would enhance the telling of her story and because of the role the College played in her development as an artist.

“CHAC is a space where every student is nurtured and encouraged to pursue their passion, whether that be music, sport, art, science, or humanities. This constant openness and support allowed me to grow confidence as an individual and creative,” Maxi said.

“The CHAC wetlands themselves were a constant source of inspiration and connection throughout school, especially in a creative context. The College’s bush setting played a crucial role in the production as the raw, rustic, natural beauty of the location truly brought the show to life.

“While the physical environment of CHAC was a joy to be in, it was the staff who made my high school experience so valuable. In particular, the Arts staff (Colleen Boyle, Jennifer Chaplin, Carmel Mungavin, Justin Leegwater, and Tammy McCarthy) played a crucial role in my development as a creative. They provided a space for me to experiment and play, while offering guidance and integral feedback and support.”

Inspired by the devastating weather events in Australia over the past few years, Maxi said the motivation behind *A Drop Too Many* was personal.

“My extended family are from rural New South Wales, and growing up, visiting them felt like going home – like visiting my roots. As a kid, I’d visit family member’s properties, go camping on the banks of the Murrumbidgee River, and wander the streets of the regional town. These experiences are what heightened my appreciation of Australia’s environment and sense of community,” she said.



“Each year my family and I would drive down the east coast and it was so shocking to see the climatic extremes.

“We had years when dust would blow up behind our car, when bushfires were threatening locals, and when roads were being closed behind us due to floodwaters rising rapidly.

“I think Australia is one of the most beautiful, ragged, harsh, and overwhelming countries, but it’s the stoicism and kindness of the people that make me proud to be Australian.

“I hope that urban audiences were able to bear witness to the strength and resilience of Australians, see the true impact and struggle of rural communities, and perhaps connect a little with the people in the bush who keep our nation going.”

Maxi is currently studying a Bachelor of Creative Industries (Drama) at QUT while training and performing with Zen Zen Zo Physical Theatre company. Following the success of *A Drop Too Many*, she said she hopes to extend the show, and eventually share art with regional Australia.

“I am taking a small break before looking into visiting drought and flood affected communities, with the intention of strengthening and extending the show. I hope to produce the work again in the future and would love to see how far it can go,” Maxi said.

“I’d love to create more works that combine different facets of the creative industries, to create moving, sensory, alive artistic experiences for audiences to immerse themselves in – bringing together the worlds of music, art, and theatre to create worlds of rich experiences.

“As a link to my family, a main goal for me is to somehow share unique art with regional Australian communities. I’d love to make contemporary theatre accessible to rural communities, especially rural students, and show how the different facets of the arts can intersect.”

Isaac Farrell

Class of 2016

It was a pivotal mid-year conversation with his Year 12 maths teachers that changed the course of CHAC alumni Isaac Farrell's future career. Now, the Boeing data scientist is involved in ground-breaking Australian defence programs that see him contribute to national technological advancements.

"Midway through Year 12, I had a meaningful conversation with my then Maths C teacher Mr O'Brien, and Mr Andrews. They recommended that I consider a career in mathematics instead of pursuing my initial plan of studying physiotherapy," Isaac said.

"Taking their advice turned out to be the best decision I could've made for my future. Since then, my passion for studying and working in mathematics has only grown stronger, and I'm incredibly grateful for their guidance and the opportunities CHAC provided me with."

Isaac completed a dual degree at QUT majoring in mathematics and finance, and has found fulfilling opportunities to combine his interest in sport and mathematics.

"One of my most significant personal accomplishments has been working at AFL games as part of Champion Data, the official statistics partner. This opportunity has been a lifelong goal of mine, as it allows me to merge my two passions into one fulfilling career."

"The combination of my love for sports and analytical skills has contributed to the ongoing growth and success of the sport. Managing my time effectively between this role and my full-time career has been made possible by the valuable skills (particularly time management) I developed during my time at CHAC."

Isaac said his CHAC education was formative in his academic and personal development.

"The most valuable part of my CHAC education was the emphasis on achieving a balance between multiple areas of interest. CHAC recognised the importance of holistic development, fostering an environment where my love of both academics and athletics were encouraged and supported," Isaac said.

"This balance allowed me to not only excel academically but also cultivate important skills such as discipline, time management, and teamwork through my participation in sports, preparing me for future challenges in both my professional and personal life."

Isaac remains connected to the College, and said he watches CHAC's progress with pride.

"As someone who actively participated in CHAC sports, I

The Boeing data scientist is involved in ground-breaking Australian defence programs that see him contribute to national technological advancements.



have been thrilled to witness the remarkable success the school has achieved within the TAS competition. Inter-school sports hold a pivotal role in high school, not only fostering teamwork and promoting physical fitness but also cultivating a strong sense of camaraderie among students.

"The advancements the school has made within the sporting arena will continue to significantly contribute to the overall development of all students."

Senior legacy gifts capture the spirit of CHAC

Over the past three years, CHAC seniors have presented the College with an extraordinary series of artworks as their parting graduation gift.

Commencing in 2020, consecutive Year 12 cohorts have collaborated with leading Brisbane artist Deb Bauer from Urban Metal Studios on the design and construction of a remarkable installation triptych. These three extraordinary pieces are scattered throughout the College grounds as a lasting legacy of the students' time at CHAC.

The final artwork was donated to the College at the end of last year by the 2022 CHAC seniors. The third piece of the legacy project, a clock installation inspired by Moreton Bay, incorporates the unique features of the local coastline and islands into the design. The large artwork is mounted on D Block overlooking the Corymbia Boardwalk.

In 2021, under the guidance of the College's Arts Faculty and Urban Metal, CHAC seniors – with input from a local Indigenous artist – created a series of light towers. The design of the lights drew inspiration from the surrounding wetlands landscape.

The first commissioned installation was presented to the College by the 2020 seniors. Titled *Embrace*, the piece cleverly features student names from the cohort on metal gum leaves. The design was inspired by the leaf in the College's Chrysalis, which represents new life, and the material used in the artwork was designed to weather and develop over time.

Founder and creative director of Urban Metal, Ms Bauer specialises in creating unique metal pieces, and she said it was inspirational to work collaboratively with CHAC students.

"It was wonderful working so closely with College Captains and Arts Ambassadors to develop the concepts for these distinctive pieces," Ms Bauer said.

"The intention of the artworks is to create connections through time between people, spaces, and community."

"The works aim to inspire and connect everyone in our CHAC community who experiences these spaces, while igniting feelings of positivity and belonging."

The design process and collaboration has provided CHAC students with real-world experiences, and the opportunity to explore varied artistic mediums.

CHAC alumni and 2021 Arts Ambassador Hamish Morrow was part of the creative team that worked closely with Ms Bauer on the 2021 gift to the College, and since graduating, Hamish has joined the Urban Metal team.



"He's a really valuable member of my design team and has been working on all of our high profile, top tier, most complicated projects," Ms Bauer said.

"Honestly, his skills are incredible and that's a credit to the College's art department."

While working with Urban Metal as student, Hamish said he valued the opportunity to learn from a working artist.

"I learnt about the extent of design technologies, not only on a theoretical basis but through practical application. Especially for a project of such large scale, working with metal, it was eye opening to see the in-depth process that goes behind making these pieces, and I will take this knowledge with me for any future artistic practices," he said.

The artworks complement the College's Anglican ethos and the surrounding Melaleuca wetlands. They are symbols of gratitude; as a legacy, they reflect CHAC's commitment to fostering a community built on kindness and compassion.

Building life-long connections

CHAC launches new community connection platform

Since its inception in 1989, the College has graduated more than 3,700 alumni. These past students and their families have left a lasting legacy on the College, shaping the unique school community that CHAC is today.

As part of the College's 35th anniversary year, the CHAC Foundation has launched Foundation Connect – an online platform designed to build on the College's connection with alumni and past families, while fostering new relationships with the CHAC community.



The platform is an accessible way for the wider CHAC community to stay involved with the College. It is also a conduit for members of the community who are interested in engaging with the College for philanthropic opportunities and programs that benefit CHAC students.

Foundation Connect is customisable, and members can tailor their experience with the platform to suit their interests. Content shared on Foundation Connect includes events listings, a College newsfeed, alumni profiles, and a business directory.

The Business Directory is a free resource for the College community. Alumni and past and present parents are encouraged to utilise the directory.



Businesses interested in a directory listing can register their details at:

foundationconnect.ihubapp.com.au/posts/3080/foundation-connect-invites



Further information and access to Foundation Connect is available at: foundationconnect.ihubapp.com.au



SATURDAY 26 AUGUST 2023

35th Anniversary Masquerade Ball



SCAN ME





Cannon Hill Anglican College Pty Ltd

ACN 010 733 249 ABN 46 010 733 249

Cnr Junction and Krupp Roads,
Cannon Hill Qld 4170
PO Box 3366, Tingalpa DC QLD 4173
P 3896 0444
F 3896 0448
E college@chac.qld.edu.au



Follow us on Facebook and Instagram