



# Canterbury Tales

Where learning is innovative, inclusive and supportive

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## TERM 4 WEEK 5

### PRINCIPAL'S REPORT

Earlier this week we held our Term 4 P&C meeting. I would like to start by thanking Mr Angelo Mandatis, the P&C President for his leadership throughout this difficult year. When I came to the school we did not have a P&C and with the support of Mr Mandatis and other dedicated and committed parents we were able to establish one last year, and keep it active during this very difficult year. At the meeting I updated parents on a number of topics. They were;



1. The 2020 HSC – Once again the Higher School Certificate has come and gone. This year we had 102 students sit 28 exams over the four week period. The exams ranged from Advanced English, Ancient History, Extension 1 Mathematics, Chemistry, Music and Economics. We are once again expecting very pleasing results in the 2020 HSC, a number of boys already on track to perform well above what they may have expected 12 months ago. This is due largely to the amazing teachers at Canterbury Boys High School and our students' understanding of what it means to be a serious learner at Canterbury Boys. Well done to all students who completed the HSC in 2020 and good luck for your future.
2. Our Amazing Teachers – We are blessed at Canterbury Boys to have high quality teachers who have many years of experience educating young men. There is one that I would like to focus on though. Ms Giameos, our amazing Careers Adviser. Earlier in the year Ms Giameos was nominated for the NSW Careers Adviser of the year. No surprise to us she was short listed as a finalist. Unfortunately, she missed out on winning this year but that does not change our thoughts of her. We are so lucky to have a person like Ms Giameos looking after our boys and helping them successfully transition in to the workforce or University. I am sure I do not say it enough, but thank you Ms Giameos for everything you do.
3. Wellbeing Wednesday – As you know this year has been very challenging. The strategy we implemented to support parents, students and staff was Wellbeing Wednesday. Due to the success of this program we were awarded the Secretary's Award for an Outstanding School Initiative. This is our award, not the teachers, students or parents, but ours. It was my great pleasure to officially

share it with the P&C on Wednesday night. Great things happen at Canterbury Boys High School on a daily basis, but it is always nice to receive external recognition of how great we are as a school community.

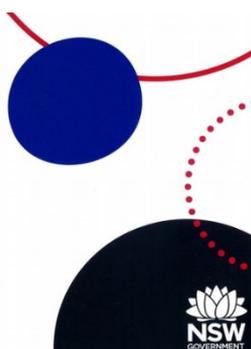
I am going to leave it there for this week's edition. I have had multiple requests from boys to go down to the back oval and play Human Foosball with them to celebrate Cantervale and enjoy the last day of our 2020 academic year before it all starts again on Monday.

### The Secretary's Award

For an Outstanding School Initiative

Presented to:  
Canterbury Boys High School  
For Wellbeing Wednesday

Secretary, NSW Department of Education





## DEPUTY PRINCIPAL'S REPORT

Yaama\*

### Starting the new academic year on the right foot

Right now, we're celebrating the end of our academic year and the beginning of the next one – this week we had our final HSC exams; held parent teacher online meetings; distributed our end of year reports; held our Term 4 P&C



meeting; acknowledged NAIDOC week; commemorated Remembrance Day; and topped the week off with Cantervale. It was truly a week that showcased the qualities of the Canterbury Boys community, with a distinctive focus on academic progress, social awareness and informed citizenship.

Parent-teacher meetings and academic reports provide valuable opportunities for your son to reflect, in order to build on his good **learning habits**, and reduce or break unhelpful ones. This will set him up for success as he begins his new classes from 16 November.

**A student who reflects on and evaluates their own learning**

- Is clear about the purpose of learning.
- Asks questions to improve their understanding.
- Can identify high and low standards of work.
- Monitors their own learning progress.
- Learns from their mistakes and is receptive to feedback.
- Works out ways to improve their own learning.
- Can demonstrate or show what they have learned.

Sometimes the hardest part is 'being receptive to feedback'. When we hear 'negative' comments or criticisms it can be easy to become defensive and make excuses or blame someone else. Most people would prefer to hear praise – it makes us feel good about ourselves, but it doesn't always help us learn and get better. Feedback from teachers is one of the most important elements in improving learning. Being open to guidance about learning from mistakes and areas to develop, will help set up your son for success.



### Celebrating NAIDOC Week

This week was NAIDOC, celebrating Aboriginal and Torres Strait Islander history and culture. There was a variety of lessons across the school exploring aspects of First Nations' culture, an important part of being an informed citizen.

The week before, I was fortunate to have worked for the week in a small school in a small north western NSW Aboriginal community. The brief but intense experience has given me a deeper insight into the beauty of indigenous culture. And I learnt a few words in the local *Gamilaraay* language. (\*'Yaama' is 'hello'.)



### Accelerated Reader program for Years 7 and 8

In amongst all the blockbuster events of this week, a particular highlight was the awarding of certificates for the Accelerated Reader program at Year 7 and Year 8 assemblies. We've had restrictions on large assemblies this year (due to Covid), so it was particularly exciting to see such a wide range of boys being publicly acknowledged for their reading achievements. A key strength of the program is that each student is working towards his OWN target. There were many examples of 'personal bests'. Where to next? Students will sit their second 'Star' Test in Week 8, like the one they sat in Term 1, so we'll be able to look at overall progress. Plus, we'll be rewarding the top class in each year with a pizza party. So keep reading and keep quizzing.

### Travelling safely and respectfully

It was a joy to receive a phone call from Gloria, a member of our community, who wanted to thank the Canterbury Boy student travelling on the train last week who was so respectful and helpful. That Gloria took the time to call speaks volumes for the manner in which this anonymous student conducted himself.

Most unfortunately, I received a call the same week from Sydney Trains concerned about the behaviour of some of our boys at Canterbury Station.

It's a timely reminder to be considerate of others both at school and in the community. Respect and safety are valued everywhere.

Caitlin Dwyer  
Deputy Principal



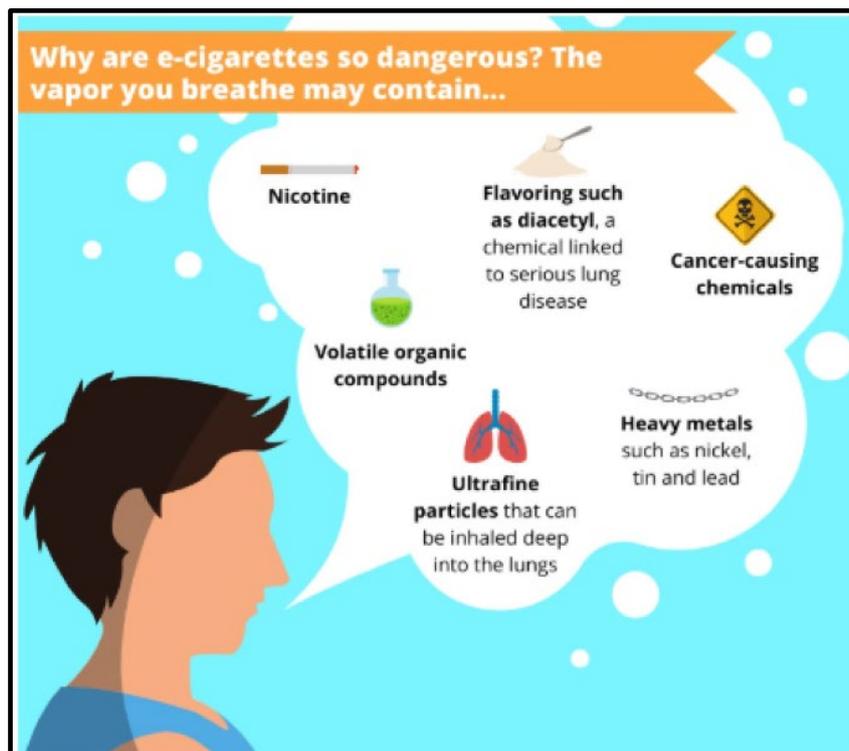
## Being on time for school

Good attendance is crucial to success at school. This includes arriving on time in the morning.

Our first bell rings at 8:35am, giving students a full 5 minutes to reach the classroom before the lesson begins at 8:40am.

Being late impacts on the learning for the student and distracts the other students in class. It impacts on the flow of teaching as well.

Any absence from school (whether for a whole day, late arrival in the morning or application to leave early) must have a note from a parent providing a valid reason.



Students are not allowed to bring e-cigarettes (vapes) or any related accessories on to school premises. Did you know that police have the power to confiscate tobacco and e-cigarettes from a person under 18 in a public place?



## FACULTY REPORT TASCAPA



Students in year 7 have been learning about a range of different topics and through the practical application of knowledge and understanding they learnt about Agriculture and Food Technologies, Digital Technologies and Material Technologies. 7Y are learning about food preparation and nutrients and they have had many enjoyable cooking lessons in our kitchens. They learnt to cook a Pizza, Pancakes and Spaghetti Bolognese and enjoyed working as a team to prepare ingredients and clean their work space.



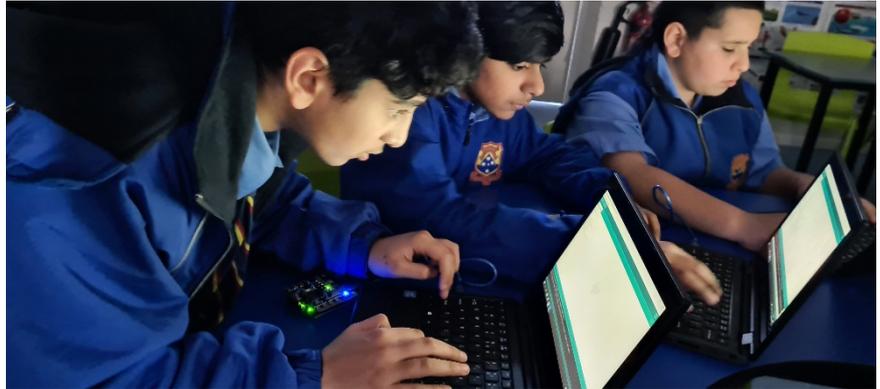


In the workshops year 7 have been busy designing and building a pencil box from timber using various tools and machineries. Students have developed knowledge and understanding of the characteristics and properties of timber through research, experimentation and practical investigation, and they made a pencil box to satisfy identified needs and opportunities.





In their **Digital Technology unit, year 7** have learnt to program Arduino micro-processors, they have developed solutions to identified needs and opportunities. They have carefully followed the steps in the design and production process. They have used strategies to organise data logically, break down problems into parts, interpret patterns and design and implement algorithms to solve problems.



In **Year 8 Technology Engineered Systems**, students have focused on how force, motion and energy can be used in bridge structures. Students have been provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered structures. Knowledge of these principles and systems have enabled the design and production of sustainable, engineered solutions.





## STAGE 5



**Stage 5 Industrial Technology Engineering** have been working on control systems. They have reversed engineered an electronic device and have been researching about the design, function and material of each component.

In their Renewable Energy unit, students have research various types of energy sources and they have developed their understanding of Australian development in renewable resources. They have worked in teams to design and constructed a windmill to create electric power.



**Stage 5 VET Construction** have been learning about Dumpy levels which are used in surveying and building to transfer, measure, or set horizontal levels. They used the Dumpy levels to measure the various levels around the school and they also used the survey markers around the school to measure the buildings with our school.





Students in **VET Construction** have also designed and built a tool box using various hand and power tools and workshop machinery. They have applied WHS practices to safely develop their hand and machine skills throughout this course.



**Stage 5 Food Technology** have had a wonderful year learning about many aspects of the relationship of food to health, culture, religion, celebration and service.



The topics studied were:

*Food for Specific Needs* where the students learnt about cultural variations and dietary requirements particular to certain religious groups, nationalities and medical considerations. The boys learnt about foods for certain dietary conditions and prepared meals suitable for vegetarians and people with coeliac disease (gluten free).

*Food for Special Occasions* looked at the wonderful array of celebratory dishes and the students all developed and prepared a children's birthday cake.





**Food Product and Development** was a very interesting study on how food is produced, the influence of advertising on what we eat and the concept of “copy cat foods”. The students made very delicious “Big Macs”!



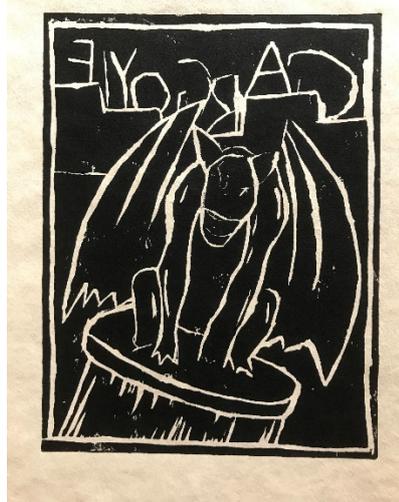
**Food Service and Catering** developed the students understanding of table etiquette, table settings, course choices, employment possibilities in the catering industry, recipe and menu creation. The students made a wonderful array of entrée dishes for a formal Table D’hote menu.

**Year 7 Visual Arts** started the year learning about the **Elements of Design, then portraiture**. The students researched their favourite portrait artists and presented their learning and research in class. The students also did an extensive study of their favourite animal and created designs suitable for a lino print. They carved and printed these designs. Some of the artists studied this year included Leonardo Da Vinci, Rembrandt, Rubens, Rousseau, Dobell and Van Gogh.

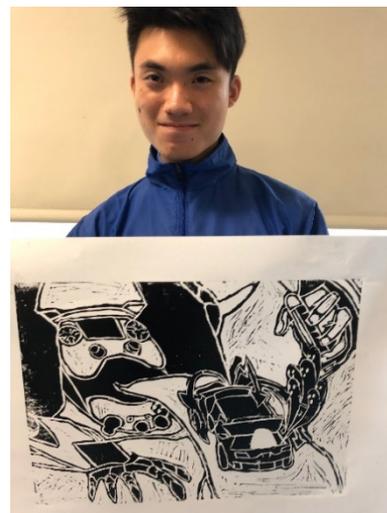
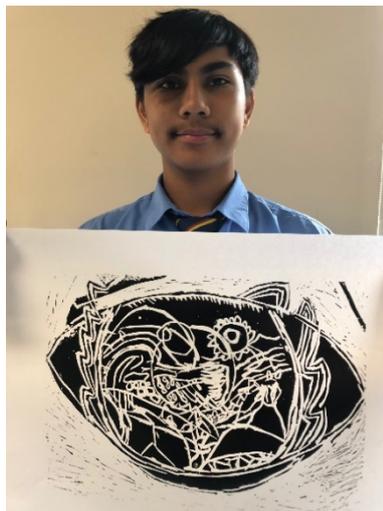




**Year 8** studied the **Genre of the Landscape**, experiencing “plein air” sketching (working outside in the environment) and painting landscapes. They also studied **Gothic Art and Architecture**, looking at **Gothic Cathedrals** and the architectural influences from **Islamic Art**, such as the various forms of arches like the pointed arch. They then used this topic to create designs for a lino-print. Gargoyles were very popular!



**Year 9 and 10 Visual Arts** have also created lino-prints on the topic of **Surrealism**. The boys in Year 9 and 10 studied such Surrealist artists as Rene Magritte and Salvador Dali, looking at their artworks as inspiration for their own pieces of art. The boys came up with some very interesting concepts to do with dreams and fantasy, and very much enjoyed the process of printing.



**Music** 2020 saw year 7 students introduced to the **elements of music**, as well as learning to play the keyboard and various other instruments.

Year 8 covered an array of music genres with the focus on Rock music. They continued developing their piano playing skills. In the second half of this year, we researched **music in film**.

Stage 5 music studied **Blues music** as well as developing their technical ability on their chosen instruments. Many have formed their own music ensembles / bands and performing at this year's long awaited Cantervale.

Many students in Stage 6 only picked up a musical instrument, as early as this year and made excellent progress. Some students will continue their music journey at a professional level. The boys have also recorded some of their own songs for the HSC, as well as entering in songwriting competitions.

We have had several ensembles constantly rehearsing during school recess / lunch breaks. The senior jazz band was one group that truly shined. Performing at school events, as well as recording their own songs.

