

THE CANTERBURY WEEKLY



WEEK 7, TERM 1, FRIDAY 13 MARCH 2026



FOUNDATION DAY

FROM THE PRINCIPAL **DAN WALKER**



CELEBRATING 39 YEARS OF CANTERBURY

This week our community gathered to celebrate Foundation Day and Canterbury's 39th birthday, marking the beginning of our 40th year as a College. It was a special moment to reflect on the journey that has shaped Canterbury and to look ahead to the future we are continuing to build together.

If we go back more than 40,000 years, the land was cared for by the Gugingin people of the Yugambeh language group.

For thousands of years, learning occurred on this Country through stories, observation and connection to land and community.

Centuries later, European farming families settled the district, building the rural character of the area before, in 1982, a group of parents and church leaders envisioned an Anglican school for this growing region. From that vision, Canterbury College was born.

Today, Canterbury reflects the story of modern Australia. Families from many cultures and backgrounds bring their traditions, languages and experiences into our community.





FOUNDATION DAY

creating a school where students learn not only from their teachers but from one another.

Foundation Day is also an opportunity to share a glimpse of Canterbury's future, with the first reveal of the proposed Senior School STEM and Creative Industries precinct. The project will include a new three-storey STEM building,

refurbished Design Technology spaces, new Creative Industries studios and a reimagined library designed to support contemporary learning. As we step into our 40th year, it is an exciting time for Canterbury as we honour our history while continuing to build the next chapter of the College.

[The full 2026 Foundation Day Address can be read here.](#)





FROM THE HEAD OF SENIOR SCHOOL
NICK STANSBIE



REFLECTING ON THE HALF WAY POINT OF TERM 1 IN SENIOR SCHOOL

As we are now past the halfway point of a busy term, and fully engaged in the busyness of school life, it is easy to miss the opportunities to step back and reflect on how we are travelling as a school community.

In the last few weeks, I have welcomed the opportunity to visit a number of classrooms, to spend plenty of time out in the yard at recess and lunchtime, and to meet prospective students and their families. These experiences provide a great opportunity for me to take our collective 'temperature' in the Senior School.

A FEW REFLECTIONS:

WE ARE A HAPPY COMMUNITY BECAUSE WE HAVE STRONG, SHARED VALUES.

We **value** our diversity and have much to learn from each other. Many students have shared that when they started at Canterbury, they worried about how their race, religion, or background might affect how they were treated, based on past experiences. They have found Canterbury to be a place where they are **accepted** and **included** for who they are. When concerns arise, our students know they can speak up and feel assured the issue is addressed.

WE UNASHAMEDLY HAVE HIGH STANDARDS OF UNIFORM AND BEHAVIOUR.

I often tell prospective parents that when I visit classrooms, I rarely hear teachers needing to manage behaviour. Canterbury classrooms are **calm** places where students are **happy to learn** and teachers are **happy to teach**, because everyone is treated with respect. This comes from focusing on the small but important things - how we speak, how we dress and how we enter and leave the classroom. We create an environment where everyone is equal and the focus remains on learning without distraction.

WE FOSTER GROWTH AND OPPORTUNITY AT EVERY TURN.

Canterbury provides opportunities for each student to **shine** and **challenge** themselves in new areas. Our aim is for every student to participate across four dimensions: Academic study, Sport and Activities, Performing Arts, and Character, Leadership and Service. Strong participation in programs such as the Duke of Edinburgh Award in Year 9, the service logbook, and the pursuit of Red, Silver, or Gold colours shows how much our students and families value being **well rounded**. I look forward to seeing the number of awards presented at the end of the year.



FROM THE ASSISTANT HEAD OF JUNIOR SCHOOL
CHRISTINA JASEEM



THE POWER OF ENGAGEMENT

At Canterbury, learning doesn't just stop at the classroom door. It continues around the dinner table, in the car, and at bedtime. One of the biggest influences on a child's success is the partnership between home and school. Children thrive when the key adults in their lives share an interest in their learning. A quick chat about their day, a question about a project, or a simple "show me what you're working on" tells your child: your learning matters, and we are in this with you. When parents and educators work in partnership, children feel known, supported, and inspired to do their best. Thank you for the many ways you walk alongside us in your child's learning at Canterbury.

THE DIFFERENCE IT MAKES FOR STUDENTS

When families are engaged, students are more likely to:

Achieve more, home support reinforces the habits and encouragement built at school.

Feel confident and motivated, knowing their efforts are seen and celebrated.

Grow important social and emotional skills like problem-solving communication, and responsibility.

WHAT ENGAGEMENT CAN LOOK LIKE THIS WEEK

It doesn't have to be complicated or time consuming. You might:

ASK

"What's one interesting thing you learnt today?"

CELEBRATE EFFORT

"I can see you worked hard on that," not just the result.

READ

Read together, even for 10 minutes.

ROUTINE

Keep a calm, predictable routine for homework and devices.

COME ALONG

To school events, information nights, or learning celebrations when you can.

STAY IN TOUCH

Email or chat with your child's teacher to share what you're noticing at home.



JUNIOR SCHOOL TEACHER **KATIA BUCKLEY**

Our Year 3 students have been immersed in the magical world of Roald Dahl's *Matilda*. The novel has provided a rich foundation for exploring both persuasive and narrative writing, allowing students to engage deeply with language, character, and creativity.

Students have examined the novel's memorable characters and themes, using these as inspiration for their own writing. In narrative lessons, they experimented with building suspense, creating interesting descriptions, and developing imaginative storylines.

Matilda's courage, Miss Honey's kindness, and Miss Trunchbull's unforgettable personality have sparked lively discussions and encouraged students to think about how authors bring stories to life.

In persuasive writing, students explored how to form strong arguments and express their opinions clearly touching on topics such as:

Why should old school punishments not be used now?

Why is reading books better than watching television?

They learned how to use high modality words, strong vocabulary, and persuasive techniques such as rhetorical questions to strengthen their writing.

A highlight of the unit has been the rich vocabulary drawn from the text. Students eagerly explored new words, weaving them into their own sentences with growing confidence. To support their growth as writers, students also used a bump-it-up wall, which helped them understand the skills needed at each level to guide them in taking clear, achievable steps to improve their writing.

Most importantly, the Year 3s have thoroughly enjoyed reading the novel. Their enthusiasm has been evident in each discussion, activity, and piece of writing. It has been a joy to watch their love of reading and writing grow as they journey through the story of *Matilda*.





HEAD OF FACULTY - CREATIVE INDUSTRIES
LAUREN STEER



INSPIRING CREATIVITY ACROSS OUR FACULTY

The Creative Industries Faculty has begun Term 1 with a strong focus on creativity, exploration, and skill development. Music students are building musicianship through composition, ensemble work, and performance, while Drama students develop expressive skills through improvisation and character work. Dance classes are refining technique and choreography, and Film and TV students are exploring storyboarding, camera work, and editing.

Visual Art students are experimenting with materials and concepts, Food and Hospitality students are engaging in hands-on cookery, and Design and Digital classes are prototyping creative digital solutions. Industrial Design Technology students are also designing and producing functional products, setting an inspiring tone for the year ahead.

YEAR 9 DANCE - IDENTITY IN MOTION

Year 9 dancers are preparing for their United Nations Day performance through their unit Identity in Motion. Inspired by Bangarra Dance Theatre, students are exploring how dance communicates identity, culture and perspective while developing a whole-class ensemble performance.

VISUAL ART HIGHLIGHTS

Year 10 student Ava Heath has created an impressive, realistic graphite portrait, showcasing strong tonal control and attention to detail. Year 9 Visual Art students have also produced vibrant still life artworks using the paper batik technique. Featured artists include **Coda Lahrs, Haley Conde Teixeira, Miah Percy, and Hayley Lim.**

FOOD & HOSPITALITY

Year 7 and 8 Food and Hospitality students investigated “CSI Kitchen” safety scenarios.

YEAR 7 & 8 DRAMA

This term, Drama students have been exploring scenes from two Australian plays: *Fight With All Your Might the Zombies of Tonight* by Matthew Whittet (Year 7) and *Stories in the Dark* by Debra Oswald (Year 8). Working collaboratively, students have explored humour, suspense, and transformation on stage, using set, props, and symbolic costume to bring their scenes to life and build engaging performances.

CREATIVE INDUSTRIES





HEAD OF HEALTH AND PHYSICAL EDUCATION
MICHAEL BOWDEN



THE IMPORTANCE OF FUNDAMENTAL MOVEMENT SKILLS AND SKILL DEVELOPMENT IN HPE

Developing strong movement foundations is essential for student success across the Health and Physical Education curriculum. In the early years, our Prep-Year 3 students learn Fundamental Movement Skills (FMS) such as running, jumping, throwing, catching, and balancing. These skills are not only building blocks for confident participation in physical activity, but also the basis for more complex techniques used in sport, dance, and lifelong physical pursuits. When students master FMS, they are better equipped to engage positively in physical activity and build the motivation, confidence, and competence that underpin physical literacy.

This early foundation becomes especially important as students enter Year 7 and explore Body and Movement Concepts. Here, they begin applying biomechanical principles, such as force production, stability, and movement efficiency - to refine technique and improve performance. Students analyse how body position, momentum, or sequencing impacts

the effectiveness of a skill, linking theory directly to practice. These lessons deepen their understanding of why skills work, rather than simply how to perform them.

By Years 10-12, this learning progresses into sophisticated applications of motor learning theory. Students examine skill acquisition, feedback systems, practice design, and constraints-based approaches to understand how expert performance is developed. They apply these principles to coaching, performance improvement, and movement analysis, drawing directly on the foundations formed in both FMS and Year 7 movement concepts.

Together, these stages form a purposeful developmental pathway - one that supports students to grow from foundational movers to knowledgeable, reflective, and skilled performers





FROM THE GOLDSWORTHY HOUSE CAPTAIN
TAYLOR KIRBY



GOLDSWORTHY CHARACTER, LEADERSHIP AND SERVICE WEEKS

Are you a Cold Chisel fan? Their song “Standing on the Outside” has been Goldsworthy’s theme song for Term 1, linking perfectly with our 2026 student motto: **Show Up. Stand Out.** The song tells the story of someone watching life happen - seeing opportunities and moments - but not quite stepping into them. All of us have felt that at some point. Our motto challenges us to do the opposite: turn up consistently, put your hand up, try out for the team or ensemble, volunteer for service, back your mates, and step into the circle instead of standing on the edge. We’ve already started strongly, especially with the work of our fantastic Goldsworthy student leaders.

In recent weeks, Goldsworthy students have led their peers as we celebrated our Griffin’s Character, Leadership and Service weeks. Senior School students have been showing Junior School students the power of reading, and how reading together creates a connection for years to come. This is where our theme began, and it asks every Griffin to have the courage to stand out.

Our 2026 community service initiative is a partnership with the Smith Family **Student2Student (S2S)** program, encouraging a lunchtime Reading Club where older students read and connect with younger students. Students volunteering for the S2S program will commit to reading with a young person for at least 20 minutes, two to three times a week, across 18 weeks. The goal is to build positive reading experiences, strengthen literacy skills, and boost confidence. We have learned that some children who receive assistance from The Smith Family may not always have someone to read with at home.

I would also like to congratulate Goldsworthy students in Years 7 to 11 for leading their peers in a workshop during CaRE lessons this week. These sessions are an important opportunity for students to develop leadership skills and connect to our service initiative. Well done, Goldsworthy!



**“SHOWING UP AND STANDING
ON THE OUTSIDE”**





STUDENT PARLIAMENT CHAIRS YEAR 9 **FAITH AND HARRY**



“STUDENT PARLIAMENT BELONGS TO EVERYONE, AND WE WELCOME ACTIVE PARTICIPATION IN SHAPING OUR COLLEGE’S FUTURE.”

Student Parliament was established to **strengthen** student voice, **build** connections across year levels, and **provide** a genuine opportunity for students to contribute to our College community. It offers a platform for representatives from Years 5 to 12 to present ideas, raise concerns, and collaborate with staff to create positive change.

This initiative builds on the leadership demonstrated by our Prefect Team and former leaders in Years 6, 9, and 12. Student Parliament offers more opportunities for students to step into leadership and make an impact. All Years 5 to 12 students are invited to attend meetings and present proposals for discussion.

As Chairs, we are committed to respectful discussion, thoughtful debate, and clear action to ensure every proposal is carefully considered and progressed.

We encourage students to connect with their year level representatives or speak directly with us to share ideas and feedback.

WEEK 5 INITIATIVE UPDATES



Isaiah McKenzie presented ideas focused on increasing student engagement across the College.



Ella Hay and **Maddison Sonnex** are preparing to launch Big Sister Pouches in the Senior School, discreet pouches containing sanitary items stored in female bathrooms to support student wellbeing. With a team of student volunteers, they have brought this initiative to life, which is currently funded by Student Parliament through our Containers for Change program.

Meeting minutes, proposal templates and members available via the [MyCC page](#).



Canterbury

UNITED NATIONS DAY

MONDAY 30 MARCH

**PURCHASE YOUR FREE
TICKET [HERE](#)**





FROM THE EVENTS AND ALUMNI COORDINATOR
AVESSA JOHNSON



ALUMNUS OF THE YEAR: TOM MCALPINE, CLASS OF 2018

Canterbury College was proud to welcome back alumnus Thomas McAlpine, who recently returned to speak to students after being named the **College's Alumnus of the Year**.

During his time at Canterbury, Thomas developed a strong interest in cars and four-wheel driving, a passion that would later shape both his career and entrepreneurial journey.

After graduating, Thomas explored several different pathways while continuing to build a growing social media community centred around the 4WD lifestyle. Through this platform, he connected with a wide audience of Australians working across blue-collar industries, including FIFO workers, tradies, and miners.

Recognising the strong connection between his audience and these industries, Thomas became increasingly aware of the importance of supporting mental health within these communities.

In 2023, he launched his brand Fuel Guzzla, combining his passion for the 4WD lifestyle with a commitment to giving back. Since its launch, the business has pledged to donate a percentage of every sale to **MensLine Australia**, supporting men's mental health across the country, contributing more than **\$30,000** along the way.

Thomas reflected on the unexpected path that led him from a personal interest in filming cars to building a successful brand and community.

"Sometimes the things you enjoy doing the most can turn into opportunities you never expected,"

Thomas's visit was a powerful reminder to students that careers rarely follow a single path, and that passion, persistence and purpose can create opportunities in the most unexpected ways.



PATRO

TOM4C4

Fuel Guzzla

1D42 EDITION

**DON'T BE AFRAID
TO BE DIFFERENT**

COMING UP NEXT...

Year 6 Sacred Sister and Rock and Water Program:

Monday 16 - 19 March

Year 2 Beenleigh Historical Village Excursion:

Monday 16 - 17 March

Year 7 and 9 NAPLAN:

Monday 16 - 18 March

TAS Year 7 - 12 Swimming Carnival:

Friday 19 March

JTAS Swimming Carnival:

Friday 20 March

World Ready Futures Expo:

Wednesday 20 March

Symphonic Splendour:

Wednesday 18 & Friday 20 March

Heavenly Voices:

Friday 20 March

Becket Family House Chapel:

Friday 12 March





IN CASE YOU MISSED IT

[2026 Prep Ball - Save the date](#)

[Team Announcement - Junior TAS Swimming \(Re-published\)](#)

[2026 Autumn Music Festival](#)

[2026 Year 7 Outdoor Education | Photo Gallery](#)

[Year 2 Beenleigh Historical Village and Museum Excursion](#)

[Canterbury College's 39th Foundation Day and Cursus Magnus](#)