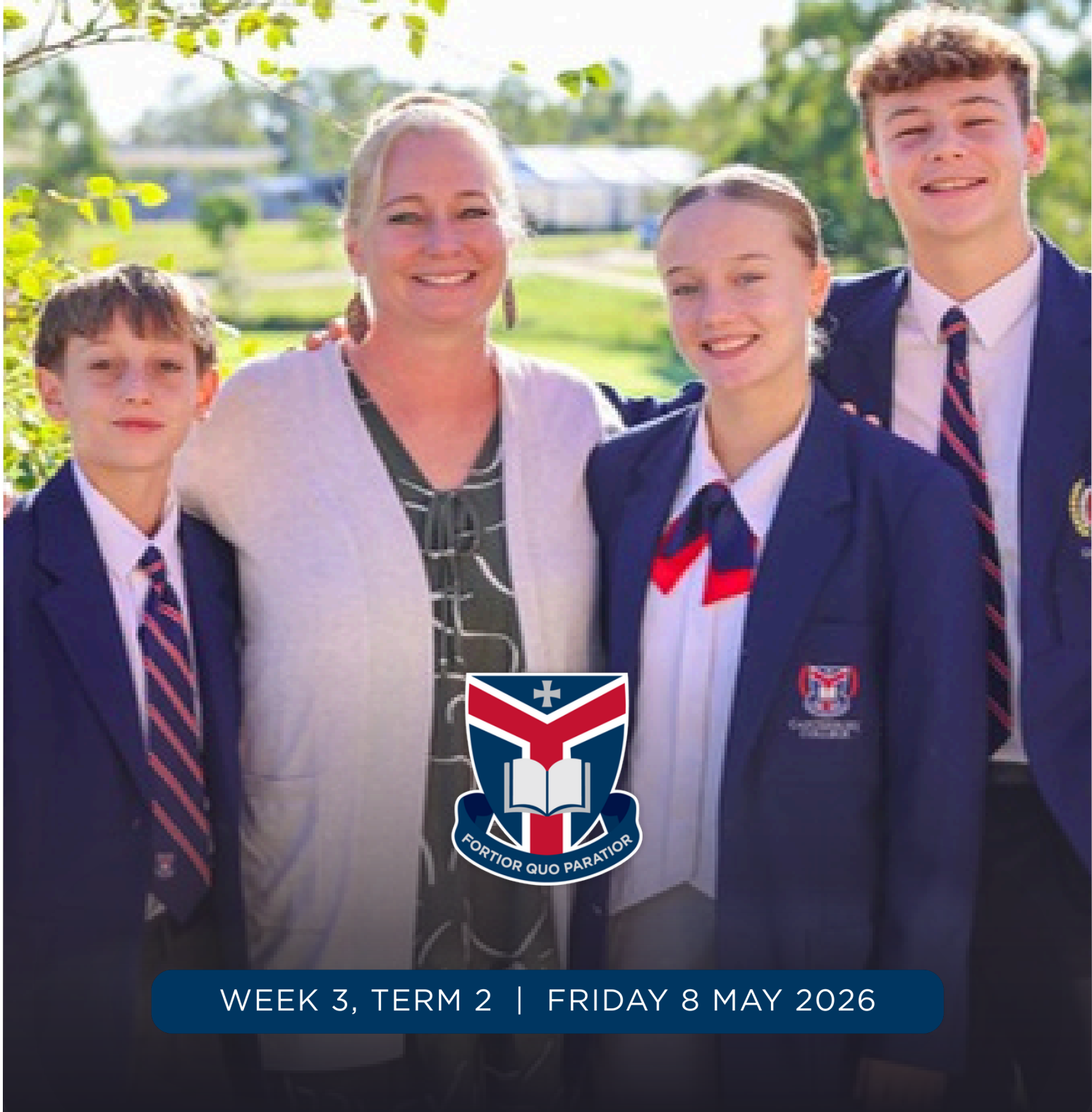


THE  
**CANTERBURY**  
WEEKLY



WEEK 3, TERM 2 | FRIDAY 8 MAY 2026

FROM THE PRINCIPAL

**DAN WALKER**



## **FROM RULES TO RESPONSIBILITY: WHAT ACTUALLY SHAPES CHARACTER?**

This week at the Becket Assembly for Years 4 to 12, I made some observations and provocations to the students that I would also like to share with our parent and staff community.

When we talk about character in schools, there is a natural instinct to reach for rules. Clear expectations, codes of conduct, and lists of what students should and should not do.

These things matter. But they do not, on their own, form character. If they did, every student who knew the rules would automatically make wise, compassionate, and courageous choices.

We all know that is not how it works. So, the important question becomes:

“*How do young people actually grow into people of character?*”

Is it by being told what is right, or by being given opportunities to practise what is right? At Canterbury, we have made a deliberate choice; we aim to form character not only through expectation, but through experience.

This is why service is not treated as an optional extra. It sits alongside Academics, Sport, and Performing Arts as one of our Four Dimensions. It develops something the other dimensions, on their own, cannot. Service places students in real situations and it asks them to notice people beyond their immediate circle.

It challenges them to engage in ways that can feel unfamiliar and it gives them the chance to act on empathy, rather than simply talk about it.

Through our House system, these moments are structured and shared across year levels. Over time, values move from something spoken about, to something lived.

FROM THE PRINCIPAL

## DAN WALKER



This is also why I have never been particularly convinced by the “gold coin donation” model of service that can exist in schools. Giving a coin on the way past a table may be generous. It may support a good cause, but it is not, in itself, service.

It does not require connection.  
It does not involve understanding.  
It does not stretch empathy.

It is unlikely to change attitudes or contribute meaningfully to character development. True service asks more. It asks for time and presence, and most importantly, it asks for a willingness to engage with the reality of another person’s life. That is where growth happens.



“  
*If service is about helping others, why do we recognise it in our system of colours and awards?*  
”

We do not recognise service so that students feel important. We recognise it so that it becomes visible. Because what a community chooses to celebrate becomes part of its culture.

When service is visible, it draws others in. It tells younger students that this matters here. Recognition is not about reward. It is about reinforcement.

Ultimately, the deeper question for all of us is not simply what we want students to achieve, but who we want them to become.

Character is formed over time, through repeated choices. Through whether a student looks up or looks away, steps forward, or stands back.

Our responsibility as a school is not simply to tell students what is right. It is to create the conditions where they can practise being the kind of people they hope to become.

FROM THE PRINCIPAL  
**DAN WALKER**



Sometimes this is in service and leadership, sometimes in sport and performing arts, sometimes during outdoor education.

The Becket service partnership with Rosies is powerful because it's about doing and being, rather than simply knowing.

Because what matters most is not whether our students know what is right, but whether they have had enough moments to practise choosing it.

HOUSE	SERVICE PARTNER	FOCUS
<b>GOLDSWORTHY</b> T1 WK 3 - 8	The Smith Family	Fostering a love of reading by connecting students through shared literacy activities.
<b>BECKET</b> T1 WK 9 - T2 WK 3	Rosies	Supporting vulnerable community members through outreach volunteering and essential-item donation drives.
<b>CRANMER</b> T2 WK 4 - 9	Cancer Council	Raising awareness and support for those affected by cancer through fundraising and partnership with local care services.
<b>TEMPLE</b> T3 WK 1 - 5	Bolton Clarke	Building intergenerational connections by engaging with aged-care residents through visits and shared experiences.
<b>KIME</b> T3 WK 6 - 10	Orange Sky	Promoting dignity and community support for people experiencing homelessness through initiatives.
<b>RAMSEY</b> T4 WK 1 - 6	Anglicare	Supporting local families in need through the Christmas Appeal and ongoing engagement with foster-care services.

In addition, thank you to all who joined us for the Mother's Day breakfast this morning. We extend our warmest wishes to all Canterbury mothers for a very Happy Mother's Day this Sunday.



**THE POWER OF  
DOING, NOT JUST  
KNOWING.**

FROM THE HEAD OF SENIOR SCHOOL

## NICK STANSBIE



### UNDERSTANDING THE RESILIENCE YOUTH AUSTRALIA SURVEY: RESPONDING WITH CARE AND INTENTION

Each May, as part of our Character and Resilience Education (CaRE) program, Senior School students complete the Resilience Youth Australia Survey alongside more than 150,000 students across Australia.

While the survey is anonymous, it provides us with rich and valuable insight into the wellbeing of our students, both in comparison to national trends and within our own school community.

The survey measures three key components of resilience: connectedness, protection, and respect. Importantly, the questions are framed in ways that encourage students to take shared responsibility for their own resilience, mental health, and wellbeing. Families who would like to learn more about the survey can do so via the following link: [Resilient Youth](#).

One of the most valuable aspects of this data is the ability to compare the experiences of Canterbury students with those of students nationally. This allows us to identify areas of strength, as well as any aspects of wellbeing that may require additional support or resourcing.

In 2025, it was pleasing to see that we do have a cohort of students that largely are functioning very well.

Our Year 8 students were particularly interesting to me. In particular, they reported some very impressive protective factors, expressing that they felt safe and secure both at home and at school, that they had a number of adults in their lives who cared for them, and that there was a sense of belonging and connection.

However, it was also evident that there were concerns for this cohort. Girls, in particular, reported some issues regarding their mental wellbeing, and both boys and girls reported issues with sleep and technology use, with online gaming, in particular, an issue for boys.

In his book *The Anxious Generation*, Jonathan Haidt explores why navigating adolescence has become increasingly challenging in recent years.

He identifies what he refers to as the twin “puberty blockers” of “safetyism,” our societal tendency to overprotect children, and social media.

FROM THE HEAD OF SENIOR SCHOOL

## NICK STANSBIE



Haidt argues that social media is not merely correlated with anxiety and depression, but is, in many cases, a direct cause.

He also highlights the differing impacts on boys and girls. Girls are more susceptible to socially prescribed perfectionism, heavily reinforced through image-based platforms and online commentary, while boys, particularly in the early secondary years, are more vulnerable to the competitive and immersive nature of online gaming.

### *So, how do we respond as a community?*

At school, we continue to refine our programs, policies, and support structures. We work hard to ensure that we are a strong, diverse community where students feel valued and accepted for who they are, whilst at the same time, challenged to grow and become the best versions of themselves.

We have staff who are skilled in providing the best possible support for our students, both in times of need and also with an educational, proactive approach.

Increasingly, we are recognising the value of adopting slightly different educational approaches at times for boys and girls, particularly when addressing the specific wellbeing challenges that tend to affect each group.

We are also mindful that technology does not impact all students in the same way, and that gender can play an important role in these experiences.

Managing technology at home and its impact on our relationships with our children, can often feel even more challenging than managing it at school. Many parents would agree that this is an area filled with both successes and setbacks.

I would greatly value hearing from families about your own experiences; the challenges you have encountered, strategies that have worked, and lessons learnt along the way. If you would be willing to share your thoughts, please follow the link below. I am happy to then provide and share strategies and suggestions with those who are interested. I would love to hear from you!

[Parent Survey - Technology at Home Collaboration](#)

FROM THE ASSISTANT HEAD OF JUNIOR SCHOOL YR 4-6

## ANDREW POWELL



### LEADERSHIP IN THE JUNIOR SCHOOL

Leadership in the Junior School continues to flourish as students step forward to take on responsibilities that support our community and model our school values.

This term, we were delighted to announce two important leadership roles that provide students in Years 4 and 5 with valuable opportunities to serve others and make a meaningful difference within the College.

The first positions were our Library Monitors, demonstrating responsibility, reliability, and a commitment to our learning spaces. As library monitors, students support younger students in the libraries during break times and generously dedicate their own time to help maintain the high standards of the Canterbury Library.

These students lead by example, showing care for shared spaces and kindness towards others.

The second role was our ECOWarriors. Students across Years 4 and 5 were invited to nominate if they had a passion for the environment and a willingness to get stuck in and lend a helping hand.

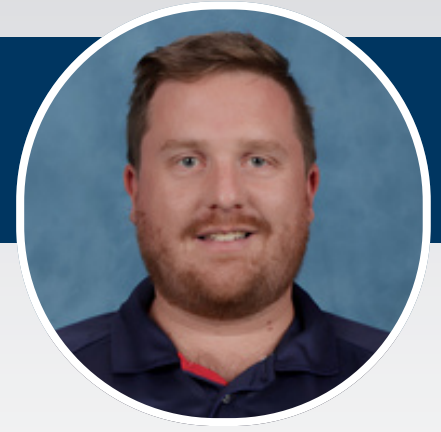
Our ECOWarriors work closely with Mr Penny and the Kitchen Garden team, and play an active role in supporting the College's environmental initiatives. From sustainability projects to hands-on garden tasks, these students are making a positive impact on our school and beyond.

We congratulate all our new leaders for their enthusiasm, commitment, and service as they begin their role this term.



FROM THE HEAD OF FACULTY - PHYSICAL EDUCATION

## MICHAEL BOWDEN



### SPORT AND RECREATION STUDENTS TRAIN IN SURF RESCUE AND FIRST AID

Students recently attended a Sport and Recreation camp at Broadbeach Surf Life Saving Club, taking part in a valuable and engaging program focused on surf safety, lifesaving skills, and personal development. In the lead-up to the camp, students put in considerable effort to plan, practice, and attempt the required swimming competency assessments.

Through persistence and preparation, they successfully met the expected guidelines, ensuring they were ready to participate safely and confidently in all activities.

While at Broadbeach SLSC, students participated in a range of practical learning experiences, including surf rescue scenarios that allowed them to apply skills in a realistic beach environment. Students also undertook first aid and resuscitation training, where they learnt and practised essential CPR techniques and emergency response procedures under expert supervision.

The camp provided students with opportunities to challenge themselves, build confidence and develop a greater understanding of surf safety and risk management.

Many students demonstrated growth in resilience and responsibility as they engaged with unfamiliar and demanding conditions.

The success of the camp was strongly supported by the commitment and professionalism of Mr Chan, Mr Porter, and Ms Ward, whose planning, supervision and encouragement ensured a safe, supportive, and well-structured learning experience throughout the program.

Overall, the camp equipped students with practical skills that extend beyond school sport. The knowledge gained in surf awareness, first aid, and emergency response has clear real-world application, empowering students to act safely and confidently in aquatic environments and the wider community.



FROM THE HEAD OF EXPERIENTIAL LEARNING

## MARK HOPPE



### YEAR 8BEE MOTHER'S DAY STALL: REAL WORLD LEARNING IN ACTION!

The Year 8 Business, Economics and Entrepreneurship (BEE) students successfully delivered this year's Mother's Day stall. As part of a problem-based learning experience, students worked in small groups to design and operate their own pop-up stalls.

They began by researching potential products and gathering valuable market insights from Year 6 students, ensuring their offerings met customer preferences.

Using this research, each group carefully selected and sourced products, demonstrating practical business decision-making skills. The stalls featured a diverse range of gifts, including chocolate hampers, picture frames, candles, and jewellery, ensuring there was something special for every mum.

On the day of the event, students took full responsibility for all sales and customer service, bringing their business plans to life.

The stall was a tremendous success, highlighting the effectiveness of hands-on, real-world learning.

Students not only developed an understanding of entrepreneurship but also strengthened their communication and problem-solving skills.

Congratulations to all Year 8BEE students for their outstanding efforts.

We also extend our warmest wishes for a Happy Mother's Day to all the incredible women who play such an important role in the lives of our Canterbury College community.



FROM YEAR 3 TEACHER - JUNIOR SCHOOL

## ROBERT ASHFORD



### SOLID THINKING & LIQUID LEARNING IN YEAR 3!



In Year 3 this term, our classroom has transformed into a hub of exploration where students are questioning, testing, and discovering how the world around them works. The focus of Term 2 is on states of matter, which has sparked rich discussions and hands-on learning, with students eagerly investigating the differences between solids and liquids.

Year 3 students are investigating how to identify different states of matter by observing their properties. Through engaging experiments, they are testing how substances behave, whether they can be poured, moved, or hold their shape. Using this knowledge, students will classify materials found in their everyday environment. From sticky syrups to solid rocks, the classroom is filled with thoughtful discussions and surprising discoveries.

Students are also applying the scientific process as they make predictions, observe changes, identify patterns, and draw conclusions. They are exploring how liquids behave differently under various conditions, noticing changes in movement and thickness, and carefully recording their observations using scientific language.

Throughout the term, students are developing confidence in their ability to think scientifically, using evidence from their observations to support their ideas. As their understanding grows, so too does their ability to explain the behaviour of different substances around them. It has been fantastic to see their curiosity driving their learning as they make sense of the properties of solids and liquids in engaging ways.

FROM THE BECKET HOUSE CAPTAIN

## COOPER CAREY



### REFLECTIONS ON BECKET'S CHARACTER, LEADERSHIP AND SERVICE WEEKS

This week, Becket was proud to share a student-led Years 4 to 12 assembly to celebrate the achievements of our Character, Leadership, and Service Weeks. I encouraged my peers to reflect on our achievements and the spirit that drives our house forward.

Our 2026 student theme, *Together We Thrive*, has shaped a year focused on connection and bringing the fun. Strong participation and high attendance in our house events this year, reflects the enthusiasm and commitment across our house.

Canterbury, and Becket in particular, has proudly supported the Rosies Outreach initiative for many years. It was great to see our Becket Senior School students leading their peers, and delivering a lesson during CaRE this past fortnight.

During my last Outreach shift, I realised the true impact goes beyond preparing and providing a meal for those who are doing it tough. It is found in the conversations and genuine care shared with Rosies' patrons.

It was confronting to see how many people rely on this support, reinforcing the importance of compassion and dignity. I encourage fellow Year 12 students to continue this tradition by volunteering for a shift throughout the year.

We are proud of our growing partnership with Rosies through donations of hygiene packs and cup noodles, alongside the commitment of our Year 12 volunteers. Together, these efforts are making a meaningful difference in the lives of others.



FROM THE EVENTS AND ALUMNI COORDINATOR

## AVESSA JOHNSON



### OUR ALUMNI SPOTLIGHT: RYAN MURPHY, CLASS OF 2016

Graduating in 2016, Ryan Murphy has built a successful career in real estate, after completing a degree in Property Economics at Queensland University of Technology with High Distinction.

Now working in the Logan region, Ryan has spent the years since school building his own business from the ground up, something he describes as both demanding, and deeply rewarding.

While career success has played a significant role in his journey, some of life's biggest lessons have come from experiences outside of work.

One of his most impactful moments was losing his best friend a few years ago, an experience that completely shifted his perspective on life and success.

"It showed me that we only get one crack at life," he says. "Not everything is about being the richest or most successful person in the room. It's about doing something daily that you enjoy, that aligns with your goals, while realising your career is not the be-all and end-all."

That mindset has also shaped one of his biggest lessons Ryan has learned since leaving school, you do not have to be "Superman" every day. Balance, perspective, and enjoying the process, matter just as much as ambition.

Reflecting on his school years, Ryan credits the influence of strong role models, and learning effective time management skills, as lessons that still carry through into his life and career today.

For current students preparing to step into life beyond school, his advice is simple; "Try everything, be a sponge, and don't forget to have fun."

"You only get to be young once," he says. "That goes for creating great memories and life experiences, but also for having the energy and drive to create something cool in business, and outpace those who aren't willing to put in the work."

Ryan's story is a reminder that success is not just about titles or numbers - it is about growth, perspective, and building a life that feels meaningful along the way.



**“BALANCE, PERSPECTIVE, AND  
ENJOYING THE PROCESS,  
MATTER JUST AS MUCH AS  
AMBITION.”**

# COMING UP NEXT...

## **Year 6 into Year 7 Transition Interviews**

Monday 11 May - Friday 15 May

## **2027 Prep Enrolment Interviews**

Monday 11 May - Wednesday 13 May

## **Queensland Secondary School Team Tennis (QSSTT) - Regional Q**

Tuesday 12 May

## **Year 1 Wild Rangers incursion**

Tuesday 12 May

## **Pacific District Cross Country**

Wednesday 13 May - Thursday 14 May

## **Goldsworthy House Spirit Breakfast**

Wednesday 13 May

## **Interhouse Maths Team Challenge**

Thursday 14 May

## **Yr 12 Cert III Hospitality Hotel Camp**

Friday 15 May

## **Musical Dress Rehearsal Day**

Friday 15 May





## IN CASE YOU MISSED IT...

Art Club | Extra Curricular Opportunity - [View Now](#)

Save the Date: Under Eights Day - [Read More](#)

Year 1 Wild Rangers Incursion - [Read More](#)

Pi Recital Competition | Thursday Week 4 - [View Now](#)

Save the Date: Years 3-6 Disco - [Read More](#)

Canterbury Choreography Competition - [Now Open](#)

Rock the Chop and Shave the World - [Read More](#)

Year 9 Students National STEM Challenge Results - [View Now](#)

2026 Mother's Day Breakfast - [Photo Gallery](#)