

THE
CANTERBURY
WEEKLY

WEEK 9, TERM 2

FRIDAY 19 JUNE 2026



FROM THE PRINCIPAL

DAN WALKER



NAPLAN 2026: Three Years of Focus, Transforming Literacy and Numeracy Outcomes

This year's NAPLAN results give our community real cause for confidence, particularly in the Junior School, where three years of sustained, deliberate teaching are now showing clearly in the data.

Across Years 3 and 5, our students have improved in every tested domain since 2024. Year 5 is the standout. This cohort has lifted across all five domains over the two-year period, with writing rising by almost 37 points, reading by more than 22, and spelling by close to 23. These are not marginal movements. They represent substantial, broad-based growth of the kind that does not happen by chance.

Year 3 tells a similar story. Improvement across all five domains since 2024, led by strong gains in writing and numeracy, points to foundations that are strengthening early and holding firm.

There are now powerful literacy and numeracy platforms from the very start of their schooling.

For three years, Canterbury has prioritised explicit instruction in literacy and numeracy as a whole-of-staff, whole-of-school commitment. Core skills taught clearly, practised regularly, and reinforced consistently from one year level to the next. The strength of this year's primary results is what that approach looks like when it is sustained rather than switched on and off.

In the Senior School, the picture is one of consolidation. Our Year 7 and Year 9 cohorts are holding their ground against the very strong performance in recent years, with particular strength still in numeracy. Steady performance at this stage is not a small thing. It is evident that the basics are bedded down well enough to build on.



Year 3

improved in every domain since 2024, led by writing (up 16 points) and numeracy (up 15 points).



Year 5

improved across all five domains, including writing by almost 37 points.



Year 7 & 9

holding firm, with continued strength in numeracy.



Three Years

of sustained, whole-of-school explicit instruction, now showing in the results.

FROM THE PRINCIPAL

DAN WALKER



We are also conscious of a challenge that runs well beyond Canterbury. Across the country, boys and girls do not achieve at the same level across literacy and numeracy, and closing that gap is a deliberate focus of our teaching. Through data-informed practice and close attention to engagement, we are working to ensure that every student, regardless of where they start, is supported to do their best. It requires patience and some lateral thinking, and as a school, we are committed to it.

NAPLAN is one measure among many, and we hold it in that context. But this year it is telling us something worth hearing. A consistent, evidence-based approach to teaching the things that matter most is working, and it is working because our staff have stayed the course and our students have done the work.

As we close Semester 1 and look towards a well-earned three-week break, it is worth pausing to reflect on all that our students have achieved together. It has been a full and rewarding half-year.

And now, capping off the semester, this year's NAPLAN results give us every reason to feel proud of the foundations being built across the College. To our students, thank you for your effort and energy.

United Nations Day brought our community together in a celebration of global citizenship that sits at the heart of who we are. Across two trimesters of TAS and Junior TAS sport, our students competed with skill, spirit, and no small measure of success. The Senior School Musical and Winter Concert series warmed our hearts, and our musicians went on to genuine triumphs at competitions throughout Term 2. Our Da Vinci Decathlon teams rose to the challenge and brought home success of their own.

These holidays, we have two international tours underway. We wish our best to our Years 10-12 Spanish students and teachers who have already commenced their language tour of Spain. I will be pleased to accompany our first contingent of Years 10-12 students to the Oxford University residential summer school experience next week.

We look forward to hearing about the students' learning from these trips when they return.

To our staff and families, thank you for the support behind every one of these moments. We wish all of our families a safe, restful, and happy break, and we look forward to welcoming everyone back for Term 3.



FROM THE HEAD OF SENIOR SCHOOL

NICK STANSBIE



The Strength of Our Community: Reflecting on Term 2

As we draw to the close of another successful term, I would like to congratulate all members of our Senior School community on what has been a vibrant and rewarding period of learning and engagement. It has been wonderful to see students embracing both the academic and co-curricular life of the College with such enthusiasm and commitment.

Looking ahead to Term 3, we will begin the important process of selecting our student leaders for 2027. This presents a valuable opportunity for all students, particularly those considering leadership, to reflect on the considerable strengths that define Canterbury College.

Ours is a community enriched by diversity, where students bring a wide range of backgrounds, perspectives, and life experiences. When we take the time to genuinely connect with one another, we deepen our understanding and strengthen the inclusive culture we value so highly.

We are equally proud of the consistent effort demonstrated in classrooms each day, as students strive to achieve their personal best. This commitment to learning is complemented by outstanding co-curricular achievements.

Highlights this term have included the exceptional performances in High School Musical Jr., the energy and talent on display at Friday Night Rocks at the Beenleigh Distillery, and the outstanding success of our boys' First XV rugby team in securing a premiership.

Our strong culture of service also deserves recognition. Students continue to make a meaningful impact through initiatives such as Rosies on the Street, The Smith Family Student 2 Student Reading Program, and the Rock the Chop fundraiser in support of the Cancer Council.

As our future 2027 leaders begin to consider their roles, I encourage them to recognise these many strengths and think about how they can build upon them. The leadership journey at Canterbury is one of service, reflection, and growth, and I look forward to seeing it unfold.

For inspiration, they only need to look at our current Year 12 students, who are leading our school with distinction. They have our full support as they move into the final months of their time with us, still fully engaged in our community, but with their eyes looking forward to what is to come next.

FROM THE DIRECTOR OF PERFORMING ARTS

KATRINA PEDDELL



Performing Arts: Term 2 Wrap

It has been a vibrant term in Performing Arts, with students across the Junior and Senior School involved in an impressive range of performances, festivals, and competitions.

Following the success of High School Musical Jr. earlier this term, our students continued to shine in a wide range of performances and events. At the Queensland Youth Music Awards, Symphonic Band received a Silver Award in the Intermediate Bands section, while Ritornello and Sinfonia both earned Gold Awards in the Advanced Strings section, with Ritornello also placing 3rd overall.

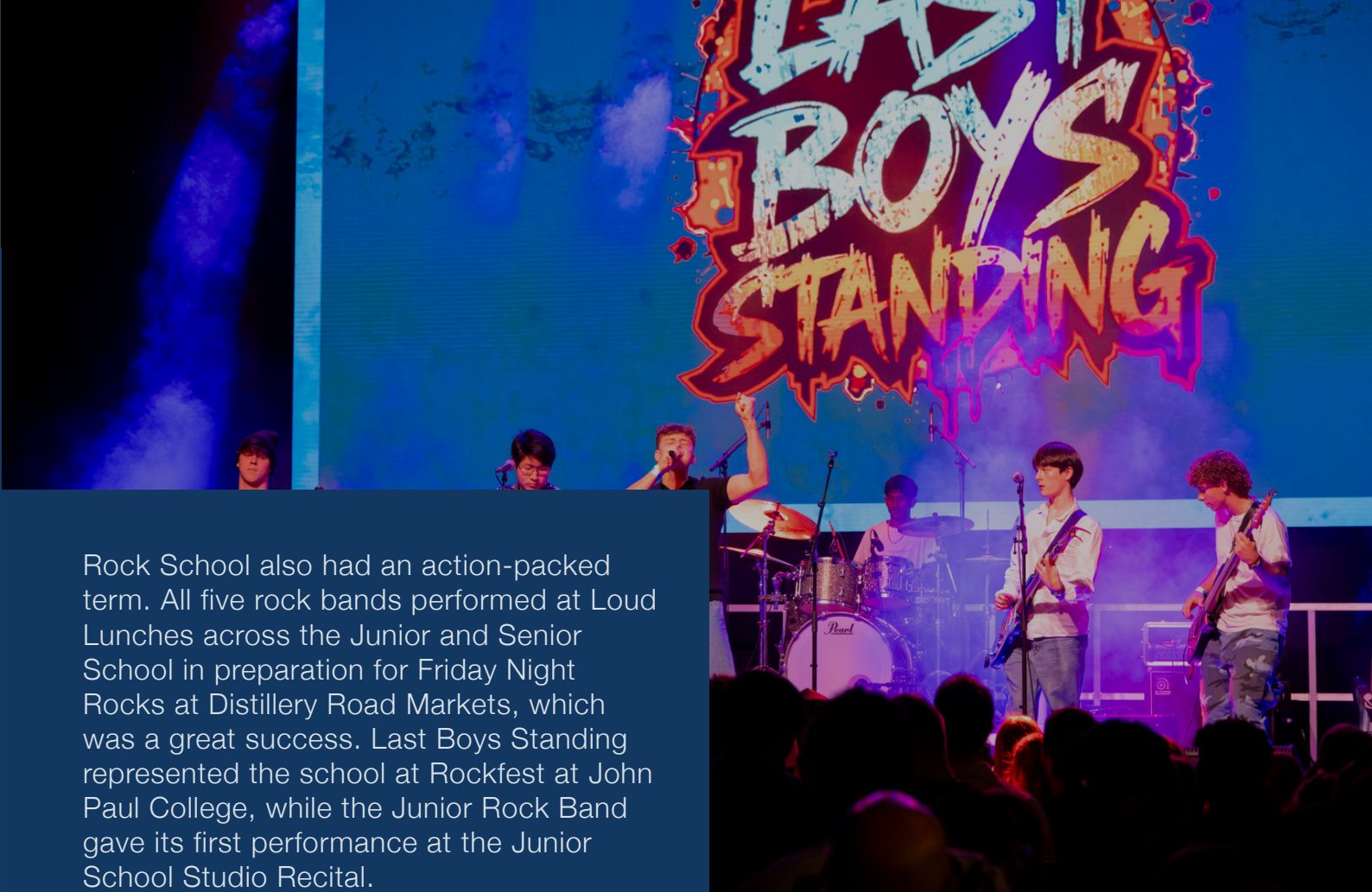
The Junior School Choir received a Gold Award in the Heats in the Primary to Year 6 Section and went on to place 2nd in the Finals. These results reflect the dedication of our students and staff.

Culminating their learning for the semester, students in the Studio Tuition Program performed across two afternoons of concerts, including the Studio Dance Recital featuring Junior and Senior School dancers, and the Junior School Music Studio Recitals.

The Junior School Winter Music Festival celebrated our young musicians across five concerts in Kaleidoscope and Panorama in the Performing Arts Theatre.

The breadth of Junior School music was also reflected in ensembles including Primo Strings, Allegro Strings, Bravura Strings, Junior Singers, Junior School Choir, Junior Concert Band, the Junior School String Quartet, and Brass Quintet. A special highlight continues to be the Year 3 String Immersion Program, in which all Year 3 students learn violin, viola, cello, or double bass.





Rock School also had an action-packed term. All five rock bands performed at Loud Lunches across the Junior and Senior School in preparation for Friday Night Rocks at Distillery Road Markets, which was a great success. Last Boys Standing represented the school at Rockfest at John Paul College, while the Junior Rock Band gave its first performance at the Junior School Studio Recital.

The Brekkie Buskers also performed at Mother's Day, Under Eights Day, and their weekly sessions at the Yalburru Café. The term concluded with Rock the Chop, a Loud Lunch collaboration with Cranmer House in support of the Cancer Council.

We are also proud that several Senior School students recently represented Canterbury at the State Honours Ensemble Program Brisbane (SHEP), performing in choirs, strings, and concert band ensembles.

We congratulate all students and staff on a wonderful term of achievement in Performing Arts.



FROM ASSISTANT HEAD OF JUNIOR SCHOOL (PREP - YEAR 2)

BRITTANY SINCLAIR



A Celebration of Under Eights Day!

What a truly wonderful day we shared at our recent Under Eights Day celebration! We were so pleased to see so many of our families join us. It was a fantastic opportunity for our community to come together and celebrate the joy of early childhood.

Despite a very uncertain start with the weather, the sun made a perfectly timed appearance, and bubbles floated through the air as the day came to life. The smiles, laughter, and energy across the College were a reflection of just how special the event was.

A highlight of the day was the incredible range of hands-on activities and experiences available for our students. Our Science Team captivated everyone with fascinating demonstrations, including static electricity and dry ice experiments, sparking curiosity and excitement. Mr Penny's box construction activity was a standout, with students busily creating, building, and letting their imaginations run wild.

We were delighted to welcome a number of community providers who added so much to the experience. Emergency services were a big hit, especially the police puppies! Deadly Choices and Look Who's Talking offered all sorts of engaging activities, while Cleanaway brought a fun and interactive recycling cornhole game that had everyone learning through play.

Our OSHC team provided wonderful sensory activities, while Mrs Pendreigh and Logan Libraries invited students into the "wonderful world of books," sparking a love of reading and storytelling. Our wildlife rangers introduced students to snakes and reptiles, creating memorable and educational encounters for all ages.

Mrs King and the Taipans Tennis team brought fantastic energy to the day, and even managed to recruit several new young athletes, an exciting outcome for our budding sports stars.

We would also like to acknowledge our incredible ELC to Year 2 teaching teams for the care, creativity, and effort they put into designing and facilitating such engaging activities.

From scratch dragons and beaded bracelets to fancy masks and clucking chickens, the variety and quality of experiences on offer truly captured the imagination of our students.

Under Eights Day is always a celebration of play, curiosity, and community, and this year was no exception. Thank you to all of our families for attending and supporting this special event.

It was a joy to share the morning with you and to see our youngest learners so engaged, excited, and full of wonder.

FROM ASSISTANT HEAD OF JUNIOR SCHOOL (PREP - YEAR 2)

BRITTANY SINCLAIR



KATRINA THOMAS



Staying Approachable Across the School Years

A very commonly asked question by parents is, “How do I get my child to talk to me?”

Approachability is something parents raise across every stage of schooling. Whether a student is learning to hold a pencil or preparing for external exams, they need a safe person that they feel heard and accepted by.

In reality, these conversations don't usually happen when we plan them. They tend to come up along the way, or when it's not convenient to listen. This might be on the drive home, while doing something together, or just before bed. In fact, if you do want to give your child a chance to open up and speak with you about something, doing a side-by-side activity is usually a great plan. It reduces pressure on the conversation and allows space to process comfortably.

Being approachable isn't about having the perfect response ready; it's about the message we send over time. I'm here, I'll listen, and you won't get in trouble for being honest. When children do start to open up, how we first respond matters more than we think. It's very natural to want to fix things straight away, but often what they need first is to feel understood. Adults are often good at understanding the plight of other adults, because it's usually similar in some way to how we are feeling ourselves.

However, we don't always extend this to children due to the perception that their 'kid' issues are less impactful. But it doesn't feel like that to the kid!

Some small things that can make a big difference during an impromptu chat:

Pause and listen first.

Try to hear the whole story before jumping in.

Stay calm.

Even if what you are hearing is unexpected or worrying.

Acknowledge how they are feeling.

“That sounds really tough” can go a long way.

Hold off on solutions.

Sometimes they're not looking for answers straight away.

Ask what they need.

“Do you want us to figure this out together, or is this something you just wanted to get off your chest?”

Thank them for telling you.

It reinforces that speaking up was the right choice.

This can be especially important for teenagers. As they become more independent, teenagers are often more likely to keep talking when they feel respected, and not immediately corrected or lectured. Saying something like, “thank you for telling me. I'm here if you want to think it through together,” helps balance independence with connection. It reinforces that they don't need to have all the answers, and neither do you. This is often more reassuring than any quick solution.

Approachability is built over time in the smaller, everyday moments. When children know they can talk about the little things, they are more likely to come to us with the bigger ones.

FROM SENIOR MANDARIN TEACHER

JENNIFER WU



Year 9 Mandarin Excursion

Our Year 9 Mandarin students recently took their classroom learning into the real world, with a day excursion to Sunnybank.

This term, students have been learning how to order food and drinks in Mandarin, while also exploring Chinese food culture and dining etiquette. Sunnybank was the perfect place to put this learning into practice, with its many Chinese restaurants, shops, grocery stores, and community services.

The highlight of the day was our Hot Pot experience. Hot Pot is a popular Chinese way of dining where people sit together around a simmering pot of soup and cook their own food at the table. During the meal, the students also completed a Speaking Challenge, using Mandarin to order food and drinks, and request extra utensils.

Instead of simply practising set phrases in the classroom, students were able to use Mandarin to communicate, make requests, and take part in an authentic dining experience.

After lunch, students took part in a Scavenger Hunt around the shopping centre, looking for Chinese characters and words in the local environment. As part of the tour, they also looked for businesses that offered Chinese-speaking services.

Students found medical and dental clinics, banks, foreign exchange services, insurance and finance companies, travel agencies, computer stores, real estate agencies, and pharmacies. This helped them see that Mandarin is not just a school subject. Rather, it is widely used in everyday life, and is a practical skill that can open doors across many industries and future career pathways.

Looking ahead, we are also excited to be planning our very first China Tour for 2027. This will give students an even bigger opportunity to extend their language learning, experience Chinese culture firsthand, and see where their Mandarin studies can take them.



FROM YEAR 9 CRANMER HOUSE CAPTAIN

CODA LAHRS



Rock the Chop and Shave the World: Canterbury Makes a Difference

Today's Rock the Chop and Shave the World event was a fantastic way to celebrate Cranmer House's student-led service initiative and finish Term 2 on a high note.

A special thank you to my fellow rock band members in *F8* and the *Pain Killers*, whose live performances created an exciting atmosphere.

Throughout the term, Cranmer House students have led efforts to raise awareness about the important work of the Cancer Council and the support it provides to Australians affected by cancer.

Through presentations and service initiatives, students learned about the Cancer Council's vital role in providing counselling, accommodation, transport assistance, financial support, research, prevention programs, and support networks for patients and their families.

As part of this year's campaign, Canterbury students also created origami daffodils and messages of hope for residents at Brisbane Accommodation Lodge.

We were privileged to welcome Nicole from Brisbane Accommodation Lodge and Genieve from the Cancer Council to today's event.

Nicole shared how her team provides a home away from home for Queenslanders undergoing cancer treatment, while Genieve highlighted the impact of community support for those affected by cancer.

After weeks of anticipation and a weather-related postponement, students and staff bravely shaved and chopped their hair in support of the Cancer Council and the Ponytail Project, demonstrating courage, generosity, and a commitment to helping others.

Congratulations to everyone involved. Thank you to all who donated, participated, volunteered, and supported this outstanding community initiative.

Link to our donation page:
[Ponytail Project: Canterbury College - 2026](#)



AVESSA JOHNSON



Alumni Spotlight: Rebecca Lloyd, Class of 2003



Since graduating from Canterbury in 2003, Rebecca Lloyd has built an impressive legal career spanning international organisations, the courts, private practice, and government.

After leaving school, she moved to Brisbane to study Arts and Law at the University of Queensland. While the transition from school to university was significant, it became an important lesson in adaptability.

“The jump to university was a large one, as only two other school friends did the same course as me.”

“I learned that I can adapt to new environments and find common ground with other students, which is something I continue to do in new workplaces today.”

One of the most impactful experiences of her career came early on, when she completed an internship with the United Nations International Criminal Tribunal for the former Yugoslavia in The Hague.

“My time in The Hague was transformative,” she says. “I was able to work alongside young people from all over the world and gain a broader perspective on life and work.”

She later completed an Associateship with a Justice of the Queensland Supreme Court before moving into roles with top-tier law firms and government legal practice. Today, she works for the Australian Government Solicitor.

Looking back, she credits Canterbury’s broad range of opportunities with helping prepare her for life beyond school.

“I was encouraged to try everything,” she says. “I loved netball, volleyball, cross country, debating, choir and Cantabile. Being an all-rounder at Canterbury helped me embrace university life and find balance.”

Today, she balances a successful legal career while raising three young daughters.

Her advice to current students is to embrace opportunities beyond the classroom.

“Consider a semester abroad or an international internship if you can, and make the most of your networks.”

“The friendships and connections you build at university and in the workforce can play an important role in your future success.”

IN CASE YOU MISSED IT...

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[Term 2 Studio Dance Recital | Photo Gallery](#)

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