

Pax **et** Bonum

Issue 22 Winter 2020



With Courage and Compassion



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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
 CRICOS PROVIDER NO. 00646F

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 well-being of society;
- be spiritually literate, and have a well-developed sense of social justice, tolerance, respect and concern for others and the natural environment.



Shared success: learning in innovative ways

The first half of 2020 has brought challenges and opportunities – a journey that we as a community, and more broadly as a society, were not prepared for but have embraced with courage and compassion.

The past six months have seen our world radically transformed; we have been forced to live lives with greater limitations and restrictions. Many in our community have been impacted by the COVID-19 situation, some more than others, but we have all shared in an altered way of life, even if only for the short term.

Many of our plans for Semester 1 were put on hold, and a number of milestones and events have been cancelled or postponed. However, as we start to return to a sense of normalcy, I am filled with pride and encouraged by the

initiatives and resilience I've seen develop throughout our College community. We found solutions to unique problems through collaboration and devised ways to achieve success despite obstacles. Collectively, we pushed the envelope to ensure our students continued to engage in meaningful education experiences, regardless of the limitations.

I can't express how inspired I have been by the professionalism and dedication displayed by all members of our College. The level of collegiality and collaboration I continue to witness has been exemplary, and our learnings will impact positively on our practices moving forward.

Each year, the College adopts a theme around which we focus our thinking and actions. The 2020 theme is 'My Best, Our Best, Community Success' – and I firmly believe our recent experiences have

given us opportunities to display our commitment to this shared aspiration.

CHAC actively works to create a culture where our students are challenged to pursue excellence in a spirit of humility and compassion. We foster an environment where success isn't purely measured by outcomes, but rather where growth through process is embraced and celebrated.

As you look through this latest issue of *Pax et Bonum*, I hope you get a sense of our College's steadfast approach to educating the hearts and minds of students. I trust you will enjoy reading articles that highlight strength through adversity and celebrate our College's shared success.

Mr Gary O'Brien
PRINCIPAL

Planning for bright futures

At the start of the year, the College launched its 2020 – 2022 Strategic Plan.

The plan was developed after a considerable strategic thinking phase and significant community consultation. It outlines how the College intends to meet the challenges and opportunities of educating young women and men for success in a dynamic, evolving world.

Grounded by CHAC's commitment to 'Developing World and Work Ready Individuals', College Principal, Mr Gary O'Brien said the plan provides the blueprint that will ensure the College continues to deliver a distinctive and innovative education that provides opportunities for all to discover their passion and pursue it.

"By focusing on the strategic pillars, the College aims to produce world-ready graduates who are prepared to act with courage and compassion, display grit and empathy along with a genuine desire to serve humanity," he said.

"The College seeks to combine a high-quality education with the development of the soft skills required to prosper and flourish in a workplace that values critical and creative thinking; one that discourages passive, unreflective, and uncritical reception of information, and that rewards lifelong patterns of thinking."

The strategic pillars provide the framework that supports the College's corporate vision and outlines its shared priorities.

These pillars will help shape the College's future direction by harnessing what it already does well and implementing actions to ensure CHAC remains one of Queensland's leading independent schools.



PILLAR 1: Teaching and Learning

A teaching and learning program focused on high expectations of learning behaviours, founded on brain research and solid data that is designed to be challenging, rigorous and engaging. One that encourages learning by not being afraid to fail and allows students to discover and follow their passions through curricular, co-curricular and extra-curricular opportunities.

PILLAR 2: Wellbeing and Personal Growth

A community that is committed to the development of the principles and practices of personal and community wellbeing and is providing opportunities for personal and professional reflection, growth and development. A culture rich in Christian tradition that encourages empathy, compassion and explicit character development to form a strong moral and ethical compass to inform attitudes and actions and to develop a positive sense of self in relationship with God and others.

PILLAR 3: Community Connectedness

A community and culture that is rich in the College's Christian tradition, one that encourages empathy, compassion, care and concern for others. One that encourages personal engagement and genuine relationships founded on a mutual desire for a strong sense of belonging for the purpose of creating a flourishing community in a complex and everchanging world.

PILLAR 4: Sustainability: facilities, structures and resources

To be future focused, continually reviewing actions and practices with a clear eye on educational developments to ensure the College always provides resources and facilities that enable it to fulfil its educational goals.

PILLAR 5: Governance

Ensure the College is proactive in enacting good governance and compliance practices are inherent in the business of the College.

The digital classroom: applying theory to practice



When CHAC music tutor Monique Lowth enrolled in a digital pedagogies course, she couldn't have imagined how fortuitous it was until April this year.

Since 2016, Monique has tutored in lower brass at the College and took the subject as part of her Master of Teaching degree. As COVID-19 restrictions started to hamper face-to-face teaching, Monique saw an opportunity to apply the theoretical subject to the burgeoning real-world crisis.

"When schools started preparing for the transition to online learning, I immediately realised that this course was going to come in handy," Monique said.

With approval from the university and supported by the College's Performance Music Department, Monique seized the opportunity to apply her studies to the real-world context.

Running various ensembles and teaching a variety of instruments to students as young as Year 5, Monique said many of her teaching strategies weren't appropriate for the online environment.

"Moving everything online was quite challenging, as many of my teaching strategies would not work in an online environment, and I had to accommodate individual, group and ensemble online learning environments."

Utilising Microsoft Teams and OneNote, Monique was able to create age and skill appropriate lessons for students.

"The Year 5 students enrolled in the Immersion Program had only started learning halfway through Term 1 and required a substantial amount of guided instruction, so I needed to create a 'flipped classroom' idea.

"I recorded videos and created individual interactive OneNote pages within the Microsoft Teams platform, so students could record their pieces, have up-to-date homework and ask questions.

"I also had to create an online group lesson routine for students to follow in order to have effective lessons; I worked with students individually – when it was not their turn to play, they muted themselves and practiced the next piece while they were waiting."

To modify her teaching for ensembles, Monique said she recorded individual parts for each of the pieces students were learning.

"I created multiple click tracks at varying speeds, which could be played through students' computers remotely (from my desktop at school) so I could control how the ensemble rehearsal ran and could conduct along so students had a visual aspect to their practice.

"As a department, we also created duets for the soloists' recital – all students were playing an individual line and accompanying each other by recording along to click tracks via MP3 and embedded music notation within Microsoft Teams."

Monique said while students and staff embraced online learning it "reinforced to students how much fun performing together is".

Having ended Semester 1, Monique has finalised the digital pedagogies course and submitted her university assessment.

"I used my work at CHAC as a model for my assessment items. My lecturer was extremely supportive of my angle on the assessments – as it was beyond what she was expecting.

"She was aware that I was implementing significant digital technologies in the classroom, and this needed to be practical for my context almost immediately.

"For the final assessment, my reflection is very thorough, because I know exactly what works, and what does not!"

Online learning shows strength of College community

In March, the country was grappling with COVID-19 and the prospect of significant social distancing restrictions. As the likelihood of school closures and reduced face-to-face learning grew, CHAC wasted no time preparing for the anticipated transition to online learning.

By investigating collaborative digital platforms, harnessing internal expertise and modifying the curriculum for a virtual teaching environment, the College was able to minimise disruption and prosper through the challenging conditions.

The CHAC@Home Program commenced at the start of Term 2, following a learning from home trial conducted in the final week of Term 1.

Moving a school community to a virtual environment in a matter of weeks is no mean feat, but this is exactly what the College was able to accomplish. For seven weeks, staff and students operated successfully through the unprecedented circumstances, overcoming obstacles as a community.

CHAC Principal, Mr Gary O'Brien said the College was able to rapidly transition to an online mode of teaching and learning because of the professional capacity of its staff, communication infrastructure and the future-focused curriculum already being delivered.

"The College moved swiftly to ensure we were able to offer learning remotely, if it was required," Mr O'Brien said.

"Our processes and procedures, and assessment and curriculum were modified to ensure students could continue to participate in active learning at home.

"We also surveyed parents and students during and after the home learning trial to gauge the program's strengths and areas for development."

With support from the College's ICT Department, staff and students were provided with Microsoft Teams training and instruction.

The structure of the school day was

modified for the new environment, and the College invested significant resources to ensure the collegiality and community connections were fortified during the home learning period.

A broad cross-section of College milestones and events were reimagined for online delivery – including a virtual Anzac Day message, which involved talented professionals from across the College.

A social media campaign ran during the holiday break to engage the CHAC community while maintaining the College's strong sense of connectedness. With social distancing regulations preventing students from gathering for assemblies or chapel services throughout Term 2, the College live-streamed and pre-recorded these important events.

Despite being separated from their friends and classmates, students weren't isolated from their school community. The student captaincy team embraced the opportunity to show leadership by involving the student body in fun competitions and virtual collaborative activities. They filmed and recorded video messages, and shared encouraging ways to stay connected to each other.

On behalf of the student leadership team, College Captain Edith Biasibetti said they banded together to inspire and support each other and the student body.

"Home learning was an eye-opening experience for all of us, not just as Year 12 students, but in the sense that we had to adapt and overcome the challenges that accompanied continuing to lead the College in an online environment," she said.

"We utilised this experience to expand our leadership skills by enhancing our Captains' reports online by including fun skits and segments, such as virtual pet shows, messages from the House Captains and spicing up our weekly CHACtastics with our new College Captains' CHACtastic Award.

"Using assembly as a space to spread positive messages and provide opportunities for members of our cohort to continue to fulfill their leadership rolls, despite other rites of passage being postponed, was an important initiative in the continuation of engaging and uniting our student body.

"The home learning experience also allowed us time to reflect on and gain a new appreciation for the simple things we took for granted, while providing us with new opportunities to be creative and reminding us to maintain a growth mindset in our approach to leadership."

Mr O'Brien said he was overwhelmed by the care and compassion also shown within the parent community, and said it served as a reminder of the strength and integrity of the CHAC culture.

"It is often only in adversity that you gain a real sense of the strength of a community, and I think we can be justly proud of what we have here at CHAC," Mr O'Brien said.

"An indication of the strength of our community has been the generosity of our families donating to the special assistance fund designed to support members of our community in need. The empathy displayed was both reassuring and heart-warming and perfectly aligned with the culture and character of our College.

"As a College, we often talk about the partnerships we aspire to build with our families and the importance of connectedness within our community. This period has provided us with the opportunity to consider whether we are in fact achieving these things. From my observations and interactions, I believe we are doing well in this area."



Winner of the home learning photo competition, the Paech family.



The Donnan family marked Anzac Day with the College.



Mr O'Brien live-streaming assembly.



Take-home kits for the Year 9 robotics class.



Miss Smith chatting with her Year 7 class.



Ms Johnson delivering a class online.



Ben Masnjak ready for home learning.

Numerous creative initiatives have emerged during the coronavirus situation. Innovative solutions to challenges and novel approaches to old processes are likely to inform many of the College's future practices.

A group of Year 10 students recently completed the innovative elective program The Project with exceptional results, despite the challenges of online learning.

With the Semester 1 2020 program now concluded, Head of the Gifted and Enterprise Education Program, Ms Barbara Mossman said this year's participants were required to overcome an additional layer of complexity thanks to COVID-19.

"Students often find that much of the value of the subject lies in having to overcome challenges and develop resilience. This was the case on a magnified scale during our retreat to online learning, as access to resources, materials and locations disappeared almost overnight, requiring students to be flexible and resilient," Ms Mossman said

"Guided by mentors in their chosen field, students in The Project are encouraged to deeply explore an area of personal passion, nurturing and extending areas of emerging talent and gaining invaluable skills such as project management.

"Projects are universally ambitious, and every student faces road-blocks and challenges along the way. It is an essential part of The Project's learning journey.

"The Project Class of Semester 1 2020 found that they are determined, resourceful, adaptable and stronger than they knew. These are wonderful life lessons at such an early age."

The College is committed to preparing students for life beyond the classroom through innovative programs that encourage ingenuity and develop real world-applicable skills. Ms Mossman said she was incredibly proud of the projects presented by students in the unit, saying the learning outcomes would be applicable far beyond the subject.

Work produced by students undertaking The Project this semester included films, animation, a scientific research project, a photography folio, an IT solution, a range of wearable art, a social justice feature article, a health and nutrition blog, a play, and a range of original songs.



Scaling new heights: rewarding risk and resilience through The Project



THE PROJECT – STUDENT REFLECTIONS

MAGGIE NGAN Album reflecting on January 2020 Australian Bushfires

I chose this subject so that I could extend my abilities and gain more experience in songwriting. Previously, my songs have been random words put together that may not mean anything to me at the time. This semester, I wanted to change that. I knew that I wasn't going to pursue music as a career, but I did know that I was going to continue with it no matter what, so I wanted to make sure that I had the skills to make it worthwhile.

When I enrolled in this subject, I wanted to produce a piece of assessment that I would be proud of.

COVID helped me to complete my project to a standard that I was happy with. Throughout this semester, I developed my skills in music greatly. This subject has allowed me to connect with other people through my music, which was my ultimate goal.

Being at home during school gave me more time at the piano, and more time dedicated to developing my songs. However, recording in Ghostgum Audio was put on hold for a period due to the COVID restrictions, meaning the loss of valuable time.

The main obstacle was my confidence; my inability to believe that my songs were any good. I overcame this by realising that my work does not have to be perfect, and all that matters is that I am improving and striving to make a difference.

I am very happy with my final product. I am proud of the way that I have let myself open up and write songs that mean something to me, and maybe even someone else. I can now say that my music is something more than words and notes on a page.



LACHLAN WHYTE

Animated film demystifying Epilepsy

There is nothing wrong with you! This is a message that everyone should carry with them throughout their lives.

My project involves a stop-motion animation of a cartoon of myself and is dedicated to helping other teenagers who are struggling with Epilepsy, which is a condition that I have been afflicted with. My animation involves a step-by-step guide on how to live your life normally with Epilepsy.

At first, I planned to film a sped-up version of me drawing on the whiteboard like a 'draw my life' type of thing. But unfortunately, due to COVID-19, I decided that I would go for a different approach.

I tried using animation software, but it was complicated, and I had no preparation or experience with it. This is how I arrived at the conclusion that I would use stop-motion animation. It was challenging, and, unfortunately, I didn't have a proper camera to film with nor a tripod to hold it in place. Luckily, I was able to acquire both the camera and the tripod from the College's Art Department.

I spent weeks inside my garage, taking photos and changing the movement of my animated character's body, over and over and over again. After I had finished, it was practically the same thing! Weeks were then spent inside my room, copying and pasting each separate photo over and over and over again. It was a gruelling editing process, but I overcame this, and felt proud of what I had done.

Through The Project, I've learnt that even with planning, nothing will ever be perfect and that the animation process takes a huge amount of time.

I now aim to put my video on YouTube so that it can be easily accessible to anyone. I also plan to send it to Epilepsy Queensland so that they hopefully show my film to anyone looking for help.

Ultimately, I want to pave the way for a future career in animation and create a positive impact upon as many people as possible.

Design with purpose: innovative classrooms for 21st century skills



With the scaffolding down and the landscaping almost complete, the College is preparing to unveil its latest development project. Designed to harmonise with the College's natural environment, the new two-storey building is set to enhance the educational experience for CHAC students.

Director of Teaching and Learning, Mrs Jennifer Middleton said the building design was carefully considered to maximise the learning opportunities for students.

"Research tells us that when students enjoy learning in a space, it has a positive impact on their wellbeing and academic outcomes," Mrs Middleton said.

The design encourages positive connections, collaborative learning and innovation, preparing CHAC students for life beyond the school gate.

"In the new D Block, classrooms are grouped together rather than presented in a linear format. Elements such as writable glass and the ability to expand classrooms into the outdoor environment have been included to make the learning spaces as

comfortable and interesting as possible – a place where students are happy and engaged."

Harnessing the beauty of the College's surrounding natural environment was a significant focus for the project, and its aesthetics enhance its functionality.

"The building was modelled on ecological sustainability principles for the indoor and outdoor environments. There were design elements incorporated into these classrooms, including the introduction of natural light and ventilation, reflective glass, and capturing the organic environment.

"This combines to create an atmosphere where students are able to engage with learning.

"The development has also considered the bushland surroundings, and we kept as many major trees as possible."

A large student social hub is located on the ground floor of the building. This exciting student facility includes a commercial kitchen and performance space that opens out toward the Corymbia Boardwalk.

The new building will open in Term 3.

CHAC welcomes our Chaplain and Director of Mission: Brother Nathan-James

If the heart of a school is its students, then the hands of CHAC are surely the chaplain. Helping to guide the spiritual life of the College, supporting the wellbeing of the community, and facilitating the good works of service, the chaplain helps put expression to corporate faith.

CHAC's newly appointed Chaplain and Director of Mission, Brother Nathan-James, couldn't have started his new role at a more challenging time. But, despite the uncertainty and disruption to normal life, the College's new Chaplain has leapt head-first into College life with the enthusiasm and warmth needed to inspire hope during complex times.

"It has definitely been quite strange not having many students around; especially since Chaplaincy is about human interaction and being present," Brother Nathan said.

"It has, however, given me an opportunity to get to meet staff and get to know them. I have found everyone to be so welcoming and supportive and willing to help me find my feet; that has been very much appreciated."

Hailing from All Souls St Gabriels in North Queensland, Brother Nathan said relocating to a new community during the coronavirus pandemic has meant embracing the challenges of a largely online student population by implementing creative ways for the community to remain engaged and supported.

"Like everyone, I have had to adapt to different ways of doing things. We have had to move from doing services and assemblies in the normal gathered environment, to doing things through a mix of live and recorded parts. The other day I conducted my first Eucharist in the Chapel; this called for a whole new way of worshipping, which was a bit strange and unexpectedly nerveing."

Brother Nathan brings a wealth of experience to his role at the College, and the CHAC community will be all the better-off because of it. From nursing in the Middle East and London to encountering God's calling at a shop in Germany, Brother Nathan said his life journey has equipped him to meet the needs of the people he serves.

"My diverse experiences have given me the understanding, compassion, wisdom, insight, and empathy needed to sit alongside another and be God's presence in their lives; to remind them that God is always present and wants them to be whole.

"While God waited for me to accept my vocation, God used the things I wanted to do in order to prepare me to be effective in my ministry.

"God has been patient and enabled me to do various things – such as nursing, teaching, travel, relationships – and to discover for myself my true vocation, consecrated to God for the service of others.

"I believe my vocation is – and God has been preparing me – to journey alongside young people; to companion and mentor them, to help them heal, to show them God's unconditional love – especially when they feel an absence of love – to be present with them in dark and lonely times, and to nurture their spirit."

Originally from New Zealand, Brother Nathan spent time in the Solomon Islands before moving to Australia at four. He recalls feeling drawn to spirituality as a child and started attending the Salvation Army at 11 after his father died.

"When I was about 14, I was inspired by missionaries who spoke at our Church and I decided that I wanted to be one. I shared this with our ministers and they were very supportive and got me involved in the Church a lot."

After completing a nursing degree, Brother Nathan worked for several years in Australia before he moved to London to work. It was while he was in England that he started to attend an Anglican church.

"I spent several years moving between different churches and expressions of spiritual life. I didn't really settle into the Church again until I was in London and attended St Paul's Cathedral fairly regularly.

"One day, I noticed a brochure advertising a vocation day for people interested in Franciscan religious life in the Anglican Church. I went along and was very interested in joining, though I got cold feet and left to work in Abu Dhabi (UAE) without pursuing it too much further."

Brother Nathan made up his mind to seriously explore Franciscan religious life after seeing a statue of St Francis in a shop in Germany, and eventually returned to Brisbane to join the Society of St Francis in 2002.

After visiting CHAC late last year, Brother Nathan said he was overwhelmed by the students' depth of thinking and the College's prominent and tangible Franciscan spirit, adding that he also saw opportunities to contribute to the College and develop personally.

"I was moved by the willingness of students to be open to the Spiritual and Sacred, regardless of their faith background or experience. I was also extremely impressed with the welcome I received while I was here," he said.

"I decided to take on the position because I believed it would open up opportunities for me to grow as a person and in my vocation. I felt that there were strong structures, such as the pastoral care system, commitment to social justice, service, and boys' and girls' education that would enable me to make



a significant contribution to the life of the CHAC community.

"My hope is to help facilitate exploration of the nexus between the profane (worldly, mundane, humdrum) and the sacred (transcendent, spiritual, other-worldly); to empower members of the CHAC community to (re)discover and or nurture their innate spiritual selves; to

enable people to move from existing to Being; to help us see ourselves as divinely created and interconnected (symbiotic).

"I believe God's main message is an invitation to enter into unity with God; to have 'eternity life', to transform from existence to Being, to have the qualities of God.

"Through the Incarnation, Jesus was the

personification par excellence. Jesus demonstrated the transformative love of God and calls us to follow his example; to show compassion, forgiveness, inclusion, acceptance, care, tolerance, kindness to all – even the stranger, enemy, or the 'least among us'."

After visiting CHAC late last year, Brother Nathan said he was overwhelmed by the students' depth of thinking and the College's prominent and tangible Franciscan spirit, adding that he also saw opportunities to contribute to the College and develop personally.

2020 Primary Captains lead by example



MATHIAS TENNANT

It means a great deal to me to be a Primary Leader. It is a privilege to represent Cannon Hill Anglican College in this way and to be a role model for fellow Primary students. Despite the COVID-19 challenges, I have enjoyed working with Mrs Chaplain, Mr O'Brien and Brother Nathan to present online assemblies and chapel services. I hope that my positive and well-mannered attitude is contagious amongst my peers.

MAYA BOSTOCK

It means a great deal to be chosen as a Primary Captain because, ever since I was in Prep, I have constantly looked up to the previous Captains of Primary and dreamed to be just like them when I was older. I thought that one day I could make a difference in my school, and work with my amazing teachers to do so. It is an honour to know that the younger kids in Primary look up to me like I did before. As a Primary Captain, I want to make a difference by making students kinder towards each other and their teachers. With the help of my fellow Year 6 students, I would like to leave behind an amazing, kind Primary school.

Leading through adversity: 2020 Captains cultivate school spirit



College Captains: Navneet Singh, William Ewart, Lachlan Parenti and Edith Biasibetti.

This year our College Captains have been faced with many challenges. Embracing obstacles as an opportunity to problem-solve, they have used their ingenuity, adaptability and leadership skills to create cohesion and maintain school spirit, despite the tyranny of distance.

EDITH BIASIBETTI

Being a part of CHAC is being a part of a supportive family, and I feel so proud to be a member of our CHAC family. Being Captain means I am able to give back to the College in my final year of schooling. As part of a team, I hope to introduce new initiatives to the College that build upon the momentum of past Captains and allow for the continued growth of the CHAC spirit. Through fulfilling my role, I hope to contribute to school life by leading with kindness and respect, so that everyone feels they are valued within our community and able to immerse themselves in College life.

WILLIAM EWART

Being a Captain is an immense pleasure personally. I am fortunate enough to attend a school that nurtures all people's interests and ideas. The CHAC

community has helped me grow and develop into a young adult that is aware of the world surrounding me and the issues we are facing. I feel very grateful that I have been given this opportunity.

I aspire to leave the College having created a strong spirit within the student body and comradery across all year levels. I hope my personal actions combined with those of my fellow Captains and the Senior Leadership Team will benefit the growth of the College's image and community.

LACHLAN PARENTI

Being College Captain means that every day I need to be 100 per cent, because, whether it's in Homeroom, band or in class, I know there will be someone who needs a little bit of lifting up, and that's my role.

I feel exceedingly welcomed as part of the CHAC family, and I am proud to wear the College crest every day. Working with teachers on Captains' initiatives highlights the professionalism of staff, and the student body and I am immensely appreciative of this.

In my role as a Captain, I hope the ideas and programs put forward are continued

long after we graduate. I want to help create a school environment where all students are motivated to participate and feel that their ideas are valued and built upon.

NAVNEET SINGH

I believe the Captain position is simply a tool to hear the needs of our community and answer them, whether they are great or small. It means I have a positive influence on my fellow students and can assist them in any way possible to ensure they feel like a part of our supportive environment.

Since joining the CHAC community in Year 4, my pride in being a part of our holistic nature has only grown and I feel no task in giving back to our community where I can.

After concluding our time in this role, I hope we will be remembered as Captains who truly stopped to listen to the needs of our College and its community. I hope to instill the same pride I have for CHAC in every student, so they feel they can participate in the countless opportunities available here.

Strength in numbers: new director supports student outcomes

Mr Shane Bowden joined our community of exceptional educators and professionals as the College's new Director of Data and Strategy at the start of Term 2, 2020. Having held a number of positions both within Queensland and overseas, Mr Bowden will play a key role in developing the College's use of data to support student outcomes.

Despite the unconventional start to Term 2, Mr Bowden said he received a wonderful introduction to the school, and he was eager to contribute to the College's continued evolution.

"I have enjoyed a very warm welcome to the CHAC community. The staff are fantastic and student focused," Mr Bowden said.

"The development and delivery of an innovative, successful and sustainable Anglican co-education is what drives strategy at CHAC, and the effective use of data plays a key role in this. I look forward to being part of the development, execution and review of strategy at CHAC as it continues to gain strength and serve the community.

"I am interested in making data more relevant and accessible to our College community. I hope we can use data as effectively as possible to inform and support our learners, so they may reach their potential across all facets of their education."

Growing up in Brisbane, Mr Bowden attended Franciscan boys' school Padua College, and originally planned to study Applied Science after leaving school until discovering his passion for teaching.

Since then, he has taught in North Queensland, London, Shorncliffe,



Warwick, and most recently, at The Lakes College, where he spent the past six years as the Head of Secondary.

Prior to his appointment, Mr Bowden said he had been fortunate to meet members of the College's leadership team, which drew him to CHAC.

"I had crossed paths with a number of the leadership team in previous years, including Gary O'Brien, Jenny Middleton, and Elizabeth Chaplin. They struck me as outstanding educators and great people, which was key to me pursuing this role," he said.

"I was also excited to hear of the appointment of Brother Nathan-James as College Chaplain and Director of Mission – one of only a few Franciscan Friars left in Australia. I have fond memories of the Friars when I was a boy at Padua."

Mr Bowden's first project is to build a comprehensive, personalised student learner profile centred on students' relevant academic, extra-curricular and wellbeing data.

"I am interested in making data more relevant and accessible to our College community. I hope we can use data as effectively as possible to inform and support our learners, so they may reach their potential across all facets of their education."



Team spirit wins the day

The College continues to cement its reputation for sporting excellence thanks to recent outstanding results in the TAS (The Associated Schools) sporting competition and national tournaments.

Securing the coveted 'Champion School' top spot in the 2019 competition, the College continued its success during Term 1 this year, ranking number one school for the Trimester 1 competition.

The trimester also saw the largest student sports participation numbers in the College's history. Director of Sport Mr Mark Spindler said the exceptional results and the College's sporting prowess were credited to CHAC's culture and passion.

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

"Students want to represent CHAC – they take immense pride in the College. They want to perform at their best and not let their mates down.

"All students deserve to participate no matter their ability, and students respect that everyone has different skill sets and encourage one another, no matter what their skill levels are."

2020 College Sport Captains Lauren Jenkin and Jai Robert agreed the positive, supportive culture set CHAC Sport apart.

"To me, CHAC Sport is a place of undying team spirit. A place where everyone gives 100 per cent for the people around them, and not for themselves, and this is something I've found ever since my first sporting game for CHAC back in Year 7," Jai said.

Lauren credited CHAC's success on its positive culture.

"With the help of our coaches and staff, the students at the College only experience positivity when training and playing the games they love. Being a part of any team will guarantee a fun and exciting way to stay healthy, and an opportunity to make new friends and learn skills from our amazing coaches and staff," she said.

"CHAC has always, and will continue to, provide an environment that strives for students to be the best they can be with any sport they are passionate about."

Mr Spindler said CHAC Sport had deliberately fostered an environment where dedication and enthusiasm were embraced and where everyone was committed to success.

"The commitment to CHAC Sport is shared by everyone at the College. Our

students are dedicated to their training and desire to improve their skills. Our staff and coaches are passionate, and parents assist by ensuring their child can meet their sporting commitments, by being present at all games and by encouraging their child's team."

In 2019, CHAC achieved two gold medals and a silver and bronze medal at the Australian Volleyball Schools Cup, as well as a gold and silver medal at the Junior Schools Cup. This year, the College also saw success at the Australian Junior Beach Volleyball Championships with a gold medal in the Girls' Under 14 division and a silver in the Boys' Under 14. Other students competing at the championships secured exceptional places amidst tough competition. Mr Spindler said the number of students representing the College in all sports was on the rise.

"The high number of students wanting to play for CHAC at all representative levels leads to students developing healthy commitment habits and a desire to improve their skills and personal best."

The College hopes to maintain its status as a leading school in the TAS competition and will continue to provide opportunities for all students to be active and represent CHAC on the sporting field.



Creativity in times of crisis: students explore struggle through art

'Never waste a crisis' is a statement doing the rounds of contemporary thinking, and, in response, CHAC Arts students and teachers have produced a wealth of creative approaches and responses this year.

Student work in Drama, Music and Visual Art shows evidence of personal fortitude and deep reflective thinking. Through engagement with new and emerging technologies and trends, students collaborated with peers and continued their development of strong foundation skills in making, creating and performing.

These pages give but a snapshot of the plethora of recent creations and performances.

Dr Malcolm Cole:
HEAD OF FACULTY - THE ARTS





2020 PARENTS AND FRIENDS' ASSOCIATION COMMITTEE

- President**
Mr Robert Nettleton
- Vice President**
Mr Scott Leisemann
- Vice President**
Ms Marie-Claire Payne
- Vice President**
Ms Pauline Wyatt
- Treasurer**
Mr John Ryan
- Secretary**
Ms Jodie Clayton

Fostering connection: a new committee steers P&F

The College's Parents and Friends' Association (P&F) recently elected a new committee who will help steer it through the everchanging landscape of fundraising and events in the wake of COVID-19.

At the Annual General Meeting on 11 May, the 2020 Executive Committee was formally elected, with Mr Robert Nettleton named President. This committee draws on a broad cross-section of the College's parent body, all bringing a wealth of experience and diversity of views to the Association and College.

Mr Nettleton is an active member of the committee, and said he was honoured to be elected as President and was committed to fostering community spirit and establishing an even more robust P&F.

"It is a great pleasure to be elected as the P&F President in 2020, and an honour to serve in this role," Mr Nettleton said.

"I see the role as being someone that can bring together our highly passionate volunteers who have fantastic ideas and help channel that passion into projects that benefit the whole CHAC community. The passion and dedication of our volunteers, and the time they freely and generously give, strongly motivates me to do what I can.

"I look forward to working with the College community, and on its behalf, to help ensure that Cannon Hill Anglican

College continues to provide a great educational experience for its students, while also working to strengthen our community spirit."

Mr Nettleton is well-positioned to contribute a unique perspective to the P&F and wider College community. Currently working for the Anglican Schools Commission, Mr Nettleton has also worked on several large-scale energy construction projects around the country.

"My career and professional development have been quite diverse. I believe this has helped me develop an ability to listen and understand people's perspectives and potential roadblocks, and work with them to determine an appropriate solution or outcome," Mr Nettleton said.

Taking up the position at the helm of the committee during unprecedented circumstances, Mr Nettleton said he hopes to build on the work of the previous committee and strengthen ties between the College's community bodies.

"The P&F aims to promote the spirit of community while working for the advancement of the College. I see this as our guiding light in our decisions and actions, especially in the current environment.

"Understanding and appreciating this, I have set myself a number of goals for 2020 – including encouraging the parent body to have confidence in the P&F's actions and decision-making processes. This will enable our community to have

a clear understanding of our vision and objectives and to support them."

Mr Nettleton said government restrictions came into effect as the annual College events calendar was ramping up, leaving the P&F to face a litany of challenges in relation to its scheduled activities. With events in limbo, the P&F have devised creative ways to maintain community connection and support those affected by the sudden economic impact.

"The response to COVID-19 has required all of us to change our normal activities, movements and schedules, in order to comply with the guidelines and measures set by the government and College," Mr Nettleton said.

"These requirements have forced the P&F to re-evaluate the activities and events normally undertaken throughout the year, with many of these events postponed, cancelled or undertaken in a significantly different way.

"Motivated by these challenges, the P&F launched the P&F Business Directory to directly support our community's business owners at this time. We recognised the pressures on small and medium-sized businesses due to the economic situation, and I strongly encourage our families to utilise the Business Directory to offer support to those in our community that need it."

Visit www.chac.qld.edu.au/business-directory for more details.

Annual Open Day a hit with prospective families

The threatening rain didn't stop more than 1500 people attending the College's annual Open Day on Saturday 7 March.

Visitors enjoyed seeing CHAC students and teachers in action across a wide range of activities. CHAC students shone as they took part in musical performances, sporting events, classroom activities and student-led tours. As always, guests were particularly appreciative of the warm welcome provided by the friendly CHAC community at the homebake morning tea.

Assistant Principal and event coordinator Mrs Jennifer Middleton said she was thrilled with visitor numbers and had received overwhelmingly positive

feedback from the wider community about the quality of the event and the hospitality of the College.

"Our March Open Day continues to grow each year as we draw people from across Brisbane to our College for a first-hand look at what's available at CHAC," Mrs Middleton said.

"Prospective families attend the event because of the reputation of the CHAC culture and our exceptional outcomes. Everyone plays a role in creating this extraordinary environment on a daily basis, and it is such a joy to welcome the wider community to the College to see this personally."

From crêpe making at the French language display, or dissections in

the science laboratories, to informal conversations with the Parents and Friends' Association over an iced tea, visitors were greeted with genuine hospitality and enthusiasm.

"The College spirit was truly on display. It is what ignites interest in prospective families and inspires the CHAC community."

This year, we are excited to launch an online College tour. Filming is currently underway for a 360° virtual experience, where families can explore our modern classrooms, student facilities and wetlands campus. This online resource will be available on our website in lieu of our usual August Open Day. For more information, visit www.chac.qld.edu.au.

Boys' and Girls' Committees serve up inspiration and hope

Compassion is more than a word inscribed on the College motto, it is woven through the spirit of CHAC and underpins the culture of the College. Service is compassion in action; it is a tangible representation of the College's values, and students are encouraged to engage in a broad range of service and social justice activities.

CHAC's Diakonos is responsible for the College's service programs. It provides young people with opportunities to work together to serve the College and the wider community. As part of the Diakonos program, the College facilitates three committees – the Environment Committee, Girls' Committee, and Boys' Committee.

In Term 1, both the Boys' and Girls' Committees organised a breakfast with inspirational guest speakers aimed at encouraging students to pursue personal growth through social endeavours. Both events sold out, and student organisers were overwhelmed with the positive feedback from students and their guests.



International Women's Day Breakfast

Students in Years 7 to 12 were invited to celebrate the remarkable women in their life by bringing along a female adult guest to the annual Girls' Committee International Women's Day Breakfast. This year, students heard from Emmy Singh, award-winning technologist, diversity ambassador and social justice advocate.

Saoirse Cotter Year 7

I really enjoyed the Women's Day Breakfast because I felt really warm and welcomed to the event, I also liked how we got to sit with other mums and students. I sat with two girls from my maths class, and their mums as well as my art teacher. It was really fun, and I got to know them better.

I really liked going to this event with my mum because I don't often get the opportunity to go out with my mum, just me and her;

it was a really fun time with her.

The guest speaker encouraged us to go for everything that we would like to do, and always try new things, because there is so much to accomplish in the world.

I think the CHAC Girls' Committee is a valuable program because it is a great way to make friends as well as contribute to the community. It's also a great way to boost confidence and teamwork.



Boys' for Success Breakfast

On Thursday 27 February, 136 boys and men braved an early morning start to share breakfast and listen to Dan and Ed, the founders of social enterprise TradeMutt.

Matthew Sloman Year 11

TradeMutt is a not-for-profit enterprise, which aims to raise the awareness of mental health throughout the community. The founders, Dan and Ed, wore their vibrant work shirts that they sell, which are designed to catalyse much-needed conversations about mental health.

Delivering an outstanding speech, they inspired all of us who were there. The underlying message was that it is important to share what is going on inside and to help others by strengthening mental health in our communities.

As we grow older, men often run the risk of developing a tough exterior, however, as noted by Dan and Ed, it is important for us to show that we are all vulnerable as well and not be afraid to ask for a hand.

I encourage all the adult men in our community to visit the TradeMutt website and have a look at some of their entertaining podcasts and tutorials on how to check in on your mates. Do your bit to help them to achieve what they originally set out to accomplish – reducing the dire rate of suicide in Australia. Visit www.trademutt.com.

Renee Coffey Class of 1999

Compassion in action: Renee helps transform Indigenous lives

When Renee Coffey commenced Year 8 at CHAC in 1995, there were only 300 students in the entire College. Part of the first full intake year, Renee 'grew up' in the CHAC community and said the school's values and commitment to social justice helped shape her career journey.

For more than 20 years, Renee has fought for the rights of Indigenous Australians and her work has earned her a seat at some of the country's leading not-for-profit organisations, including her current position as Deputy CEO of the Australian Indigenous Education Foundation (AIEF).

Drawn to advocacy from a young age, Renee was one of the inaugural winners of the College's highly-respected St Francis and St Clare Shield. Renee said CHAC's values and commitment to social justice left an indelible mark on her and inspired her meaningful career.

"CHAC has always had an incredibly strong social justice ethos. In my early years, I led a number of clubs and groups at the College. Students were encouraged and supported to genuinely run these groups and their initiatives," Renee said.

"I can honestly say that I was able to 'cut my teeth' in non-profit management in my teenage years at CHAC. Those early skills have served as a bedrock for my subsequent career."

Renee is committed to the transformative power of education. Since graduating from CHAC, she has continued to pursue personal education opportunities – including the Executive Program for Nonprofit Leaders at Stanford University in the United States – and through her role at AIEF, she works to provide access to education for Indigenous Australians.



"The small school size, together with the multi-year-level homeroom system, a visionary principal and some marvellous teachers, really forged a small, strong community to grow up in. The College's motto 'With Courage and Compassion' has always resonated with me and has been something that I have drawn upon and aspired to in everything that I do."

"I am as passionate as ever about the work we do at AIEF, and as a life-long learner – something instilled in me during my time at CHAC – I am always looking to improve my skills as a leader in this field.

"In the time I have been with AIEF, we have provided scholarships to over 1,000 young Indigenous people, many who have now graduated and are living remarkable lives and having significant, positive and lasting impact on their families, their communities and our nation."

Beyond her work at AIEF, Renee has delivered a TEDx talk on the power of education, and following her diagnosis with Multiple Sclerosis in 2011, she has taken on the role of Ambassador for Kiss Goodbye to MS.

Reflecting on the changes to the College during the past 20 years, Renee said she marvelled at CHAC's outstanding facilities.

"Each time I visit the College now, my sense is that despite its growth in both facilities and student population, it has maintained that strong sense of community."

Renee remains connected to the College through her involvement with the Past Students' Association, and, as a mother of two, she hopes to join the CHAC parent community in the future.



Christopher Henderson Class of 2002

A passion for music technology leads to a career beyond the studio

Chris Henderson graduated from the College in 2002 with a career in music technology firmly in his sights, thanks to CHAC's innovative programs that extend beyond the classroom.

For the past 18 years, Chris has enjoyed an exciting, diverse career. While he may not have foreseen exactly where his love of music would lead, the opportunity to explore all facets of the music industry while at school helped pave the way for a fulfilling professional journey.

"As a kid, I had a passion for tinkering with electronics and HiFi systems. One of the reasons my parents enrolled me at CHAC was because of the state-of-the-art recording studio facilities that were in place way back in 1997," Chris said.

"I was determined to pursue the industry in one way or another. My initial ideal was to be an engineer with a recording studio, but the music program at CHAC gave me

the chance to branch out and experience audio engineering and production for live audio and theatre productions.

"The music teachers at CHAC, and the outstanding facilities, allowed me to fulfil my passion for music technology and directed me into an appropriate career path. It afforded plenty of opportunities to explore live and recording studio production, band tours and musicals, alongside co-curricular piano lessons."

Chris said he was one of the first CHAC students to take advantage of the College's professional recording studio, Ghostgum Audio. The studio's relationship with the music department at Central Queensland University led Chris to pursue tertiary studies there.

"In 2003, CQUni ran a Bachelor of Music (Music Technology) program out of Ghostgum Audio. The primary music technology subject was taught at

Ghostgum and the other subjects (music history, musicianship and music extension subjects) were taught by correspondence from the CQUni Mackay campus."

The College's industry connections also helped Chris secure work experience with one of Brisbane's leading audio specialists, Musiclab, in Years 11 and 12, eventually leading to his first full time job with the company.

"I ended up working for Musiclab for five years. It took me to Sydney, where I worked for an AV distribution company as a Brand Manager until 2017 when I moved back to Brisbane."

Chris has completed postgraduate studies in marketing and is currently studying a Master of Business Administration at QUT. In May this year, Chris and his wife welcomed their first child, Matilda.

"The music teachers at CHAC, and the outstanding facilities, allowed me to fulfil my passion for music technology and directed me into an appropriate career path. It afforded plenty of opportunities to explore live and recording studio production, band tours and musicals, alongside co-curricular piano lessons."

Jessica Pugh MP Class of 2002

Social justice motivates community-minded career

When Jess Pugh graduated from CHAC, her peers voted her most likely to become Prime Minister one day.

Now, almost 18 years later, the mother of two (with one on the way) has embraced a career in state politics and is relishing the opportunity to serve as the current Member for Mount Ommaney.

Motivated by a desire to affect change at young age, Jess said the College provided her with opportunities to explore social issues and a platform to serve the community.

"When I attended CHAC, it was a very free-thinking school, which provided ample mentors and role models. I met incredible people, and my teachers and my involvement in the school Interact Club gave me the opportunity to organise amazing events like a sleepover at Boggo Road Jail for over 100 kids," Jess said.

Jess said the College's progressive approach and supportive environment helped shape her belief that anything is possible.

"I was never told I couldn't do something, and I think I achieved far more because of it."

With the College's strong focus on service, Jess said she developed a greater awareness of social needs and was encouraged to fight injustice.

"I joined the College's service club in Year 8 with the intention of becoming the CEO of World Vision by the end of that year. I did my work experience there and loved it," she said.



Jess with her growing family.



"However, I noticed that every newsletter and article I read by Tim Costello mentioned there wasn't enough foreign aid going overseas, and that the Government needed to do better.

"I decided fairly early that if I wanted to affect genuine change, politics was the place to start. By Year 12, I was absolutely set I would be pursuing a career in politics in some way, shape or form."

Following school, Jess completed a business degree and spent a number of years working in events management before pursuing a career in politics.

"I was equally determined not to work in politics for the duration of my career. I worked for half my career in my family restaurant prior to being elected in 2017. I believe all elected politicians benefit greatly from working outside the field so that they can get real-world experience.

Jess balances her career with a young family and said seeing the pride her children have in her work is her greatest achievement.

"My children have been amazing supporters and tell everyone how important it is that Parliament and workplaces have a diversity of voices.

"It makes me so happy to see how proud my children are of me and also how they are living the values I'm working to create for our family."

"I decided fairly early that if I wanted to affect genuine change, politics was the place to start. By Year 12, I was absolutely set I would be pursuing a career in politics in some way, shape or form."



PLASTICINE HEADS: replicating a Microsoft Teams meeting during the CHAC@Home Program, by Year 8 Art students

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

CRICOS PROVIDER NO. 00646F



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