

THE CANTERBURY WEEKLY

WEEK 5, TERM 3

FRIDAY 14 AUGUST 2026



FROM THE PRINCIPAL

DAN WALKER



Can a School Be Both High Tech and Traditional?

One of the more persistent debates in education centres on a simple question: must schools choose between tradition and innovation?

Are you a technology-rich school embracing artificial intelligence, digital collaboration, and contemporary learning tools? Or are you a traditional school focused on handwriting, literacy, numeracy, and the enduring disciplines of academic study?

At Canterbury, we reject that false choice.

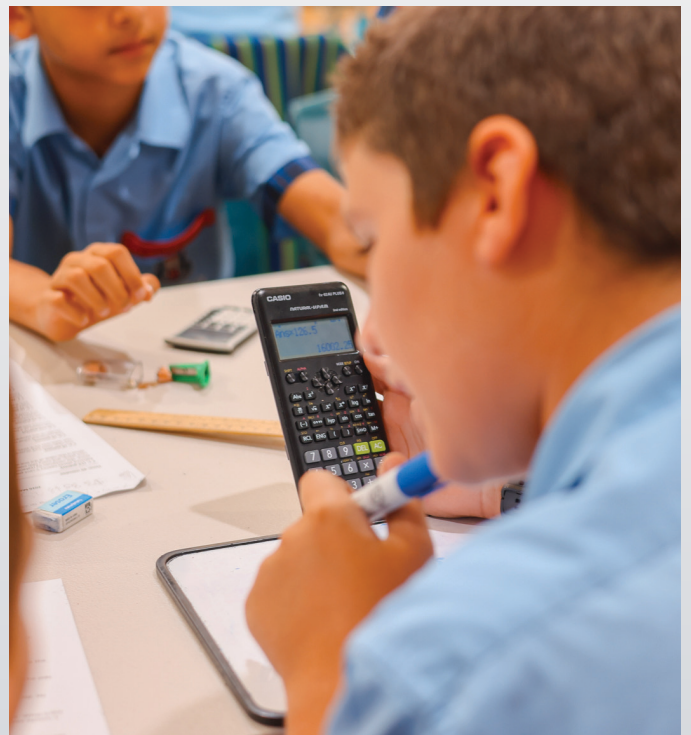
As a recognised Microsoft Showcase School and Lighthouse School, we are proud to be at the forefront of digital pedagogy. Our teachers work alongside digital learning specialists, our students leverage sophisticated technologies, and we are actively preparing young people for a future that will be increasingly shaped by artificial intelligence.

At the same time, we remain deeply committed to the fundamentals.

Students still handwrite. They still read challenging texts. They still learn number facts and mathematical fluency. They still develop vocabulary, grammar, and spelling. They still learn how to write persuasively, analyse evidence, and construct coherent arguments.

Why? Because technology is most powerful when it is built upon strong foundations.

A student who cannot read deeply will struggle to evaluate information generated by AI. A student who cannot write clearly will find it difficult to communicate complex ideas, regardless of the technology at their disposal. A student who lacks number sense may simply use technology to accelerate misunderstandings rather than solve problems.



FROM THE PRINCIPAL

DAN WALKER



This becomes even more important as artificial intelligence becomes embedded in everyday learning. There is a misconception that AI reduces the need for knowledge because information is now only a prompt away. In reality, the opposite is true.

The students who gain the greatest benefit from AI are not those who know the least. They are those who know the most.

At Canterbury, we are also becoming increasingly intentional about the balance between screen time and screen-free learning. While every student from Year 4 to Year 12 participates in our 1:1 device program, we know that not every learning experience is enhanced by a screen. There are times when students learn best with a book, a pen, a discussion, a science experiment, or simply the space to think without digital distraction.

Being World Ready means being able to thrive in both environments. It means knowing when to leverage technology to enhance productivity, creativity, and collaboration, and when to put the device away and engage deeply with a text, a problem, or a conversation.

The future does not belong to schools that abandon tradition, nor to those that resist innovation. It belongs to schools that understand the power of both.

At Canterbury, we believe our students should leave us equally confident with a handwritten essay, a thoughtful conversation, a complex mathematical problem, or the responsible use of emerging technologies.

In fact, that balance may be one of the most important things we can teach.



FROM THE HEAD OF TEACHING AND LEARNING

REBECCA ADAMSON



Assessment *design* in 2027

Following Mr Walker's recent announcement regarding the College's assessment reforms for 2027, the Teaching and Learning Leadership Team is carefully reviewing assessment practices across the College to ensure students have the best opportunities to authentically demonstrate their learning.

Our focus is not simply on changing assessment conditions, but on ensuring that every assessment provides a valid and authentic opportunity for students to showcase their knowledge, understanding, and skills.

A key consideration in these discussions is Learning Support, and we are committed to designing assessment approaches that enable all students to experience success, while maintaining the integrity and rigour of our programs.

As educational technologies continue to evolve, so too must the ways we assess learning. The team is exploring a range of assessment formats that prioritise what students can independently demonstrate in supervised and supported conditions. These conditions allow teachers to gain a more accurate understanding of student achievement, while providing students with the confidence that their efforts and capabilities are being fairly recognised.

Throughout Semester 2, a number of innovative assessment designs will be trialled as we prepare for the implementation of the College's revised assessment model in 2027.

These trials will help us evaluate approaches that encourage deeper thinking, creativity, problem solving, and the application of knowledge in authentic contexts. We are also investigating software solutions that support supervised assessment conditions, including platforms that provide secure environments, while enabling students to continue using technology as a learning tool.

This work reflects our ongoing commitment to ensuring that assessment remains meaningful, equitable, and reflective of each student's learning journey.

Parent Teacher Interviews

A friendly reminder that Parent Teacher Interviews for students in Years 5-12 will be held next Tuesday. These interviews provide a valuable opportunity to connect with your child's teachers, discuss their learning progress, celebrate achievements, and identify areas for growth and support.

We are excited to welcome families back to the newly renovated CEC for this important partnership between home and school.

We encourage all parents and carers to take advantage of this opportunity to engage in meaningful conversations about their child's educational journey. Bookings are available until Monday 17 August via Parent Orbit or Parent Lounge.

FROM THE HEAD OF TEACHING AND LEARNING
REBECCA ADAMSON



Approach to Learning Results in the Senior School

As Approach to Learning results are released for students in Years 7-12 on 17 August, we encourage families to take the opportunity to engage in meaningful conversations about learning, growth, and achievement. While results provide valuable information about academic progress, they are only one part of the story. At Canterbury, we believe that sustained growth is built on our values of Respect, Effort, and Integrity.

Parents can support their children by discussing not only the outcomes achieved, but also the habits and attitudes that contributed to those results. Did they demonstrate respect for their learning by being organised and engaged? Did they put in consistent effort when challenged? Did they approach their work with honesty and integrity? These qualities are the foundation of long-term success and personal growth.

Approach to Learning results provide an important opportunity for reflection, celebration, and goal-setting. Recognising progress, identifying areas for improvement, and discussing next steps can help students develop a growth mindset and a deeper understanding of their own learning journey. By focusing on both achievement and approach, families can reinforce the values that support continued success throughout a student's education.

Prep to Year 6 Approach to Learning results are released at the end of Term 3.





Service CAPTAIN

KIYA WATKINS-LEAU-RAMEKA

What is your favourite subject and co-curricular activity at Canterbury, and why?

My all-time favourite subject is Legal Studies. I have always loved learning about our legal system, specifically the areas in which it is flawed, figuring out which groups and individuals these challenges might affect, and how we can solve these issues for future generations.

In terms of co-curricular activities at Canterbury, I have always loved Volleyball. I am a libero at heart because when I was first starting out, I was around 15, so a little bit behind in terms of knowledge and skill. It's just a reminder that it is never too late to try new things and push yourself a little bit outside your comfort zone. I ended up finding a sport and falling in love with the game and, most importantly, the community and the people.

Which teacher has had the biggest impact on you, and why?

The teacher who has had the biggest impact on me has been Mr van der Poel. I haven't always been an academic, but English has always been a subject I enjoyed. He pushed me to work harder and see that I could achieve so much more with additional effort and planning. Mr van der Poel is genuinely one of the most down-to-earth teachers, and he is also absolutely hilarious. Without him, I don't think I would have the drive to be better, do better, and realise the privilege of learning.

What made you put your hand up for your captaincy role?

When I reflect on my time serving as a Prefect, I think about my fellow students. I have always loved people and being able to help them on their journey. Their stories, their achievements, their struggles, their hobbies, their interests, and their passions. To me, leadership is being able to listen to someone when they need it, to celebrate with someone because they have achieved something they have been working towards, and to inspire others. This is truly such a rewarding experience for me, and is something that I am proud of achieving in my role as Service Captain. To show the meaning and power of community and support those who make up our community has been not only my reason, but my overall goal and passion.

Is there a career or field you're excited to explore after Canterbury?

I won't lie, I am having a major career crisis. I have a passion for law, as I adopted this from my love of Legal Studies (and the TV show *Suits*). However, recently I have discovered a calling in nursing, especially within emergency care and triage. Earlier this year, I had the privilege of attending a leadership camp at Griffith University where they offered a hands-on nursing course. I learned CPR, how to insert medication through IVs, and I absolutely fell in love with it. Either way, I have a passion for both areas, and I am so excited to see what my future may bring.

FROM THE ASSISTANT HEAD OF SENIOR SCHOOL

TORY MILLS



Conversations That Shape Character in the Senior School

This has been a busy and enriching week in the Senior School. While we enjoyed a long weekend and a break from sport last week, the days since have been filled with significant opportunities to support our young people as they navigate the challenges and opportunities of adolescence.

On Wednesday evening, we hosted our Year 8 Parent and Child Evening in partnership with the Rites of Passage Institute. It was wonderful to see so many boys attending with significant male mentors and girls alongside important female role models, all engaging in meaningful and thoughtful conversations.

Guided by the Rites of Passage presenters, families explored important life lessons and shared experiences that helped strengthen connections between young people and the trusted adults in their lives. The conversations continued over a BBQ dinner, creating a warm sense of community and reinforcing the relationships that will support our students throughout their development.

On Thursday, our girls in Years 7-10 participated in Beyond the Mascara, a program delivered by Peer Power. The workshop encouraged students to reflect on their values and consider what it means to be an authentic young woman in today's society. Through engaging discussions, students explored the influences that shape identity and relationships, while also critically examining some of the social norms and expectations they encounter.



A letter was sent to families outlining the nature of these conversations, and we hope it has provided a valuable opportunity for further discussion at home. The complexities of growing up in the digital age present challenges that many adults did not experience in their own youth.

As we seek to understand and empathise with the experiences of our students, we continue to emphasise the importance of strong connections with trusted adults. Our role is not to judge, but to guide and support our young people as they navigate an increasingly complex world.

It has been an intensive and rewarding week of conversations, focused on challenging assumptions and encouraging students to live authentically and remain true to their values. Supporting teenagers to grow and thrive involves far more than academic learning or meeting their physical needs. It requires intentional investment in their character, wellbeing, and sense of identity.

We look forward to building on the important conversations from this week as we continue to support our students in becoming strong, resilient, and balanced young men and women.

DAN HUNTER



ELC - Year 2 Athletics Carnival

On Wednesday 12 August, students from the Early Learning Centre through to Year 2 participated in the annual Athletics Carnival. This event provided a valuable opportunity for our youngest learners to engage in physical activity, develop fundamental movement skills, and experience the joy of friendly competition in a safe and supportive environment.

Throughout the day, students took part in a range of events including sprints, relays, obstacle courses, and ball games. The carnival was designed to promote confidence and a sense of achievement, with every child encouraged to participate to the best of their ability.

A particularly commendable aspect of the day was the outstanding contribution made by our Year 11 Sport and Recreation students, who assisted with the organisation and facilitation of the event. Their leadership, maturity, and positive engagement with the younger students were exemplary. Whether guiding groups, demonstrating activities, or offering encouragement, their presence greatly enhanced the overall experience for all involved.

Additionally, I want to acknowledge the efforts of our Hospitality students and staff, who catered the event with professionalism.

I also wish to extend my sincere appreciation to all teachers and learning assistants who supported students throughout the day. Their tireless efforts in guiding, encouraging, and caring for each child were instrumental in creating a positive and memorable experience for all.

Finally, I also acknowledge the following students who were recipients of the Spirit Award for demonstrating sportsmanship, resilience, respect and effort throughout the day:

PJOS	Jason Mhandu
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PJES	Mia Angus
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POLM	Hudson Gardiner
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PAKN	Everleigh Hartz
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1JUK	Andrew Roberts
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1ELC	Ellie Fawaz
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1KIS	Abigail Edwards
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1SAS	Violet McLellan
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2ALA	Prisha Grewal
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2AMB	Abigail Hastings-Ison
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2MOC	Mileah Suckling
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2MID	Hannah Payne
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STAFF SPOTLIGHT

**A DEEP DIVE WITH SENIOR SCHOOL TEACHER,
KATIE WEILY**



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

When I first started teaching, I felt I had failed if I didn't complete every part of the lesson plan. Experience has taught me that some of the best lessons are those that adapt to students' interests and needs in the moment.

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

Recently, hosting a pre-service teacher reminded me why I love this work. Seeing their enthusiasm and fresh ideas took me back to the start of my own career, while the added collaboration brought a renewed energy to the classroom.

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

I'd like them to remember enjoying being in the classroom, being treated fairly and with kindness and knowing they were valued as individuals. Those things matter just as much as the content we teach.

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

Canterbury students are the best presented students I have ever taught. Their pride in the school is evident and it is something that stands out to me every day.

What is your hidden talent or fun fact about you?

I was born and brought up in the UK but have also lived in France, Bahrain, and Hong Kong as well as Australia.

What is your go-to weekend activity?

My go-to weekend activity would be a pilates class, followed by getting a coffee with a friend.

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

That the teacher shouldn't be working harder than the students they're teaching; students learn best when they're actively involved.

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

I would have loved to study Psychology; like English, it encourages you to think about what drives people and why they behave the way they do.

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

I once asked if there were any questions (about the task), only for a student to ask, "If you were an animal, what would you be and why?" I'm still not sure!

COMING UP NEXT

Science Week

Monday 17 August - Friday 21 August

Junior School Spanish Day

Tuesday 18 August

Years 5-12 Parent Teacher Interviews

Tuesday 18 August

Jnr Chamber of Commerce Networking Breakfast

Thursday 20 August

Year 11 Legal Courts Excursion 1

Friday 21 August

Interhouse Public Speaking Competition

Friday 21 August

Winter Music Festival: Heavenly Voices

Friday 21 August

Winter Music Festival: Symphonic Splendour Strings

Friday 21 August

Kime Family House Chapel

Sunday 23 August





Canterbury

2026

FATHER'S DAY

CELEBRATION

**Celebrating the Dads in our
Canterbury Community**

Join us for a relaxed Father's Day **BBQ** before
enjoying our annual **Dance Spectacular** together.

Friday 4 September

BBQ: 4:00pm - 6:00pm

Dance Spectacular: 6:00pm - 7:30pm

[GET YOUR TICKETS HERE](#)

JOIN US FOR OUR 2026



DANCE *Spectacular*

Friday 4 September

Includes ***Father's Day BBQ*** from 4pm
Dance Spectacular from **6pm - 7:30pm**
Canterbury Events Centre (CEC)

Unmissable performances by Canterbury's very own:

Rise Dance | Shine Dance Company | Flame Dance | Ignite Dance Company | Show Team
Canterbury Dance Company | BoyzCrew | Hip Hop Varsity | Hip Hop Squad | Little Groovers - Prep
Blaze Crew | Canterbury Dance Troupe | BoyZone | Spark Dance | Phoenix Dance



Canterbury



IN CASE YOU MISSED IT

Senior School Winter Music Festival | [View More](#)

Introducing the Talngai Precinct | [Watch Video](#)

University Open Days 2026 | [View More](#)

Taipan Tutors | [View More](#)

Uniform Expectations | [View More](#)

Junior School Book Fair: Parent Volunteer Request | [View Here](#)

Prep - Year 6 Spanish Language Festival | [View More](#)

Prep - Year 3 Science Week | [View More](#)

Years 4-6 National Science Week Incursion | [View More](#)

ELC - Year 6 Book Week Parade | [View More](#)