

THE CANTERBURY WEEKLY



WEEK 2, TERM 2 | FRIDAY 1 MAY 2026



FROM THE DEPUTY PRINCIPAL
MEAGAN KING

CONNECTED CONVERSATIONS, SHARED SUCCESS.

We all know that the strength of a school lies not only in its classrooms, but in the relationships that surround them. As Deputy Principal, I am continually reminded that when schools and families work in genuine partnership, students are the true beneficiaries.

Thank you to the many parents and carers who have attended Parent-Teacher Interviews this week. Your presence, your questions, and your commitment to understanding your child's learning journey are deeply valued. For those joining us next week, we look forward to welcoming you into these important conversations. These moments of connection ensure that we remain aligned in our shared goal, supporting every student to grow and thrive.

If you missed the booking information, make sure you reach out to our academic student services team so we can try and get you booked in. This weekend also marks the beginning of JTAS and TAS Term 2 sports, and I extend my thanks to the many families who will be on the sidelines, travelling between venues, and cheering on our students.

Your support of co-curricular life enriches the experience of every child and strengthens the sense of belonging that defines our community. The parent-led BBQ will be back up and running for home games. Please come and support this in any way you can.

As we look ahead, I warmly invite our Canterbury mums to join us for our Mother's Day Breakfast on the 8th of May, and our whole community to come along to the College Musical on the 16th of May. Booking links for both events can be found in the Weekly. These events are more than calendar highlights; they are intentional opportunities to bring our community together, to celebrate connection, and to showcase the diverse talents of our students.

At Canterbury, we invest deeply in these experiences because our primary goal is to work collaboratively with our community to ensure every student has access to a broad and meaningful range of opportunities. When students see their families engaged in their school life, it reinforces a powerful message: that learning, growth, and celebration are shared endeavours.

Thank you for the role you play in shaping the Canterbury experience.



**WHERE STUDENT
EFFORT MEETS
COMMUNITY SUPPORT.**

FROM THE HEAD OF JUNIOR SCHOOL

KAREN ROMAN



THE RUDE, MEAN, CONFLICT, BULLYING FRAMEWORK

This term, the Junior School is introducing a behaviour support approach called Rude, Mean, Conflict and Bullying. The purpose of this approach is simple but important: to build a shared understanding among students, staff and families about behaviour, language and how we respond when things go wrong.

In recent years, media attention on bullying has increased significantly. While this has helped highlight the harm caused by serious bullying behaviour, it has also led to widespread confusion about what bullying actually is. As a result, the term 'bullying' is often used to describe behaviour that, while upsetting or inappropriate, does not meet the definition of bullying.

Similarly, children are increasingly using strong and inflammatory language to describe minor incidents or everyday social difficulties.

Research and commentary in education and child development consistently emphasises the benefits of a clear, consistent approach to behaviour support.

When adults use shared language and accurate definitions, children feel safer, expectations are clearer, and responses are calmer and more effective.

The Rude, Mean, Conflict and Bullying framework helps everyone differentiate between:

Rude behaviour Thoughtless or impolite actions.
Mean behaviour Intentional but short-term actions.
Conflict Disagreements where both sides play a role.
Bullying Intentional, repeated, aggressive, or mean behaviours and a power imbalance.

FROM THE HEAD OF JUNIOR SCHOOL

KAREN ROMAN



By naming behaviour accurately, we can respond proportionately, teach appropriate social skills, and avoid escalating situations unnecessarily.

Importantly, this approach does not minimise harm or dismiss children's feelings. Instead, it ensures that serious behaviours receive serious responses, while smaller issues become opportunities for learning and growth.

Through this shared understanding, we aim to strengthen partnerships between home and school.

We are able to support students in describing their experiences clearly, and maintain a positive, respectful learning environment for all.

As part of this approach, we will be providing information on topics related to social and behavioural growth that we hope will assist in understanding how children develop.

We look forward to working together to build a common language that supports wellbeing, empathy, and respectful behaviour across our school community.



YEAR 11: LEARNING THAT GOES BEYOND THE CLASSROOM

CRACKING THE CASE: STUDENTS INVESTIGATE REAL CRIME SCENES

What does evidence actually look like in a courtroom? Our Year 11 Legal Studies students found out, hands-on. After being introduced to Australia's criminal justice system and the different types of evidence used in court, Ms Doran turned the classroom into a crime scene.

Working in teams, students examined smashed windows, messages on mobile phones, fingerprints, a digital swipe key card and an unlocked safe. They pieced together what happened and argued how each piece of evidence might hold up at trial. Equal parts detective story and legal theory, the exercise brought textbook concepts to life in the most engaging way possible.

LIGHTS, CAMERA, RÉVOLUTION: A DAY AT THE FRENCH FILM FESTIVAL

On the last day of term, our Modern History students swapped their desks for cinema seats at the French Film Festival in the city to see Jean Valjean.

The film told the backstory of Victor Hugo's iconic hero, Jean Valjean, from his epic historical novel, *Les Misérables* (yes, the one you may know from the famous musical or the Hugh Jackman movie version!)

The film powerfully captured the social conditions and human struggles of revolutionary France that students studied in Term 1.

This helps them understand what drives ordinary people toward revolution which sits at the very heart of our senior Modern History course, across multiple units. Watching history play out on the big screen gave students a vivid emotional connection to the ideas they've been analysing in class.

As part of our World Ready approach in Global Studies, we are always looking for creative ways to enrich our students' learning. We want students to feel that what they study is alive, relevant, and genuinely worth succeeding in.

FROM YEAR 1 TEACHERS - JUNIOR SCHOOL

KIM SAUL & SARAH SLADE



LITTLE SCIENTISTS AT WORK IN YEAR 1!

Step inside Year 1 this term and you'll quickly discover a room buzzing with curiosity, muddy fingers, and very important scientific questions. Term 2 is all about living things, and our students are diving into the role of young scientists with enthusiasm.

Year 1 students are exploring what plants need to live and stay alive. Through an exciting seed-growing investigation, they are planting seeds, making predictions, and carefully setting up experiments to test what happens when plants receive air, water, and nutrients. The seeds are tucked into their pots, watering cans are at the ready, and the anticipation is real! Each day brings excited check-ins and thoughtful observations as students eagerly search for signs of change.

This learning is beautifully complemented by Kitchen Garden sessions, which students look forward to each week. They dig, plant, explore, and connect their classroom learning to the natural world. The worm farm has become a huge hit, with many brave students choosing to touch and gently hold the worms while learning how these wriggly garden helpers keep soil healthy and full of nutrients.

This term is all about getting grounded in nature; learning with our hands, asking questions and building understanding through experience. In Year 1, curiosity is growing, confidence is building and learning is very much alive... just like the seeds resting patiently beneath the soil, ready for what comes next.



FROM THE RAMSEY HOUSE CAPTAIN

JASMINE FIDOW



REFLECTING ON OUR RAMSEY HOUSE SPIRIT BREAKFAST

The Ramsey House Spirit Breakfast was a vibrant celebration of community, house pride, and connection.

Students, staff, and parents came together in a relaxed, welcoming space to share breakfast, laughter, and a strong sense of belonging. This morning was another opportunity for our house to welcome Mr Lennon, Ramsey's Head of House.

Our seniors played an active role, welcoming students and modelling what it means to show Raptor pride, respect, and participation. Special mention to my Year 12 peers who cooked our delicious breakfast.

The Spirit Breakfast was a meaningful reminder that shared experiences help build strong connections and a positive school culture, making us stronger together. Thank you to everyone who attended our special morning. Go Raptors!





SUPPORTERS BARBEQUE

BE A PART OF THE ACTION AT OUR
TERM 2 HOME GAMES

SAT
2
MAY

SAT
9
MAY

SAT
6
JUN

SUPPORT OUR STUDENTS.
STRENGTHEN OUR CANTERBURY COMMUNITY.
YOUR TIME MAKES A DIFFERENCE.

To assist, simply follow this link:
[Canterbury College Supporters BBQ - Term 2](#)

SIMON LANE



STAFF SPOTLIGHT

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

The morning starts with a rehearsal or a Brekkie Buskers performance at the Café. This is followed by planning upcoming events and teaching studio lessons for Guitar and Bass students. There is often a lunchtime rehearsal for anything from our Junior Rock Band (Year 6) to the Senior Guitar Trio. Finally, the day finishes with a Rock School rehearsal with the five Canterbury Rock Bands.

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

It's great seeing students' confidence grow. As they take on more challenges, they can end up playing in front of hundreds, or sometimes thousands of people as with the recent UN Day. It's always a fun contrast to go from a major event to teaching a Year 3 student to play their first few chords on guitar.

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

Touring the UK with my band and playing at some cool venues like The Cavern in Liverpool, and London's Hyde Park at festivals alongside The Killers.

BEHIND THE BADGE

Coffee or tea?

Tea

Early bird or night owl?

Night owl

Go-to weekend activity?

Football matches with my boys, travelling all over the place

Hidden talent or fun fact about you?

I am a keen rower

Favourite Canterbury event or tradition?

Friday Night Rocks

Favourite way to unwind after a busy day?

Family board game or movie night

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

Gigging and recording

Favourite food or go-to comfort meal?

Curry and rice

Three words students would use to describe you?

Funny, busy, and supportive



REMINDER

School Photos are now
available to purchase.

SCAN BELOW



or visit:

www.advancedlife.com.au

enter code: **QDF X8R P8Q**

JUNIOR SCHOOL PHOTO DAY: **28 MAY**

SENIOR SCHOOL PHOTO DAY: **3 JUNE**

ELC AND CATCH UP PHOTOS: **11 JUNE**

Cash Order Envelope forms also accepted.

COMING UP NEXT...

Labour Day Public Holiday

Monday 4 May

Rock School Loud Lunch

Tuesday 5 May

Years 11-12 Visual Art Excursion

Tuesday 5 May

Years 5-12 Parent Teacher Interviews

Tuesday 5 May

Business, Economics and Entrepreneurship | Mother's Day Stall

Thursday 7 May

QLD Youth Music Awards: Strings

Thursday 7 May

Mother's Day Celebration

Friday 8 May

ELC Mother's Day Mingle

Friday 8 May





IN CASE YOU MISSED IT...

2026 Mother's Day Breakfast - [RSVP Now](#)

High School Musical Jr Presented by Canterbury College | [View Now](#)

2026 Year 6 Outdoor Education | [Photo Gallery](#)

2026 Kitchen Garden Pizza Day | [Photo Gallery](#)

YLAA Conferences | [Photo Gallery](#)

Welcome to Term 2 - Student Led Conferences | [View Now](#)

2026 Year 7 THRIVE Day | [Photo Gallery](#)