

THE CANTERBURY WEEKLY



WEEK 8, TERM 1, FRIDAY 20 MARCH 2026



FROM THE DEPUTY PRINCIPAL
MEAGAN KING

SPORT, CONNECTION, AND MOMENTUM

At Canterbury, we know that great teams don't happen by accident, they are built through shared purpose, trust and consistent action.

This week, we were delighted to welcome Arnie Marraiya to lead the important work in one of our four Canterbury dimensions as our newly appointed Director of Sport and Activities. Arnie's relational approach, combined with his deep commitment to Canterbury, positions the team strongly as they build momentum for the year ahead.

As we approach the final round of Term 1 sport this weekend, we wish all of our teams the very best. It has been a fantastic start to our JTAS and TAS competitions, and we look forward to seeing that energy continue.

There will be little pause, with pre-season trials just around the corner as we prepare for a big Term 2 program. Our boys will take to the fields and courts in rugby and tennis, while our girls will compete in netball and hockey.

There is a real sense of optimism and alignment within the team and we are excited about what lies ahead for Canterbury sport.



CULTIVATING MUSICAL EXCELLENCE



This week students showcased their incredible skills at Symphonic Splendour



SUPPORTING BUSY ASSESSMENT PERIODS: THE IMPORTANCE OF ROUTINES FROM PREP TO YEAR 12

As many of our students are in the midst of busy assessment periods, families often ask how best to support their children's learning at home. One of the most effective strategies, across all year levels, is helping students develop a study plan. While study plans look different from Prep through to Year 12, they all serve the same purpose: **building routines, reducing stress, and supporting students** to learn in **manageable, meaningful** ways.

PREP - YEAR 2

In the early years, study planning begins with establishing consistent learning routines. This might be a regular time each afternoon for home readers, practising sounds or working on the weekly homework sheet sent home by teachers. At this stage, routines help build a child's sense of predictability and independence. Short bursts of focused practice, using visual reminders or checklists, can make learning feel achievable and even fun.

YEARS 3 - 5

In the upper Junior School years, students encounter more complex tasks and may need support organising their responsibilities. A simple weekly plan can help students see what needs to be done and when. Family commitments and co-curricular activities can be considered in the planning to support their understanding of time management. Parents can model how to break homework tasks into small steps and spread them across the week. These habits help students feel more in control rather than overwhelmed by deadlines.

YEARS 7 - 9

In the early Senior School years, study plans need to be more structured, encouraging students to balance subjects, plan ahead for assessment, and build effective study blocks. Retrieval strategies from the Learner's Toolkit, such as brain dumps, flashcards, practice questions and low-stakes quizzes, are promoted as powerful ways to strengthen memory and deepen understanding. When students schedule these approaches into a study plan, learning becomes more active and long-lasting.

YEARS 10 - 12

For senior students, study plans are essential. Workloads increase and assessments require sustained revision over time. Planning helps students map out goals, manage competing commitments and break major tasks into stages. Most of a student's assessment tasks will have checkpoints and drafts to support their planning. Retrieval strategies play an especially important role at this level. Practice questions and practice exams help students refine their timing, identify areas needing revision, and build confidence heading into final assessments. By this stage, many students will use other effective strategies including flashcards and brain dumps to support their learning. When students combine planning with the effective evidence-based study techniques of the Learner's Toolkit, they can maintain a healthier balance and reduce stress during demanding periods.

We encourage all students to participate in co-curricular activities as a valuable part of their learning experience. Involvement in sport, the arts, service and leadership helps students develop a broader range of skills and discover personal passions. These activities also play an important role in strengthening essential time management and organisational skills, which support students' overall academic success.

Across all year levels, consistent study routines and support at home help students work smarter, feel more organised, and develop positive learning habits that last well beyond school. If your child is finding it challenging to build these skills, please reach out to your child's classroom teacher (Junior School), Form Teacher or Head of House (Senior School) for additional guidance and support.



Canterbury



BETWEEN THE BELLS



WHERE CANTERBURY COMES TO CHAT

SPOT IT, SAY IT, SHARE IT!
YOUR VOICE = OUR STORY

HINT:
WE NEED A COFFEE TO GET US THROUGH THIS M-UN-DAY

A camera and question are hidden somewhere on campus. The clues in this post will help you find us and figure out the question.

See our latest segment [here](#).

Canterbury

SERVICE CAPTAIN

KIYA WATKINS RAMEKA



UNITED NATIONS DAY: CELEBRATING BEING DIFFERENT TOGETHER!

United Nations Day is an annual highlight for me and a special occasion for our community. It has been a rewarding leadership experience to chair our Student United Nations Day Committee and lead the coordination of this event. Our committee meets weekly to plan and create a meaningful celebration that reflects a common language at Canterbury and the event's core value of being "different together", recognising that this is our greatest strength.

It has been inspiring to work alongside students who have stepped up to lead their cultural groups, choreograph and rehearse incredible performances, and contribute across a range of teams including decorating, planning, publications, and native speaking opportunities. The overwhelming response from students, staff, and alumni wanting to carry their nation's flag and be involved in the event has been truly special. I would like to congratulate all students involved for the leadership and dedication they have shown in the lead up to the event.

EVENT REMINDERS



CANTERBURY CASH

Sold for Senior School students at Recess 2, outside of the cafe throughout Week 9.

Each Canterbury Cash ticket is worth five dollars.



JUNIOR SCHOOL OPTIONS

Junior School students may choose to order from a special United Nations Day canteen menu.



PREVIEW MENU OPTIONS

Junior School United Nations Day
Canteen Menu

Senior School United Nations Day
Food Truck Menus



KEY EVENT DETAILS

UNITED NATIONS DAY

ASSEMBLY &
CULTURAL PERFORMANCES



VENUE

Canterbury Events
Centre (CEC)



DOORS OPEN

12:40PM



ASSEMBLY & PERFORMANCES

Commence: 1:15pm
Conclude: 3:00pm



TICKETING

Family members and
external visitors are
required to scan their
[Humanitix](#) ticket upon
arrival.



CAR PARK CLOSED

Please note: The Junior
School carpark will be
closed for general
parking during this
event.

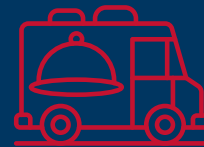
FOOD SERVICE

CANTERBURY FAMILIES & SENIOR
SCHOOL



VENUE

Junior School Carpark



Food trucks accepting
Canterbury Cash are available
for Senior School students and
families only. Meals will be
served as smaller taste plate
portions, each valued at five
dollars.

FOOD SERVICE TIMES:

11:30AM

Families and Years 10, 11
& 12 students

12:40PM

Years 7, 8 & 9 students

Junior School students
will have lunch under
normal lunch supervision
expectations.



Canterbury

UNITED NATIONS DAY

MONDAY 30 MARCH

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





FROM THE ASSISTANT HEAD OF JUNIOR SCHOOL
CHRISTINA JASEM



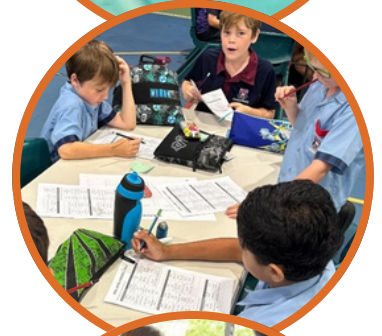
BIG QUESTIONS AND BRIGHT IDEAS IN YEAR 5

Our Year 5 students have wrapped up their SPARK introductory lessons and celebrated with the all-day SPARK Launch. They used the SPARK cycle to identify problems, ask big questions and test first ideas, and it was wonderful to see them tinkering, persevering and proudly selecting their preferred SPARK subjects for the rest of the program.

In STEM, recent maths lessons have focused on factors, multiples and efficient strategies for multiplication, with students breaking numbers into factor pairs and explaining their thinking. In science, they have been exploring how animals use structural adaptations to survive in different habitats, then using AI tools to help generate imaginative creature designs that show their own ideas for adaptations.

Within HEART, students have been presenting their Persuasive Pitch to Parliament to encourage members of Parliament to achieve civic goals for young Australians' access to education, supporting mental health and giving students a voice in decision making. We have also begun our reading assessments, after successfully completing Historical Narrative written assessments.

In Spanish, "Mi ciudad" has given students the chance to talk and write about where they live using new vocabulary and modelled sentences. Working with partners, they are asking and answering simple questions and sketching their own "dream city" inspired by Spanish-speaking places.





FROM IDEAS TO IMPACT: INSPIRING INNOVATION

Year 8 students have undertaken an immersive project exploring the entrepreneurial journey, developing an understanding of the skills, mindset, and resilience required to turn ideas into impact.

At the centre of this unit was an entrepreneurial interview task, where students connected with a diverse range of innovators, leaders, and founders, providing firsthand insight into the realities of building a venture. Students learnt key traits of successful entrepreneurs, including curiosity, persistence, creativity, and problem-solving. Students engaged with an inspiring lineup of guests, including:

Rob Joseph

(Anti-Ordinary)

Anna Madden

(Agricultural innovator)

Dr Soheil Abedian

(Developer and philanthropist)

Ed Ross

(TradeMutt)

Brad Hutchins

(Surf Lakes)

and Canterbury's own...

Riley Morgan

(Bass Buster Lures)

Ashutosh Vaitha

(ASHAN Industries)

Students also participated in a hands-on workshop with local fitness innovator Nathan Grant. His journey, from a garage-built prototype to a multinational manufacturing business, demonstrated how ideas can grow through creativity, perseverance, and an innovation mindset.

With inspiration fresh, students are now applying their learning to plan the Canterbury Mother's Day Pop-Up Stall in Term Two. Drawing on insights from their interviews, they are beginning to translate entrepreneurial theory into real-world action.

This opening project has strengthened students' understanding of entrepreneurship while building the confidence and curiosity to explore their own ideas throughout the year.



STAFF SPOTLIGHT

This week, we catch up with Louise Wheatley. With a strong focus on contemporary performance and creative development, Louise guides students through both practical musicianship and the technical aspects of music production. Her teaching approach fosters creativity, collaboration, and a commitment to musical excellence, supporting students to refine their individual sound while building a strong foundation in modern music practice.

What does a typical day within the College look like for you?

I kick off in the recording studio, powering up the mixing console and getting everything set to go. From there, it's straight into teaching music production, keys, and guitar to 21 amazing students, then rolling straight into coaching our Rock School students.

What part of working with the students do you enjoy the most?

The smile and satisfaction they get on their face when they play the music or piece they're working on, correctly, and know they've got it and can see their improvement!

When reflecting on your career, what is a highlight you'd like to share?

Recording and producing an EP written and performed by my children - Edgy and Hedgy.

BEHIND THE BADGE

Coffee or tea?

Coffee

Early bird or night owl?

Night owl but I long to be an early bird

Go-to weekend activity?

Family time, work, and music

Hidden talent or fun fact about you?

I used to train in Tong Long Kung Fu

Favourite Canterbury event or tradition?

Friday Night Rocks!

Favourite way to unwind after a busy day?

Yin yoga

If you weren't working in education, what would you be doing?

Working in my recording studio

Favourite food or go-to comfort meal?

Stir-fry with rice

Three words students would use to describe you?

Fun, Particular, and Positive



BECKET HOUSE CHAPEL

SUNDAY

22 March 2026

9:00 AM

To reserve your place, simply follow this link:

[Becket Family Chapel 2026](#)

COMING UP NEXT...

Years 11-12 Study Day: Monday 23 March

Years 11-12 Exam Block: Monday 23 - Friday 27 March

Young Business Leaders Launch Day: Tuesday 24 March

Years 5-6 Ethics Olympiad Training Clinic: Tuesday 24 March

ELC - Year 4 Parent Teacher Interviews: Tuesday 24 March

Year 6 Outdoor Education: Wednesday 25 - Friday 27 March



This week students showcased their incredible skills at Symphonic Splendour

This week students showcased their incredible skills at Symphonic Splendour



IN CASE YOU MISSED IT

[Parent Teacher Interviews - ELC - Year 4](#)

[2026 FUSE Cup eSports Tournament: Rocket League](#)

[Easter Hat Parade](#)

[Canterbury College Joins the Round Square Global Network](#)

[ANZAC Service Honour Roll: Request for photo submissions.](#)

[2026 Junior School Public Speaking Competition](#)

[Junior School Lunch Clubs](#)

[Foundation Day 2026: Celebrating 39 Years of Canterbury College](#)

[2026 Goldsworthy House Service Initiative](#)

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

[2026 Junior School Cross Country Carnival | Photos](#)

[United Nations Day: Junior School Canteen Menu](#)

[United Nations Day: Senior School Menu](#)