

# PATHWAYS

Canterbury Vale School Newsletter

## PRINCIPAL'S REPORT



Dear Canterbury Vale School students, parents, carers and community,

As we reach the end of another year, I find myself reflecting proudly on all that 2025 has brought. Throughout the challenges and achievements, one thing has remained constant—the unwavering support of our staff, parents, carers and wider community. It is through this strong and connected network that our students continue to thrive.

This year has presented particular challenges for many of our students, especially those preparing to transition from the Canterbury Vale School program. Completing their RoSA has required persistence and resilience, and at times has influenced their post-school pathways. Attendance has remained a key factor in every successful transition, and I would like to acknowledge the outstanding efforts of the following students who achieved 80% or higher attendance:

**James, Luke, Tony, Vincent, Chloe, Miriam and Faith**

These students have demonstrated exceptional commitment by attending consistently throughout the year. Their dedication deserves recognition and applause. This level of engagement has also contributed to significant achievements, including Vincent completing Year 11 and Luke and James beginning their senior years at CVS.

I remain committed to improving educational opportunities for every student enrolled at Canterbury Vale School. In 2025, we celebrated the completion of several new and upgraded learning environments:

- A new playground for Classes 5, 6 and 7, including regulation spaces, movement equipment, quiet areas and sensory zones
- New boundaries, fencing and walkways to enhance safety, accessibility and flow across the school

As we turn the page on another memorable year, I want to express my heartfelt gratitude to our students for their determination, to our families for their trust and partnership, and to our remarkable staff for their dedication and expertise. The year has brought challenges, triumphs and many moments of inspiration. As we close 2025, may we carry forward the lessons learned, the achievements earned, and the pathways created.

I wish everyone a restful, safe and joyful break. May the year ahead bring continued success, new opportunities and the boundless potential that each of our students holds.

Thank you for making 2025 a wonderful year at Canterbury Vale School.

Warm regards,

Marco Blasutto  
Principal

### CELEBRATING ATTENDANCE

Well done to our best attender:  
Luke

### STUDENT AWARDS Congratulations!

- Maths - Aaron
- English - Mahir
- Geography - Alina
- Science - Mahir
- PDHPE - Ahmed
- Art - Tony
- Cafe - Hassan
- Intervention - Luke
- School Sport - James

### PRINCIPAL'S AWARD

- Jordan
- Chloe
- James
- Luke
- Mahir
- Faith

## IN THIS ISSUE...

Principal's Report.....	1
Deputy Principal Report.....	2
Assistant Principal Report.....	2
Assistant Principal Report.....	3
Visual Arts.....	4
Science.....	4
English.....	5
Numeracy.....	5
Geography.....	5
Allied Health.....	6
Technology Program.....	6
PCYC Youth Engagement Program.....	6
Food Technology and Masterchef.....	7
Top Blokes.....	7
Bushbred.....	7
Bunnings.....	8
Pathways Program.....	8
Integration.....	8
Work Experience.....	8
From the Office.....	9

## DEPUTY PRINCIPAL'S REPORT



As we come to the end of 2025 at Canterbury Vale School, I would like to thank the community for the warm welcome on my return from maternity leave this term. It has been a pleasure to step back into the school and feel so immediately connected to our community again.

It has also been a pleasure to return to the opening of our new playground, which has seen a significant improvement to our outdoor environment and is now well embedded into daily routines. Students have engaged positively with the upgraded space, and it has broadened opportunities for structured play, wellbeing activities and informal social interaction.

Our teaching and learning programs have continued with strong engagement, and this term's MasterChef competition was a particular highlight. After multiple terms of close results and coming second, Class 5 finally took out the win this term, demonstrating excellent teamwork, planning and practical skills. Congratulations to Luke, Vincent and Tylan.

Term 4 is always a term of transition, and were pleased to see students moving into TAFE programs, apprenticeships, employment, Stage 6 at CVS, and integration back to mainstream settings. These achievements reflect careful planning by students, families and staff.

As we look ahead to next year, the school is well positioned to build on the progress made in 2025. I would like to acknowledge our staff for their ongoing professionalism and commitment to student outcomes.

I wish all members of our community a safe break and look forward to another successful year at Canterbury Vale School.

## ASSISTANT PRINCIPAL'S REPORT



### Celebrating Our Year 10 Successes

As we come to the end of another productive school year, we are proud to celebrate the achievements of our Year 10 students, whose hard work, resilience and dedication have made 2025 a remarkable year of growth. This cohort has demonstrated maturity, commitment and a strong focus on their future pathways, and we congratulate them on everything they have accomplished.

A special acknowledgement goes to the students who successfully achieved their Record of School Achievement (RoSA). Congratulations to Saif, Mohammad Alhusni, Mohamed Almassri, Luke, James and Tamim for reaching this significant milestone. Their consistent effort across the year has been commendable, and they should be incredibly proud of this accomplishment.

We also celebrate the Year 10 students who completed work experience placements throughout the year. These valuable opportunities allowed students to explore real-world industries, develop employability skills and gain a clearer sense of their future aspirations. Feedback from employers was overwhelmingly positive, reflecting the responsible and engaged way our students approached their placements.

Looking ahead, we are excited to recognise the students who have already secured their next steps in education and training. Many of our Year 10s have enrolled in TAFE courses for 2026, while others have chosen alternative education pathways or embarked on apprenticeships. These pathways highlight the diverse strengths and interests of our students and reinforce our commitment to supporting them in building meaningful and successful futures.

We are extremely proud of all our Year 10 students for the perseverance they have shown throughout the year and the goals they have achieved. Their successes reflect not only their individual efforts but also the support of their families, teachers and school community. Congratulations, Year 10! Your future is bright, and we can't wait to see where your next steps take you.

## ASSISTANT PRINCIPAL'S REPORT



This semester at Canterbury Vale School has been fantastic! We have seen lots of student success, and it's been wonderful to celebrate the achievements of our students. One student we would like to focus on is Vincent Duong.

Vincent has successfully completed Year 11 and is now working hard on his Year 12 studies. He has shown great effort, dedication, and a positive attitude. Vincent is a great example of how staying focused, asking for help, and showing up each day can create a pathway to success. We are very proud of all he has achieved so far.

We asked Vincent a few questions to get to know him better

Q: How did it feel to finish Year 11? A: Great. I'm very happy to be in Year 12 now.

Q: What is your favourite subject this year and why? A: SLR. It's fun and there are lots of different sports.

Q: Do you have a favourite way to study or learn new things? A: With other people or learning through games.

Q: What do you like to do when you're not at school? A: I spend time with my family.

Q: What are you looking forward to in Year 12? A: Graduating and having fun with my friends.

Keep up the fantastic work, Vincent!!!



## ASSISTANT PRINCIPAL'S REPORT

Students from Canterbury Vale School joined Karningul School and Verona School for the inaugural SSP Cup Gala Day at Knight Park, Yennora. Despite the hot weather, spirits were high as students threw themselves into friendly competitions across soccer, Oztag and volleyball.

The day was marked by great sportsmanship, positive engagement and plenty of laughter as students from all three schools connected and supported one another. Our BBQ lunch was a welcome break in the shade, giving everyone the chance to refuel and enjoy the strong sense of community the event created.

Congratulations to Verona School, who were crowned the first-ever SSP Cup champions. We'll be back next year—ready, recharged, and aiming to bring that cup home to Canterbury Vale!



## VISUAL ARTS

At our school, students took part in a fun art program where they used pictures, words, and symbols in their artwork to show who they are. They learned about different artists who used art techniques and signs to share ideas. Students practised using colour, lines, and shapes to express their feelings and personalities.

They also learned about how art is made, what it meant to them, and how it connected to culture. Through their artwork, students showed different parts of their identity.

The program also encouraged students to explore the nature around the school. They looked carefully at plants, colours, patterns, and textures to inspire their art. Students learned about Emily Kame Kngwarreye, a famous Australian artist known for her bright, nature-inspired paintings.

Overall, this art program helped students build their art skills, learn more about themselves, and appreciate the environment and the importance of nature in Australian art.



By Rangdo

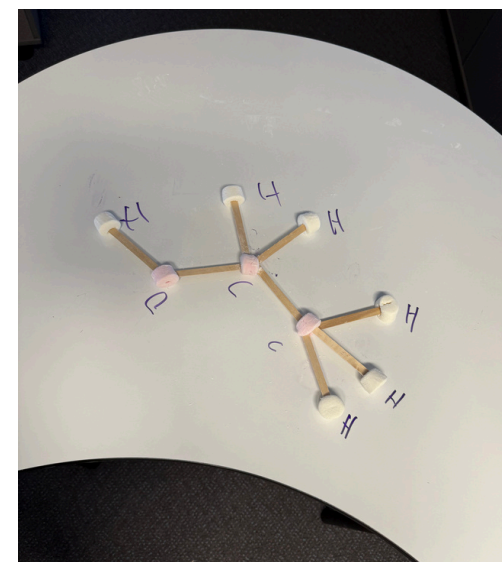
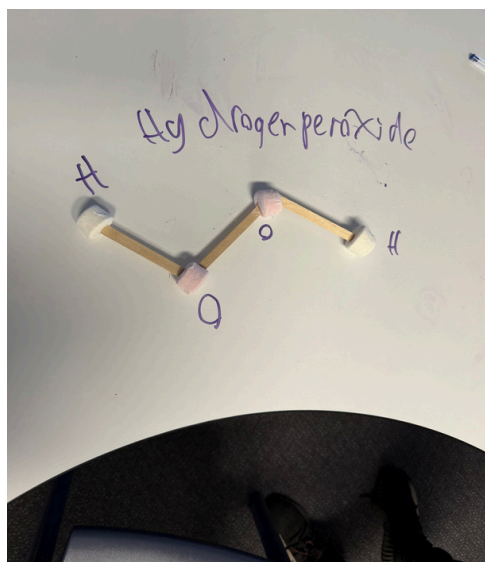
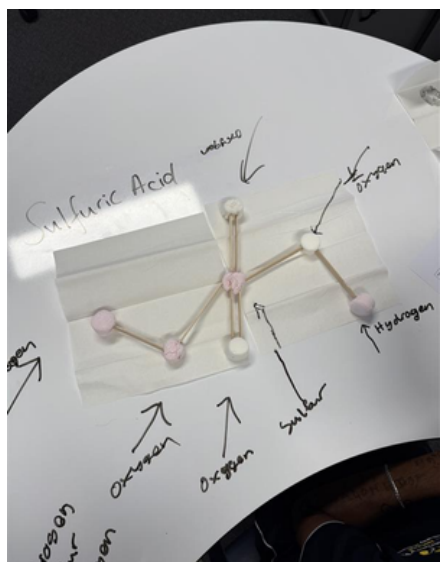
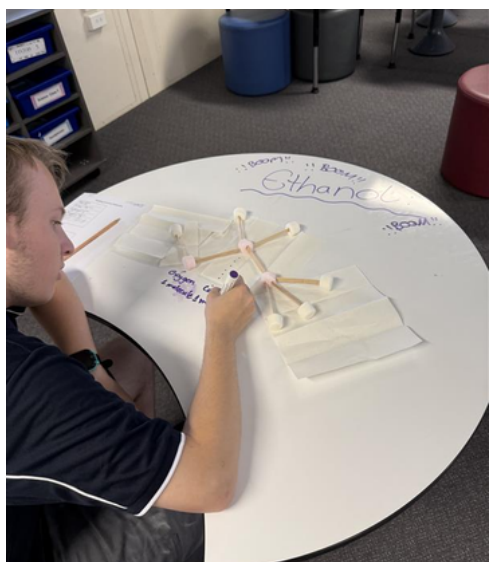


## SCIENCE

This semester in Science, students embarked on an exciting exploration of both the living world and the chemical world. Through a range of hands-on experiments and collaborative research tasks, they developed a deeper understanding of how the world around them works.

In the living world unit, students investigated the features and adaptations of plants and explored how they support life on Earth. One of the favourite activities was creating indoor greenhouses to observe seed growth. Students carefully monitored and recorded the daily changes, developing their scientific observation skills.

In the chemical world unit, students gained an in-depth understanding of elements, compounds, and the materials we encounter every day. They constructed compound models using lollipop sticks and marshmallows and explored the density of liquids. Students also learned how to separate mixtures containing two liquids using salt—an engaging and memorable investigation!



## ENGLISH

This semester, students have been developing their analytical writing skills, strengthening their research abilities, and exploring how texts can be adapted for different purposes and audiences. Throughout our analytical writing unit, students learned how to unpack ideas, identify key themes, and support their arguments using evidence from a range of texts. They practiced structuring clear, cohesive paragraphs and crafting well-reasoned responses.

In building their research skills, students explored effective note-taking strategies, how to evaluate the credibility of sources, and how to summarise and synthesise information. They also learned to incorporate their findings into written responses using accurate referencing.

As part of our work on adaptations, students examined how stories, characters, and ideas can shift when moved across different mediums—such as from novels to films—or when re-imagined for new contexts. They considered the purpose behind these adaptations and how creators make choices to influence audience understanding.



## NUMERACY

This semester, our students explored a range of mathematical concepts through engaging, real-world learning experiences. Our students developed their skills in data interpretation and analysis through a series of engaging, hands-on activities. They investigated real-world questions by designing surveys, collecting data, and presenting their findings using a variety of graphs and charts. Students practiced interpreting trends, comparing results, and drawing meaningful conclusions, strengthening their critical thinking and communication skills.

Our work in probability brought plenty of excitement to the classroom as students used games, experiments, and simulations to investigate chance. They developed their understanding of simple and compound events, used Venn diagrams and two-way tables to organise outcomes, and learned how probability supports informed decision-making in everyday life.

Students also deepened their financial skills through our financial mathematics lessons, where they explored topics such as budgeting, interest, and real-life money scenarios. These activities encouraged students to think critically about spending, saving, and planning for the future.

Overall, these hands-on learning experiences not only strengthened students' mathematical knowledge but also equipped them with practical skills they can confidently use beyond the classroom.

## GEOGRAPHY: A SUSTAINABLE FUTURE AND RENEWABLE ENERGY

Throughout this semester, students have engaged with a geography program that highlighted the importance of sustainability and the urgent environmental challenges shaping our world today. Through inquiry-based learning, real-world case studies, and hands-on activities, students explored how human choices influence the Earth's environmental, social, and economic systems.

A highlight of the program was the deep dive into renewable energy. Students investigated solar, wind, hydro, and geothermal power, discovering how each technology plays a role in reducing our dependence on fossil fuels. This exploration sparked meaningful discussions about the future of energy and the innovations already reshaping communities around the globe.

The program also encouraged students to grapple with major global issues such as climate change, deforestation, pollution, biodiversity loss, and water scarcity. By examining how different communities respond to these challenges, students learned to think critically, ask thoughtful questions, and consider solutions from multiple perspectives.

## ALLIED HEALTH

This term, Allied Health Partnerships has had the privilege of working closely with the students of Canterbury Vale School across a wide range of skill areas. Our sessions focused on developing social skills, phonological awareness to support literacy, and both written and verbal language skills, including expressive and receptive communication. We also continued our Job Skills SPOT Program, where students practised key steps involved in seeking and maintaining employment. All sessions were individually tailored to meet the specific needs, strengths and goals of each student.

Each Friday, our speech pathologist developed a targeted social-skills PowerPoint for classroom teachers to present to their groups. These lessons explored topics such as resilience building, conflict resolution, respect, and self-value — all essential skills for personal growth and positive engagement within the school community.

To conclude the term, we conducted a series of post-screener to evaluate student progress and assess the overall effectiveness of the Allied Health Program. The results will help guide our planning and ensure we continue to deliver meaningful, evidence-based support for every learner.

## TECHNOLOGY PROGRAM

This term in Technology, students developed a wide range of digital skills across cyber safety, spreadsheets, multimedia and robotics. They began by learning how to stay safe online, understand digital footprints and recognise scams. During our Excel lessons, students practised entering and organising data, using simple formulas and creating charts to visually represent information.

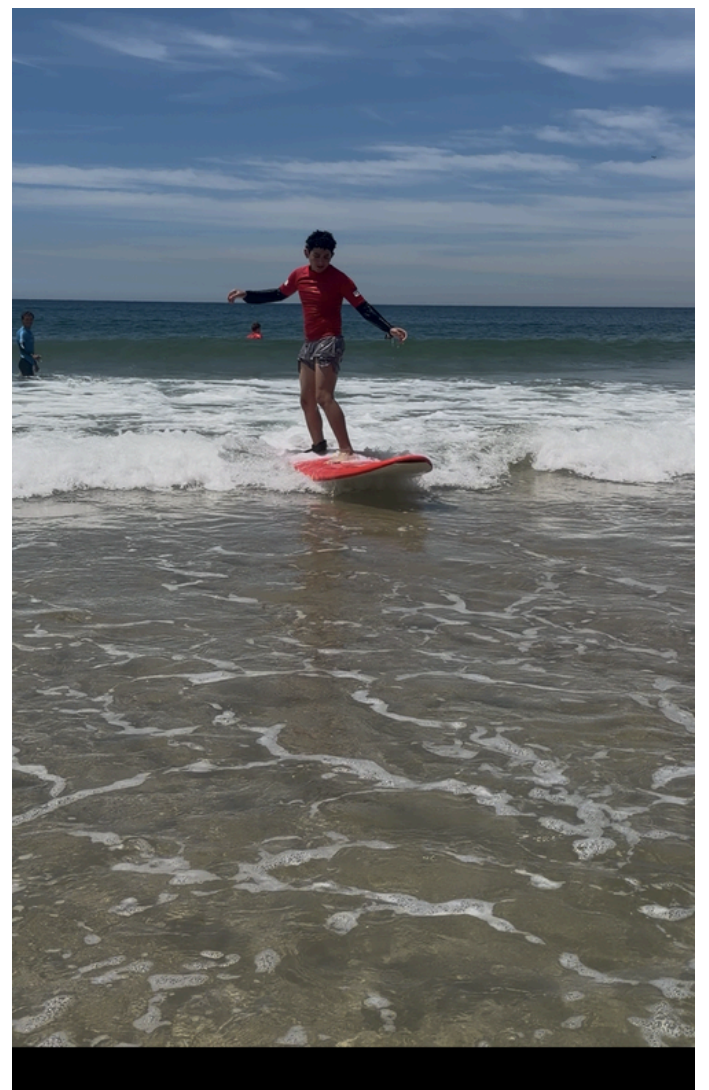
Students also explored digital design through Canva, creating their own infographics, before moving into multimedia production where they learned basic audio and video editing techniques. In the second half of the term, students applied problem-solving and coding skills using Sphero BOLT robots, completing challenges that required precision, logic and teamwork.

Overall, students strengthened their confidence and capability in technology, using a variety of digital tools they can carry into future learning.

## PCYC YOUTH ENGAGEMENT PROGRAM

Year 9 students recently took part in an exciting PCYC program filled with fun activities, learning, and community service. They challenged themselves on the Tree Tops ropes course, building confidence and teamwork, and improved their water safety knowledge during a Surf Awareness session.

The students also packed hampers for people experiencing homelessness, gaining a deeper understanding of community needs. They learned about animal welfare and the important role of the RSPCA in protecting animals. The program concluded with a thrilling day at Extreme Karting, where students displayed teamwork and friendly competition.



# FOOD TECHNOLOGY AND MASTERCHEF

This term in Food Technology, students took a culinary tour around the world as they explored how different cultures celebrate festivals through food. Each week focused on a new country and celebration, giving students the opportunity to learn new cooking techniques, discover global ingredients and build confidence in the kitchen.

Students cooked a wide range of dishes inspired by international celebrations, including Fancy French Toast for Bastille Day, Butter Chicken for Diwali, Honey Chicken and Rice for Chinese New Year, Pan Con Tomate for La Tomatina, Zaatar & Cheese Croissants for Eid, Chicken Tortillas for Día de los Muertos, and Vietnamese Spring Rolls for the Moon Festival, finishing with some Christmas cupcakes in Week 10.

A highlight of the program was Week 3's Halloween MasterChef Challenge, where each class created its own spooky-themed dish to impress a panel of judges. Students showed incredible creativity and teamwork as they developed eye-catching—and sometimes terrifying—Halloween recipes.

Throughout the term, students continued to build skills in safe food preparation, organisation, teamwork and flavour development, all while gaining a deeper understanding of how food brings people together in celebrations across the world.



**WELL DONE !**

**CLASS 5 MASTERCHEF WINNERS**

## TOP BLOKES

This semester, a group of our Year 8 and 9 boys have participated in the Top Blokes mentoring program—an initiative designed to support boys as they navigate the complexities of early adolescence. Delivered by qualified Youth Workers, the program provided a safe and supportive space for students to explore what it means to lead healthy, confident, and responsible lives.

Throughout the program, students took part in open discussions, interactive activities, and problem-solving challenges that address real issues they may face, including bullying, vaping, transitioning to high school, and maintaining positive mental health. Their willingness to share ideas, ask questions, and reflect on their experiences has been a highlight of each session.

With guidance from the mentors, students learned how to think more critically about the choices they make and how those choices impact themselves and others. Many have shown increased empathy, improved communication, and a stronger sense of responsibility.

## BUSHBRED

This semester in Bushbred, students engaged in a wide range of practical, hands-on learning experiences centred around animal care and outdoor skills. They developed confidence in safely feeding, grooming, and handling different animals, while also learning to interpret key behavioural cues. This helped students understand when an animal is relaxed and responsive, and when it may be feeling stressed or could become unsafe, allowing them to interact with greater awareness and responsibility.

Alongside their work with animals, students also built their outdoor skillset. They learned how to safely start and maintain their own fires using minimal tools and natural materials, practising patience, problem-solving, and safety routines. Once their fires were established, students had the opportunity to prepare and cook simple meals, gaining experience with campfire cooking and teamwork.

Overall, it has been a highly engaging and meaningful semester, giving students valuable real-world skills and strengthening their confidence in both animal care and outdoor environments.



## BUNNINGS

During the final term, a group of students from Classes 5, 6 and 7 had the opportunity to visit Bunnings in Greenacre for a series of woodwork and metalwork workshops. The wonderful Bunnings team prepared a range of activities that allowed students to work independently while developing their practical skills.

Students used real tools to build birdhouses, wooden pencil cases, and trays, before personalising their creations with mosaic tiles, printing, and stencil designs. The experience was not only highly enjoyable but also a fantastic way for students to build confidence and develop their DIY abilities.



## PATHWAYS PROGRAM

This term in Pathways, students explored the theme of Character, focusing on understanding their personal values, recognising their strengths, and imagining their future pathways. They learned how values influence choices, how to identify strengths in themselves and others, and how these strengths contribute to positive relationships and supportive communities.

Students also engaged in creative activities such as vision boards and future-focused writing, helping them think about their goals and aspirations. They spent time planning realistic goals and identifying steps, obstacles and strategies to stay motivated.

Overall, students spent the term building self-awareness, confidence, resilience and a clearer sense of who they are and who they hope to become.

## INTEGRATION

This semester, many of our students have continued to attend their mainstream schools each Wednesday with great success. This integration experience allows them to connect with peers and staff in their mainstream school communities while applying the skills and strategies they have developed at Canterbury Vale School.

We are especially proud of the students who have increased their number of integration days this semester. Their growing confidence, commitment to learning, and alignment with our school values are reflected in these positive steps forward.

We also congratulate those students who began their integration journey for the first time this semester. Starting this process takes courage, and each student has shown determination and readiness to work toward their individual transition goals.

We commend all students for their effort, resilience, and progress throughout the year. We look forward to supporting them as they continue their transition pathways in 2026.

## WORK EXPERIENCE

Congratulations to Luke, Adam, Mohammad and Mohamed on successfully completing a range of work experience placements this year!

Luke explored the plumbing industry and also completed a second placement in a café—showcasing his versatility and enthusiasm for learning new skills. Mohamed gained valuable experience in the automotive field, while Adam broadened his practical knowledge working in a tyre shop. Meanwhile, Mohammad put his abilities into action on the job as a roofer.

Across all placements, the students developed important hands-on skills, strengthened their work ethic, and experienced firsthand what it takes to succeed in their chosen industries. These opportunities not only offered a glimpse into potential future careers but also equipped them with the confidence and readiness needed to begin their transition into the workforce.

We are incredibly proud of their achievements and look forward to supporting them as they continue on their pathways beyond school.

Well done!





## FROM THE OFFICE

**TERM 1 - Term Dates - 2026**

2nd February- 2nd April 2026

Staff Development Days

27th January to 30th January 2026

*\*Note: students return on 2nd February 2026\**