

THE CANTERBURY WEEKLY

WEEK 7, TERM 3

FRIDAY 28 AUGUST 2026



FROM THE PRINCIPAL

DAN WALKER



Book Week, and the Case for the Borrowed Book

Book Week arrives with a parade of costumes, and I hope it always does. The dressing up is not a warm-up act for the real business of reading. It tells children that books are worth celebrating the way we celebrate a grand final or a concert, and every year a few of our students finish their first proper novel because they wanted to get the character right.

There is also some research sitting quietly behind all of it, and it is more encouraging than you might expect. The strongest single thing we know about children who read is that they have usually watched someone else do it. Researchers at Deakin University asked thousands of Australian teenagers about their reading habits, and the ones who read most often were the ones whose parents read too. Nothing in that finding is about drilling or supervision. It is about being seen. A parent with a book open on the kitchen bench at seven in the evening is saying something about how a life is put together, and children take it in without being told.

The other useful piece concerns length. Our students read an enormous number of words on their phones, and plenty of it is perfectly good reading. What a phone rarely asks of them is to stay with one thing for an hour. Studies that give people the same text on paper and on a screen keep finding that more of it stays with them from the page, and the likeliest reason is that a book has nothing else in it.

Nationally, fewer young people are reading for pleasure than a decade ago, with close to a third of Australian teenagers reading nothing at all in their own time.

I do not think that means families care less. Weeks fill up, and reading is the easiest good thing to push to tomorrow, because unlike a missed training session or an unfinished assignment, nobody notices when it goes. Our borrowing at Canterbury holds up well, and that is deliberate. We keep the habit alive long past the Junior School years, into Year 11 and 12, where it is usually allowed to quietly disappear. Even in the Senior School, our English Faculty thinks deeply about their choice of novels that are allocated to each year level.

So, three small things. Keep reading aloud to your children well past the age at which they can manage alone, because being read to stays a pleasure far longer than we assume. Let them borrow whatever appeals, including the fourth book in a series you have never heard of. And read something yourself where they can see you, even ten minutes of it, even if the day has left you with nothing else.

We will keep doing our part. Reading is taught deliberately here in every subject and not only in English, because a student who can hold a long text in their head handles everything else more easily. The habit itself, though, is made at home, on ordinary evenings, in full view of the children.

And by the way, if you need some advice for your son or daughter about some good things to read for their age group, I know our Head of Libraries, Anita Pendreigh (a.pendreigh@canterbury.qld.edu.au) is always willing to be of service.

Keep an eye out in next week's edition to hear from Alisha Richardson for more on Book Week!

FROM THE HEAD OF SENIOR SCHOOL

NICK STANSBIE



Challenging Stereotypes and Living Our Values

Over recent weeks, the Senior School has been fortunate to welcome several guest presenters who have worked with our students and families. Daniel Principe spoke with our boys, Peer Power facilitated workshops with our girls, and the Rites of Passage Institute partnered with groups of Year 8 students and their parents. Together, these experiences have encouraged important conversations about the challenges young people face as they navigate adolescence in an increasingly digital world.

A key theme emerging from these sessions was the pressure many young people experience to conform to society's expectations of what it means to be male or female. Daniel Principe described this as the "Man Box", a set of limiting expectations that can make young men feel they must always be tough, independent, and strong. Similar pressures can exist for girls, creating expectations around appearance, behaviour, and relationships that can be equally restrictive.

These messages are reinforced through social media, advertising, popular culture and, increasingly, the algorithms that shape much of the content young people consume online. The challenge is that these idealised images and expectations can make students feel there is a cost to simply being themselves.

When young people fear judgement, they may hesitate to show vulnerability, ask for help, pursue their interests, or express their authentic identities. Over time, this can contribute to stress, loneliness, and diminished confidence.

Our presenters shared a hopeful message: the way out of these limiting stereotypes is through values-based living. At Canterbury, our values of gratitude, integrity, effort, and respect provide a foundation for every student to belong and thrive. We want young people to have the confidence to be themselves, support one another, and value character above appearance or social expectations.

As we celebrated events such as last week's Canterbury's Got Talent, we saw these values in action, with students courageously stepping outside their comfort zones and the community responding with encouragement and support. It is through this spirit of friendship, compassion, and respect that we help our young people grow into confident and authentic adults.



MITCH STAPLES



Year 12 Update: Finishing Strong Before Trial Exams



Year 12 students reached a significant milestone this term, completing their final round of internal assessment. Now full attention turns to external exam preparation. Students have completed two dedicated study days, using the structured time to consolidate content, pinpoint gaps, and sharpen exam strategy in preparation for the next two weeks of trial external exams.

These trials are designed to be the closest rehearsal students will get before the external exams next term.

How students use this fortnight matters more than most realise. A few tips worth sharing:

- **Treat trials as the real thing.** Give them full effort. That's how you get a genuine feel for back-to-back exams, the quick switch between subjects, and the pressure of a memory blank under exam conditions.
- **Use the feedback, not just your gut feel.** Trials show you what you actually need to work on, not what feels like it needs work. Let that feedback shape your study plan for the external exams.
- **Protect the life essentials.** Sleep and nutrition matter more to exam performance than most students expect. Ensure that you protect both and build in enough downtime to keep you at your best.
- **Study habits.** Extra time at home can mean extra distractions. Build a study plan that avoids last-minute cramming and consider using the school's study room to run group sessions with friends before exams.
- **Ask questions early.** Teachers are only a quick email or conversation away, ask while there's still time to act on the answer.

After the trial exams, the final week before holidays will be set aside for feedback sessions on trial results, arguably the most valuable part of the whole process. Feedback only helps if it's used, so come with specific questions and leave with a clear plan for what to adjust before the real exams begin. All the best to our Year 12 students as they begin the final chapters of their academic journey at Canterbury.



Performing Arts

CAPTAIN

ISABELLA OXENBRIDGE

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

At the moment, my favourite class is Literature because I find Shakespeare's Hamlet very interesting. I enjoy exploring the characters and themes and discussing different interpretations of the play. My favourite co-curricular activity is playing music with The Doppler Effect trio. I love performing and making music with my friends, and it's a great opportunity to be creative and have fun outside the classroom.

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

Dr Peddell has had the biggest impact on me. With her support and encouragement, I've been able to grow not only as a musician, but also as a leader who can help and inspire others. She has always encouraged me to challenge myself, have confidence in my abilities, and make the most of every opportunity. Her guidance has helped me become more confident and willing to step up and support those around me, both in music and beyond.

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

Being Performing Arts Captain has always been a goal of mine since being in the Junior School. Music has always been, and will always be, a big part of my life, so I wanted the opportunity to share something I love with others. I put my hand up for the role because I wanted to help create an environment where students feel confident to get involved, try new things, and express themselves through the performing arts. I also saw it as an opportunity to give back to the music community that has supported me throughout my time at Canterbury and to encourage younger students to find the same passion and enjoyment that I have found in music.

What is one thing you are proud to have achieved in your role so far?

I am proud to have got to know and become friends with so many people, especially within the Performing Arts community. I have made an effort to involve myself across both the Senior and Junior School, encouraging participation and helping to build a stronger sense of community within a space I love. It has been really rewarding to see students of different ages come together through music and the performing arts, and to know that I have played a small part in creating those connections.

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

I would absolutely love to continue exploring the musical world and develop my skills as a musician. Music is something I'm incredibly passionate about, so I'd love to pursue opportunities that allow me to perform, create, and continue learning. I'm excited to see where music could take me after Canterbury and to keep growing both creatively and personally.



FROM THE DIRECTOR OF PERFORMING ARTS

KATRINA PEDDELL



A Season of Musical Excellence



Adding to an already successful term, our string ensembles, Ritornello and Sinfonia, represented the College at MusicFest this week. The ensembles performed for expert string educators, receiving valuable feedback through adjudication and workshop sessions. Their efforts were recognised with excellent results, with Ritornello receiving a Platinum Award and Sinfonia receiving a Gold Award.

Congratulations to all students and staff on a successful season of concerts and competitions. Looking ahead to early Term 4, we invite the College community to join us for Friday Night Rocks, where our Rock School ensembles will showcase their work and achievements.

This term has been a busy and rewarding one for our Senior School Music students, with a series of performances celebrating both musical excellence and the contributions of our graduating Year 12 musicians.

The season began with Music at St Mary's at Kangaroo Point, featuring performances by the Chamber Music School and Cantabile. This was followed by the Winter Music Festival, comprising three concerts: Heavenly Voices, showcasing our choirs, and the Symphonic Splendour concerts for Strings and Bands. Across these events, students demonstrated remarkable skill, dedication, and musicianship, highlighting the depth and strength of Canterbury's music program.



FROM SENIOR SCHOOL TEACHER AND DIRECTOR OF *PUFFS*

BEN DERVISH-ALI



A Final Word on the *Puffs* Drama Production

And just like that, our seven increasingly eventful years at a certain school of magic and magic have come to an end!

On Monday 24 August, the Canterbury Players took to the Performing Arts Theatre stage to illuminate the wild world of *Puffs* by Matt Cox. This cheeky Potter-esque adaptation was a two-hour “flashbackio” of the Puffs House as they encountered the same dark forces that a particular renowned wizard had famously battled.

The Canterbury Players ensemble of 32 students worked tirelessly across the past term to bring the show to its fruition. From rehearsals and character development to technical elements and the many moving parts behind the scenes, the production required an incredible level of collaboration, commitment, and creativity from everyone involved.



A huge congratulations to this incredible cast and crew who embraced the anarchic quirk and sheer number of moving parts that made *Puffs* such a unique challenge.

Presented in the Epic Theatre style, *Puffs* mechanised many aspects of theatre in full view of the audience: multiple roles, rapid character changes, minimalist props, symbolic costumes, nostalgic ‘90s music (for some!), “green curse” lighting, audience participation, and direct address.

It has been wonderful watching this group develop their skills, take creative risks, and embrace the wonderfully ridiculous world of the Puffs. Special thanks to the staff involved, too: Ms Bridget Ward, Mr Marc Jordan, Miss Freya Crema, and Dr Katrina Peddell.

And to our dear audience, thank you for coming along for the ride. We hope you’ve enjoyed the laughs, the chaos, and the Puffness of it all. Third Place isn’t so bad. Puffs Formation Number 82!



STAFF SPOTLIGHT

GETTING TO KNOW HEAD FOOTBALL COACH & FIRST XI COACH
JOSH-BRINDELL SOUTH



Can you tell us about your time playing for the Brisbane Roar and how it has shaped the way you coach today?

I had grown up supporting the club, so to sign for them was a dream come true. To play at Suncorp Stadium, to playing in the A-League Final Series, to playing against English Premier League teams in pre-seasons, I couldn't have asked for anything more. In terms of coaching, it's the small details I take from the experience, from the standards of each training session to the finer things on a match day.

What do you hope every student takes away from being part of your team, beyond the sport itself?

First and foremost, to be a good person. Second to that would be attitude and how you present yourself, whether that's on the field in training or games, at school in class, or in any other workplace.

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

We are still early in the season, but seeing players recognise things we've been working on and putting them into action both in training and in the games, regardless of the outcome.

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

The way Canterbury supports each and every student, they really care and try to get the best out of everyone whether that's on or off the field.

What is one thing that people would be surprised to learn about you?

My first time playing football was when I was 12 years old.

What is your favourite way to spend your weekend?

Walking my dogs in the sun and going for a coffee.

What is your favourite Canterbury event or tradition?

I've only just started at Canterbury, so I'll say the football season.

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

Be consistent! Consistency looks like nothing is happening for a very long time, until everything changes.

Is there a book, documentary, or podcast you would recommend to some of our aspiring athletes?

I would recommend listening to The High Performance Podcast.

COMING UP NEXT

Beginning of Year 12 Trial Exams

Monday 31 August

AB Paterson Public Speaking Competition

Monday 31 August - Tuesday 1 August

Celebration of Father's Week

Monday 31 August - Thursday 3 September

Scholastic Book Fair

Monday 31 August

Years 10-11 Aspiring School Captain Speeches in Year 11 CaRE

Tuesday 1 September

Q7s State Cup Finals

Thursday 3 September - Friday 4 September

Years 5-6 SPARK Expo

Thursday 3 September

Year 11 Study Day

Friday 4 September

Father's Day Barbecue

Friday 4 September

Dance Spectacular

Friday 4 September



Canterbury

CANTERBURY TAIPANS

Supporter Wear

AVAILABLE TO PURCHASE AT THE
UNIFORM SHOP AND OUR TAS HOME
GAMES SATURDAY 29 AUGUST



Canterbury

Assure Parent Portal

Supporting safer digital habits at home

As part of Canterbury's commitment to student wellbeing and online safety, the Assure Parent Portal gives families greater visibility of their child's online activity and the ability to manage internet access outside school hours.

[LEARN MORE ON MYCC](#)





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

Prep - Year 6 Spanish Language Festival | [Photo Gallery](#)

2026 National Science Week | [Photo Gallery](#)

2026 She Leads Possera Summit | [Photo Gallery](#)

ARTWAVES 2026: Canterbury Visual Art Students Selected | [View More](#)

Junior School Spark Learning Expo | [View More](#)

Term 4 Lumina offering SoroTouch Mental Mathematics | [View More](#)

First Holy Communion | [Read More](#)

Junior School Parent-Teacher Interviews | [View More](#)