

THE CANTERBURY WEEKLY

WEEK 2, TERM 3

FRIDAY 24 JULY 2026



FROM THE DEPUTY PRINCIPAL

MEAGAN KING



A Review of Major Awards



As we commence Semester 2, it is timely to reflect on the purpose and evolution of the major awards we present as a Canterbury school community.

Our awards are not only a celebration of achievement, but also a reflection of what we value most in the formation of our young people. They recognise sustained effort, contribution, and character across the breadth of a student's journey, from the classroom to co-curricular life, and through service to others.

Over time, it is important that our awards continue to evolve alongside our programs and priorities. This year, we will be retiring a small number of awards to ensure clarity, consistency, and alignment with the experiences of our students today.

While change can be difficult, it also provides us with an opportunity to strengthen how we recognise excellence at Canterbury.

We are very excited to be introducing several new awards that more clearly reflect the depth and breadth of student engagement across the College.

One of these is the Good Shepherd Service Award, which will be awarded at both Speech Day (Year 6) and Speech Night (Year 12). This award will recognise the student who has demonstrated the most significant and sustained contribution to service across their time in the Junior or Senior School.

It speaks directly to our commitment to forming young people who lead with compassion, integrity, and a genuine desire to serve others.

In the Senior School, we are also proud to introduce the Principal's Honour Rolls, which respond to the increasing commitment of our students through the Colours system.

These awards are designed to acknowledge sustained excellence and participation over time, rather than single moments of achievement. They will be presented at our Speech Night awards evening at the Logan Entertainment Centre.

FROM THE DEPUTY PRINCIPAL

MEAGAN KING



There will be three Honour Rolls each year:

The Principal's Academic Honour Roll

will recognise students who have achieved Academic Excellence across every year of their secondary schooling. This reflects consistent application, discipline, and a commitment to learning over time.

The Principal's Sports Honour Roll

will acknowledge students who have participated in a sport in every trimester throughout their Senior School journey, demonstrating ongoing commitment and resilience.

The Principal's Performing Arts Honour Roll

will celebrate students who have been actively involved in at least two Performing Arts programs each year (Semester 1 and 2) throughout their Senior School journey. This will include two from the following options: Dance, Drama, Band, Choir, Chamber Music, Strings, and Rock School. This award highlights both depth and breadth of participation in the cultural life of the College.

These Honour Rolls are prestigious recognitions, and eligibility will be determined through the established points system to ensure that all criteria have been consistently met over time.

In the coming weeks, students will be asked to review their records within the Colours and activities system to ensure their contributions have been accurately captured. This process is important in maintaining both fairness and integrity as we implement these new awards.

As always, our goal is to ensure that recognition at our major awards events is meaningful, transparent, and reflective of the values we hold as a school. We look forward to celebrating the many and varied ways our students achieve, contribute, and lead within our community.



FROM THE HEAD OF JUNIOR SCHOOL

KAREN ROMAN



Supporting Children When Incidents Occur at School

The start of Term 3 has been a positive one, with children reconnecting with friends and settling back into the routines and energy of school life. As is natural in any busy Junior School environment, there have also been occasions where children have experienced conflict, misunderstandings or accidental hurt.

As educators, we recognise that young children are still developing important social skills, including understanding personal boundaries, communicating effectively, and navigating friendships. These experiences, while sometimes challenging, are an important part of children's growth and learning.

It can be distressing for any parent to hear that their child has been upset or hurt at school. Understandably, families want to know what happened and how the situation is being addressed. During these moments, a calm and supportive approach can often be the most beneficial for both children and the investigation process.

Research into children's memory and recall has shown that memories can change over time, even within a short period.

As children reflect on an event, details may become less clear, events may blend together, or later conversations may influence how the experience is remembered.

Strong emotions such as fear, embarrassment, anger or sadness can also affect how a child interprets and recalls a situation.

This does not mean a child is being untruthful; rather, it reflects the way memory naturally works. For this reason, schools follow careful processes when investigating incidents.

Staff gather information from multiple perspectives, speak with those involved, and review all available information before making an informed judgement about what has occurred.

At home, one of the most helpful things parents can do is provide a calm and supportive space for their child to share their experience. Listening carefully, acknowledging their feelings, and reassuring them that they have done the right thing by speaking up can be incredibly valuable.

FROM THE HEAD OF JUNIOR SCHOOL

KAREN ROMAN



Open-ended questions such as, “Would you like to tell me more about what happened?” can help children share what they remember in their own words.

Partnering with the school is also important. Sharing your child’s concerns with us enables staff to investigate thoroughly and provide any necessary support. Our processes are designed to ensure that all children are treated fairly, that concerns are addressed appropriately, and that positive relationships can be restored wherever possible.

We also strongly encourage students to speak directly with their teacher whenever they have a concern. This helps us respond quickly and ensures they feel always feel confident seeking support when they need it. As always, our teachers are here to help, and we value the strong partnership we share with families in supporting every child’s wellbeing and success.

Thank you for your ongoing support in reinforcing these important messages at home and helping us create a caring and connected school community.



FROM ASSISTANT HEAD OF JUNIOR SCHOOL (LEARNING)

CHRISTINA JASEM



Growing with Confidence in the Junior School!



This week was full of celebration, confidence, and plenty of smiles in the Junior School.

Our Prep students marked their 100 Days of school in a memorable fashion, arriving dressed as their older (and perhaps wiser) selves! The school was suddenly filled with wonderful grandmas and grandpas, creating plenty of laughter as they wandered the school grounds. Their assembly item was a highlight, with an energetic song that had the audience dancing, smiling, and laughing along.

Most impressive of all was seeing our youngest learners confidently demonstrate their ability to count to 100, a wonderful milestone that reflects just how much they have grown and learned in their first months of school.

The Junior School Public Speaking Competition was equally impressive. Judging the competition alongside Ms Roman and Mr McBride was no easy task given the calibre of the speakers. Their speeches explored interesting and thought-provoking topics, showcased careful preparation, and were delivered with confidence and poise.

It was clear that students had rehearsed extensively and invested significant effort into refining their presentations. The competition highlighted not only strong communication skills but also the curiosity, creativity, and courage of our students.

Congratulations to all of our Prep students and public speakers on their outstanding efforts. It was a week that showcased the joy of learning, and the many talents of our Junior School community.

FROM THE HEAD OF CHARACTER AND RESILIENCE EDUCATION

GABRIEL CHAN



Year 11 Leadership Retreat

This week, our Year 11 students participated in their Leadership Retreat through the Outdoor Education program, an experience designed to strengthen their leadership capacity, build resilience, and prepare them for their important role as senior student leaders in 2027.

Throughout the retreat, students engaged in a variety of outdoor and team-building challenges, including the flying fox, high ropes course, team challenges, and initiatives activities. These experiences encouraged students to step beyond their comfort zones, trust one another, and develop the communication, courage, and perseverance required of effective leaders.

As part of the Thrive Day program, students took time to reflect on their leadership journeys, identify their strengths, and consider how they can positively influence those around them.

They also worked collaboratively to establish House goals and themes and began shaping a shared vision for 2027.

A highlight of the retreat was the opportunity to learn from guest presenter, Sarah from YLead, who challenged students to think deeply about authentic leadership, purpose, and the impact they hope to have on their peers and the wider College community.



FROM THE HEAD OF CHARACTER AND RESILIENCE EDUCATION

GABRIEL CHAN



At the heart of the retreat is the belief that leadership is developed through experience. The fun builds connection. The challenge develops resilience. The reflection creates purpose.

Long after the harnesses are packed away and the activities are complete, the lessons learned and relationships strengthened, will continue to shape our Year 11 students as they prepare to lead the College community in 2027.





TEMPLE HOUSE CAPTAIN ADDRESS

BREEZE TAUROA



Temple Character, Leadership, and Service Weeks

This term, Temple House proudly begins its Character, Leadership and Service Weeks, continuing Canterbury's commitment in developing students who lead through service.

Guided by our House motto, "Ride Together, Rise Together," Temple's 2026 Service Initiative focuses on building meaningful relationships with the residents at Talburra Aged Care.

Throughout Semester 2, small groups of Temple students will visit Talburra to spend time with residents through conversation, games, activities, and afternoon tea. While these visits may seem simple, they provide something incredibly valuable; connection, companionship, and a sense of community.

At the end of Term 2, Olivia and I, alongside selected Temple students took part in the first visit, spending the afternoon making paper mache with residents.

It was a wonderful opportunity to build friendships across generations and demonstrate the power of kindness through genuine human connection.

This term, Temple students will continue these visits, with our next sessions taking place in Weeks 3 and 4, giving students the opportunity to build connections with the residents, while also logging service hours.

We look forward to welcoming more volunteers as we continue to strengthen our relationship with our neighbours, and create lasting memories for everyone involved.

Temple is excited to build on the strong foundation set by Cranmer House and embrace Canterbury's theme of "Together We Thrive." By serving others with compassion and generosity, we hope to show that when we support one another, we truly do ride together and rise together.

STAFF SPOTLIGHT

**A DEEP DIVE WITH PREP TEACHER:
JESSICA SCOTT**



What is something you have changed your mind about as a teacher, and what shifted your thinking?

What has shifted my thinking is that it is okay for a lesson to fail, or for things to not work out perfectly every time. It can be disheartening for things to go pear-shaped.

However, these moments are the perfect opportunity to refine and practise our skill sets. After teaching Prep for many years, changing my mindset on this has been invaluable!

Describe a moment in the classroom recently that reminded you why you do this work.

Watching the growth in reading and writing in Prep is something that truly keeps me going every year.

Most students go from coming to school knowing a handful of letters, to writing full sentences and reading stories by the end of the year. It's just magic.

What do you want students to still remember about your classes in 10 years, and why that, rather than the content?

I want students to remember that my classroom was fun, exciting, and a place where they felt like they belonged.

For me, the connections I make with my students are so valuable and I hope that my classroom is a warm memory whenever they reflect on their journey.

What is something Canterbury does that you have not seen done as well elsewhere?

It's not something tangible, but rather a 'vibe'. Canterbury staff are exceptional. They are amazing to work with, wonderful at collaboration and skilled in what they do.

We are also afforded a lot of opportunities to learn from our peers, and I think that's something I haven't seen done quite as well anywhere else.

STAFF SPOTLIGHT

**GETTING TO KNOW PREP TEACHER:
JESSICA SCOTT**



What is your hidden talent or fun fact about you?

I am a sewer and quilter, so I am always working on something crafty!

What is your go-to weekend activity?

Spending time with my husband and kids, whether that be taking them to the park, cooking a meal together, or spending some time on our shared hobbies (photography, playing bass/guitar etc).

What is your favourite Canterbury event or tradition?

So many! As a Prep teacher, I love 100 Days of Prep. I also had the opportunity to race in Cursus Magnus this year which felt very special to me, as I have been at Canterbury for 8 years!

What is the best piece of advice you were given early in your career?

Early on, I worked in London with some very skilled teachers who had a 'firm but fair' approach to behaviour management, and I think that one piece of advice is something that has always ensured positive boundaries in my classroom.

What is a subject you wish you had studied more seriously at school?

None! I was very serious about my schooling all the way through Junior and Senior School. In hindsight, I do wish I had the confidence to ask more questions though!

What is a question a student asked that genuinely stumped you?

I have had a few hairy questions about Santa and the Easter Bunny! But rest assured, they are both alive and well.



SUPPORTERS BARBECUE

BE A PART OF THE ACTION AT OUR
TERM 3 TAS HOME GAMES

SAT
25
JUL

SAT
1
AUG

SAT
29
AUG

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

TO ASSIST, SIMPLY FOLLOW THE LINK [HERE](#).

COMING UP NEXT

Year 11 Hospitality HOTEL Camp

Monday 27 July - Wednesday 29 July

Guest Speakers: Dan Principe

Monday 27 July

Dan Principe: Parent Information Session

Monday 27 July

Interschool Maths Team Challenge

Tuesday 28 July

Year 12 QTAC Information Evening

Tuesday 28 July

Quota Beenleigh Eisteddfod

Wednesday 29 July & Thursday 30 July

Future of Education Mentoring Breakfast

Thursday 30 July

The Future of Education Summit

Friday 31 July

QUT High School Moot Competition

Friday 31 July

Jazzin' Nabei

Friday 31 July

IN CASE YOU MISSED IT

2026 Young Business Leaders Showcase | [View More](#)

Becket House Spirit Breakfast | [Photo Gallery](#)

2026 Winter Music Festival | [View More](#)

Year 10 Chinese Hanfu Incursion | [View More](#)

Anglican Schools Commission Traditional Games Festival | [Photo Gallery](#)

The School Locker: Cashless Payments from 1 August | [View More](#)

Logan Art Gallery's 'Where Do I Belong?' Exhibition | [View More](#)