

PANORAMA

WINTER ISSUE

PROUD OF WHO WE ARE, WHAT WE KNOW, AND WHAT WE CAN ACHIEVE

2024



BORNEO EXPEDITION

Eight students joined Camps International for a ten-day journey in Borneo, focusing on conservation, community development, and cultural exchange.

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Panorama is the official bi-annual magazine of Pinehurst School.

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EXECUTIVE PRINCIPAL MESSAGE

One of the great aspects of my role is the opportunity I have to meet people from across the city and country and, through this, share what makes Pinehurst School such a special place. One of the most frequent questions I get is about what it means to be a through school (Years 1-13), as this sits outside of the common approach to education in New Zealand, where most young people will attend separate primary, intermediate, and secondary schools. My view is that our structure brings great advantages to our students and builds a caring, supportive community.

Perhaps the most important aspect of a through-school is that your child becomes very well-known as an individual and is supported and celebrated on their journey. Our teachers get to know their students very well and follow their progress with interest, often stopping to talk in the playground about how things are going. There are also very few schools where administration staff not only know the students by name but also about the recent events they have

been involved in. This aspect of knowing each other builds a deep sense of mutual respect and lifts the experience for all of us.

From an academic perspective, we are able to implement a curriculum that provides continuity from Years 1 to 13, ensuring that we are clear about our expected learning outcomes at each level. Through the use of a variety of assessment tools, we can measure progress toward targets and make sure that students are appropriately supported at every step of their journey. Where additional support is required, we can ensure that effective, long-term strategies are introduced, and for those needing an extra challenge, we have a great deal of expertise available through our specialist staff.

Pastoral care plays a key role in student success, young people who feel happy and supported are able to thrive. Given the flow of information across the school, we are able to continually build a picture of what works best for your child, to know what makes them tick and also what they might find more

difficult. Given this picture is being created from their first day at school, we are in an excellent position to celebrate their success and put an arm around them when things aren't going as planned.

Outside of the classroom, we are able to consider the development of soft skills and how we instill them throughout the years at Pinehurst. This is best typified through our camps, which we build from day camps for our youngest learners to significant expeditions for our Duke of Edinburgh Gold Award students. Each year, our camps become more challenging, lifting students out of their comfort zone as we know what they have done before and encourage them to take the next challenging step, knowing they will be taking away important life lessons.

One under-appreciated aspect of a single campus is the access our younger learners have to facilities that they may not see in a typical primary school. For example, the size and quality of our new theatre provides opportunities for students across all year levels to perform, and as students move into their senior Primary years, they have a chance to experience specialist classrooms like science laboratories. This helps to instill a sense of curiosity amongst our learners, a quality that we encourage throughout the school.

Our youngest students benefit greatly from having so many great role models on the campus. Our little ones show great admiration for College students and love the buddy classes that take place throughout the year. Through this, they learn more about our culture and values and feel special when older students talk to them and know their names.

Similarly, our College students are able to gain greater leadership skills through supporting their younger peers. Through this, they also have a chance to consider their legacy for the school and what sort of environment they want to create and leave behind. There is no doubt that our students take this role seriously and have a real desire to leave the school in an even better place than when they arrived.

As a school leadership team we are forced to take a longer view of our strategic planning. As we make decisions, we need to think about the impact over the next 10 to 20 years as students and potentially younger siblings move through the school. As a result, we need to be even more rigorous in our decision-making, ensuring that we use the best available evidence-based research as part of our process. In turn, it makes for great constructive discussions about our direction and, ultimately, a clear vision for our future.

Alongside the larger benefits, there are many smaller moments that are unique to a through-school experience. One of my favorites is during the last days of Year 13 when we get to look back at the proud faces of our graduates in their first day of school photos. Thirteen years of school in the same place creates some very special memories indeed.

While it is easy for me to focus on the benefits of a through-school education, I am also conscious of potential drawbacks, and through careful reflection, we work to overcome these challenges. One point is to ensure that students have varied experiences throughout the years, making sure that while our values will always hold true, the learning that helps to embed them is varied and age-appropriate. We must also make sure that students are able to enjoy the typical rites of passage such as graduation from Year 6 and celebrations at the end of Year 8 as students move into their senior College years.

As I am sure you can tell, I am a firm advocate for through-school education. The journey is a long one, but that is what makes it all the more special.

I hope you enjoy reading the rest of this issue and particularly take the time to see what the complete Pinehurst journey really looks like.

MIKE WALLER

EXECUTIVE PRINCIPAL



INTRODUCING OUR 2024 STUDENT LEADERS

Head Prefects

Deputy Head Prefects

DYLAN

NATALIE

GLORIA

CHRISTIAN



LEADERSHIP JOURNEY

FROM NATALIE *Head Prefect*

Reflecting on the past months of the school year, I am overwhelmed with joy and pride over the incredible moments we've experienced together. Our school community has been buzzing with energy, creativity and friendship, making the first part of the year truly memorable!

Stepping into the role of Head Prefect in my final year of high school has been an unforgettable experience, teaching me invaluable lessons about service and leadership. It has opened up amazing opportunities for involvement in both the school and the wider community. My journey, full of ups and downs, has shown me that perseverance and determination truly pay off. From starting in Year 2 in 2013 to now, my final year, my time at Pinehurst has shaped me into a ready and capable young woman, prepared to embrace whatever the future holds.

I am immensely proud to be a part of an exceptionally strong cohort of Prefects. As a diverse group of individuals, what unites us is our shared commitment to representing the student body, fostering a sense of community among students and staff, and serving as positive role models.

We kicked off Term 1 with our Prefect-led initiative for Valentine's Day where we sold roses and chocolates for the Heart Foundation which were available for preorder alongside messages which were opportunities to spread some love. This was followed up by a brand-new, amazing initiative of the Clubs Fair which provided students an opportunity to sign up, explore the range of clubs we have at Pinehurst

and chat with some of our student leaders. The prefects hope this becomes an annual event to encourage more involvement in the over thirty clubs we have! Leading into the Easter break, the Prefects hosted a virtual Easter egg hunt where eggs containing QR codes were hidden all around the College and we aimed to create some fun competition between houses, Totara ultimately took the victory! Alongside this, Prefects also had some fun down in the Primary where we had the tough role of judging the handmade Easter hats in the parade and with a special visit from the Easter Bunny! Over the past two terms, the Prefects have been heavily involved with the Primary in their events such as Bubbles Day and Wheels Week which we hope to continue to bridge the connection between the College and Primary. Keeping in with the theme of new initiatives, our first-ever food trucks during lunchtime proved popular and we hope to continue this throughout the year to spread some positivity and fun for our students to enjoy.

I hope that everyone has had the chance to take part in these various events and more importantly, feel a strong connection to our vibrant school community. Exciting events are planned for next term so stay tuned! Our Prefect team are here to help and support you in every way possible to make your school experience the best it can be.

Hope that everyone has a lovely, restful break and see you all back in Term 3!

LEADERSHIP INSIGHTS

FROM DYLAN *Head prefect*

Finally, we have made it to the halfway milestone of the year. It's said that we should look at life as a glass half full, so I will not lament for the six months I have left in Pinehurst, but I will take this time to look back and celebrate the six years I have spent in Pinehurst. These past months have been nothing short of exhilarating and exciting. Even as a year group, we all have precious memories and experiences from our time here and it makes me incredibly proud to see how far we have come. Despite being the largest Year 13 group in the history of Pinehurst, we still manage to maintain the tight-knit, cozy atmosphere of a smaller year group. This is because the moments that we share are the ones we have bonded over and they are the things we will carry with us into adulthood, shaping us into the exemplary people we will become.

In particular, this year's Prefect Team has evolved and changed what it means to represent Pinehurst. Thanks to the tireless efforts of the Council Leaders, House Captains, Scholars Captains, Busy Bean CEOs and (last but definitely not least) the Schoolbox Managers, the Pinehurst community has had the honour of experiencing the creative and logistical prowess of the future leaders that our school has fostered. We hope that we are able to leave a lasting legacy of

growth that succeeding Prefect Teams will take example of.

Becoming Head Prefect for Pinehurst has certainly been no easy task. It has forced me to grow and adapt into becoming a greater person. The added responsibility of representing my school has allowed me to step out of my comfort zone and has taught me lessons about diligence and persistence. Despite the challenges, the role of Head Prefect has certainly been an honour and I am infinitely grateful that I am allowed this opportunity to give back to the Pinehurst community.

It fills me with pride to be able to look upon what Natalie and I have achieved in this short six months and know that we have made an impact on the school and the student body, however small that impact may be. We sincerely hope that you will find your time at Pinehurst just as amazing as it was for us.

Lastly, I wish that everyone enjoys a much-needed break over the holidays, so that we may return to Term 3 in good humours!

HOUSE CAPTAINS

KAURI

Jasmine Lyles and Alex Hardy

MATAI

Amelie Wells and Charlotte Clark

RIMU

Jordan Wong and Katherine Geertshuis

TOTARA

Lingyao Qu and Austin Wu

COUNCIL LEADERS

ARTS COUNCIL

Katie Zhang and Seina Murakami

SPORTS COUNCIL

Chase Templeton and Yumin Kim

STUDENT COUNCIL

Amy Jang and Benen Sitarachiyanon,
Maisie Mendonca

CITIZENSHIP COUNCIL

Audrianna Huang and Renalle Chan

ENVIRO COUNCIL

Dilan Singh and Leo Huang

LIBRARIANS

Fiona Shao and Bobby Zhang

SCHOOLBOX MANAGERS

Emma Jia and Jessie He

BUSY BEAN CEOS

Bella Tan and Raymond Liu

SCHOLARS CAPTAINS

Jax Jiang and Amy Wang,
Goldie Moritz

A YEAR OF ACADEMIC BRILLIANCE

2023's Achievements

Pinehurst School's commitment to the Cambridge Curriculum, spanning from Year 1 to 13, is a testament to its effectiveness in providing robust support and challenges tailored to each student. This curriculum, known for its consistently high standards and comprehensive resources, maintains a balanced focus on developing essential skills, deepening knowledge, and fostering understanding across various subjects.

For students in Years 12 and 13, the Cambridge Curriculum at Pinehurst serves as exceptional preparation for university and

future career paths, equipping them with the necessary academic rigor and critical thinking skills.

The recent Outstanding Cambridge Learner Awards highlight Pinehurst's dedication to academic excellence. In the June and November 2023 Cambridge examinations, Pinehurst students achieved remarkable success, earning a total of twenty two Outstanding Learner Awards. Among these accolades were seven Top in The World awards across IGCSE, AS, and A level categories.

Cambridge Outstanding Achievement Award

Jason Wang	Top in World	Art & Design
Yanting (Kelly) Liu	Top in World	Environmental Management
Yanting (Kelly) Liu	Top in World	Geography
Shiyu (Emma) Liang	Top in World	History
Ava Tillick	Top in World	English Language
Junyang (Michael) Ma	Top in World	Further Mathematics
Douglas Lindsay	Top in World	English Language
Isabel Neal	Top in New Zealand	Business
Wing Yue (Renalle) Chan	Top in New Zealand	Business
Anisa Rammanee	Top in New Zealand	Business
Oren Dabbach	Top in New Zealand	Chemistry
Oren Dabbach	Top in New Zealand	Business Studies
Shiyu (Emma) Liang	Top in New Zealand	Global Perspectives
Shiyu (Emma) Liang	Top in New Zealand	Literature in English
Ashlynn Connolly	High Achievement	Environmental Management
Natalie Raphael	High Achievement	Global Perspectives & Research
Oliver Sentch	High Achievement	Global Perspectives & Research
Qianxinrui (Reynold) Yang	High Achievement	Global Perspectives & Research
Raymond Liu	High Achievement	Global Perspectives & Research
Nishka (Pranuja) Tahal	High Achievement	Global Perspectives & Research
Amelia Neal	High Achievement	Physical Education
Courtney Hayward	High Achievement	Psychology



Pinehurst Community Shines at

SHORE TO SHORE

On Sunday 7 April, nearly three hundred members of our vibrant Pinehurst Community came together for the 2024 Harcourts Cooper & Co Shore To Shore 5km fun run/walk, marking our return to this spirited event after a few years' absence. The energy and enthusiasm displayed by our community were truly remarkable, showcasing a strong sense of unity and teamwork that we are immensely proud of.

This event was a resounding success for Pinehurst, as we achieved the distinction of being the second-highest participating school! This remarkable achievement has earned us a \$500.00 voucher, which will be used towards acquiring new sports equipment for our school. This not only reflects our dedication to physical activity and well-being but also demonstrates the strong sense of unity and teamwork within our Pinehurst family.

As our community members traversed the scenic route, they were met with breathtaking views and the invigorating atmosphere of camaraderie. Meanwhile, a dedicated team was stationed at the tent site, eagerly awaiting the return of our participants. It was

heart-warming to witness everyone crossing the finish line and subsequently gathering to share in conversations and connections, all while enjoying a delicious sausage sizzle.

Looking ahead, we are already eagerly anticipating next year's event and hope to see even more of our Pinehurst community members joining in the fun. The Shore To Shore event not only promotes physical activity and healthy lifestyles but also fosters a sense of community spirit and togetherness.

We extend our heartfelt gratitude to all those who participated, volunteered, and supported our Pinehurst team throughout this memorable event. Your enthusiasm and dedication have truly exemplified the spirit of Pinehurst, and we look forward to continuing to celebrate our achievements together in the future.

Here's to many more successful endeavors and joyful gatherings in the years to come!



A MESSAGE FROM THE PRIMARY

Leading a culture of learning

I have always wanted to be a teacher, I briefly thought about being a famous hairdresser or air crew for British Airways but the passion for education was a deep-seated pull that never went away. Leaving sixth form College and off to University saw me embarking on an honours degree course in English Literature and Education that was interesting and satisfying. As a newly qualified teacher in an inner-city school, I learned very quickly what it took to survive in that kind of classroom and what it took to give underprivileged students a good start educationally.

Learning can be defined in many ways but is essentially about acquiring the combination of knowledge and skills in an aspect of study. That is of course a simplistic view of a complex subject and has driven a fascination and obsession with the concept of learning and what it takes to be a good learner. Back in 2006 we embarked on a journey of using Assessment for Learning or AFL as a framework for what learning at Pinehurst would look like. AFL techniques give agency to students to take some responsibility for their own achievement. There is clear direction to each lesson and an explicit focus on what is



to be learned in a 50-minute period in addition to what success looks like for the learner. Each micro lesson builds on the one before and students experience tangible progress.

In leadership I was tasked with ensuring that all students had similar high-quality experiences of learning in their classrooms and set about creating and leading a culture of learning or what Professor John Hattie calls inner learning. Hattie talks about culture first and learning second which leads to higher achievement. The culture for learning places an emphasis on the importance of learning and the impact it has on each learner. A Year 9 student I was teaching English to once accused me of taking learning too seriously, I took it as a compliment! As teachers we are passionate about the progress our students make and want them to be the best they can be.

Student agency and student voice are essential to create the culture. Students as young as five can begin to take responsibility for their learning and engage in active partnerships with their teachers. Learning is visible when lessons are intentionally inviting and when students are explicitly asked to take part in the lesson and participate in their learning. The intentions for learning and success are transparent to students, teachers are positive about the difference their impact will make and the success their children will enjoy. As teachers we are agents of change who seek feedback on the ways we facilitate learning and have high expectations for our students.

Positive relationships are essential to the success of our students and are at the heart of learning cultures that have a real impact. We work to create trust, care, and kindness in our classrooms so that students feel safe to

learn and know that their teacher wants them to be a successful learner. The emphasis is on the learner and being a learner. There is a commitment to excellence and engagement is high. Students, staff, and parents should have a deep belief in every child's ability to succeed and demonstrate caring and respectful relationships towards each other. We are a team and work to provide a safe and inclusive school where students experience academic rigour against a background of curiosity, wonder, and excitement where learning is valued and fun.

There are many facets to leadership, and you never quite know what you will encounter each day with small children, but the privilege of leading a culture of learning like ours is what gets me up in the morning and sometimes keeps me awake at night. I am proud of what we have created together, and it is truly worth the relentless focus.

SIAN COXON
PRINCIPAL OF PRIMARY



HIGHLIGHTS FROM THE PRIMARY

Exciting moments shaping our primary journey this year.



BUBBLES DAY

Year 6 students, armed with bubble solution and wands, joyfully blew shimmering orbs that danced in the sunlight. They cared for their junior buddies, offering encouragement and sharing slippery bubble wands. Teachers, including Ms. Coxon and Mr. Waller, joined the contagious enthusiasm, making it a fun-filled event for everyone involved.



YEAR 3-4 PERFORMANCE SHOWCASE

Pinehurst Primary School's Term 2 Solo, Trio, Orchestra, and Ensemble Performance Showcase began with the Primary Orchestra's lively rendition of "Anchors Aweigh," conducted by Ms. Pope. Year 3 and 4 students impressed with their solo and trio performances, enhanced by The National Anthem performed by the Flute Ensemble. Two capable Year 6 MCs guided the audience through an afternoon celebrating musical excellence at Pinehurst.



TREAD LIGHTLY CARAVAN

The award-winning Tread Lightly Caravan, a mobile classroom, delighted Primary School students by teaching them how to reduce their environmental footprint through fun, interactive, science-based activities. The engaging exhibits illustrated the impact of energy use on the environment, promoted environmental protection, and inspired students to make pledges and involve their families in sustainability efforts.



YEAR 4-5

SWIMMING LESSONS

Year 4 and Year 5 students enjoyed exciting swimming lessons at Northern Arena, making impressive progress in essential skills and strokes. Both classes, divided into ability-based groups, relished tailored instruction and the thrill of a double-decker bus ride. The students celebrated their newfound water confidence and are eager to use their skills all summer.



WHEELS WEEK

Excited students rushed out of classrooms onto bikes, pedaling around courts or down hills to the field with laughter and chatter filling the air. Riding bikes and scooters builds balance, coordination, and confidence, fostering a spirit of risk-taking. The Primary Council organised the weeklong event, assisting younger students with parking, setting up tracks, and ensuring safety with helmets and guidance. Wheels Week brought joy to all Primary year levels.



YEAR 2 ZOO VENTURES

Last week, Year 2 hosted a charming Zoo Ventures visit that filled our Dance Studio with joy. Children eagerly met friendly animals like rabbits, guinea pigs, lizards, and a turtle, learning about animal care and habitats. Amidst laughter and petting, they discovered the wonders of our natural world, extending their Science topic beyond the classroom.



MATHEX

Our Year 6 team dazzled at the Mathex Competition, earning a well-deserved silver medal and placing second out of sixty North Shore schools. Their exceptional problem-solving skills and unwavering determination led to this impressive achievement. The team's hard work and dedication have made the entire school proud.



GRANDPARENTS DAY

Over a hundred thirty grandparents joined us at Pinehurst to visit their grandchildren's classrooms and share school experiences. After a delightful lunch, smiles filled the room as each class participated in afternoon activities together. The visit highlighted the wisdom older generations offer, with both sides enjoying the enriching exchange. We thank all grandparents for a memorable afternoon.



VALUES IN THE PRIMARY

We have started the new school year focusing on our values: Respect, Aspire, Kindness, Acceptance, and Unity. Our junior playground now features a values bench, crafted by our property team, providing a welcoming spot for friends to meet and chat. As part of the Junior School's health program, students will learn to use the bench during breaks to seek help from Year 6 Peer Mediators if they need a friend to play with.



WATERWISE

Our Year 6 students are diving into the outdoors again, tackling the Waterwise program at Murrays Bay Beach, mastering sailing techniques and embracing adventures like kayaking and wharf jumping. Under skilled guidance, they're not just learning water safety but also developing resilience. Through these challenges, our students are gaining life skills that go beyond the classroom, emerging as confident individuals ready for anything ahead, be it on land or sea.



CREATING 'EGG HEADS'

Students dove into hands-on plant growth with their 'Egg Heads' project. They planted cress seeds in creatively decorated eggshells near sunny windows, carefully monitoring watering and tracking growth with cube-shaped bricks in journals. Excited for their cress harvest, they eagerly anticipated making tasty sandwiches with their homegrown greens, showcasing their newfound understanding of nurturing plants and sustainable living.



STEM DAY

We had an exciting STEM day in Primary, organised by Ms. Speir around the theme "Going Prehistoric." The day began with a thrilling show by a paleontologist, teaching us about air composition, pollutants, and germ prevention using colored ping pong balls to represent different air components. Students engaged in various hands-on, prehistoric-themed activities, promoting critical thinking, problem-solving, creativity, and collaboration.



CONSCIOUS KIDS

JUNK PLAY

The New to 2's had a day camp with Conscious Kids, enjoying perfect weather and a variety of play equipment. Excitement filled the field with tubes, pipes, giant shells, a surfboard, ropes, tarps, golf balls, and dress-ups. Children started cautiously but soon engaged in imaginative play and teamwork, creating bridges and rolling golf balls through tubes. It was a day of fun and learning.



YEAR 3 ROBOTICS

Year 3 students are diving into the Robotics program with WeDo 2.0, focusing on coding and problem-solving. They've tackled projects like the Glowing Snail and the Cooling Fan, and now they're exploring challenges such as the Pulling Machine to learn about friction and wheel performance. The enthusiasm among students for these hands-on activities is palpable as they engage with the Robotics curriculum.



KENZIE'S GIFT

On March 15, Pinehurst hosted a Non-Uniform Day to support Kenzie's Gift Foundation, dedicated to promoting healthy minds and happy hearts for children and young people facing illness and grief in their families. The foundation offers evidence-based mental health services to ensure long-term emotional well-being. Our school saw a turnout of many superheroes for this cause.



KIDZPLAY NETBALL

Empowering Young Athletes for 25 Years

Kidzplay Netball, established in 1999, has become a cornerstone for young netball enthusiasts in Auckland, utilizing the Pinehurst grounds to host games and nurture talent in a fun and supportive environment. Catering to players aged 5 to 10 from Year 1 to 6, Kidzplay Netball has evolved into a community-focused initiative promoting sportsmanship and skill development.

In 2016, Kidzplay saw 175 teams from 28 schools, totaling 1755 children, participate in their well-organised tournaments across both winter and summer seasons. Notably, their barbecue fundraisers have been a hit, benefiting various community groups and initiatives.

Fast forward to 2023, and Kidzplay Netball's winter league attracted an impressive 192 teams from 32 schools, amounting to around 1800 players every week. Their spring league in Term 4 also saw a record-breaking 170 teams joining in.

Central to their success is their dedication to player development, with ongoing training for umpires, coaches, and mentors. Approximately 45 umpires are mentored

each year, ensuring high-quality officiating and a smooth game experience. Moreover, Kidzplay's commitment to fostering a positive community extends beyond the court, offering coaching courses, workshops, and invaluable resources to everyone involved.

Kidzplay Netball's 25-year journey is a testament to their unwavering focus on children's well-being and growth, creating not just skilled players but also confident individuals contributing positively to their communities.

As they celebrate this milestone, Kidzplay looks forward to many more years of empowering young netballers and leaving a lasting impact on all who engage with their program.



PRIMARY CAMPS

Cultivating Growth and Resilience

School Camps are more than just outdoor adventures; they are transformative experiences that nurture teamwork, resilience, and lasting friendships, crucial for a child's holistic development. These camps offer children the chance to step outside their comfort zones, facing challenges that build confidence and independence. At Pinehurst School, this year's annual camps for Year 3 through Year 6 students at Camp Maynard, Peter Snell, and Carey Park exemplified this ethos perfectly. Students engaged in a variety of activities designed to promote physical fitness, mental agility, and social skills,

fostering an environment where they could learn through experience. From team-building exercises to nature hikes, each activity encouraged collaboration and problem-solving, reinforcing the value of cooperation and perseverance. Moreover, the bonds formed during these camps often extend beyond the trip itself, creating a sense of belonging and camaraderie among peers that lasts well beyond their school years. These enriching experiences not only create unforgettable memories but also lay a foundation for personal growth and resilience, preparing students for future challenges both inside and outside the classroom.



Year 3 at Camp Maynard

Amidst the natural beauty of Camp Maynard, Year 3 students embarked on a thrilling two-day expedition. They tackled obstacle courses, engaged in bush art, crafted kites, and honed their archery skills, all under the sun-filled skies. Despite a rainy start on day two, their spirits remained high as they conquered rock climbing walls, explored Pou whenua, and participated in spirited team games. This immersive experience not only strengthened their resilience but also created cherished memories that will last a lifetime.



Year 4 Camp at Peter Snell

For Year 4 students, Peter Snell camp was a whirlwind of excitement and growth. From thrilling water slides to confidence-building activities like archery and rock climbing, each day was filled with new challenges and opportunities to bond. Sharing delicious meals and overcoming obstacles together forged strong friendships, making this camp an unforgettable adventure for all.

Year 5 Camp at Carey Park

Carey Park became a playground for Year 5 students, who immersed themselves in bush walks, confidence courses, and exhilarating activities like archery and rock climbing over four days. Their determination and teamwork were evident as they tackled each challenge head-on, supported by the camaraderie of peers and dedicated teachers. The camp's success was also a testament to the invaluable support of parent volunteers, whose contributions enhanced the overall experience.

Year 6 at Carey Park

Year 6 students embraced a five-day journey at Carey Park, focusing on educational growth and personal development through activities like rock climbing, bushwalking, and orienteering. The highlight of the camp was the engaging camp plays, where students showcased their talents and creativity. Their achievements, both individually and collectively, underscored their growth in confidence and independence, complemented by the unwavering support of parent helpers who made the camp experience truly exceptional.

Overall, Pinehurst School's annual camps not only provided students with thrilling outdoor adventures but also instilled valuable life skills and fostered a sense of community. These experiences will undoubtedly shape their futures as they continue to grow and thrive academically and personally.







A MESSAGE FROM THE COLLEGE

While I have always taken pride in the number of extracurricular opportunities we offer at Pinehurst School, recently I got a sense of the true scale. I found that in a single month this year there were twenty-one opportunities for students to enjoy trips outside of school. Whilst the trips did not always involve the same students and there were a range of activities from Macbeth to Cross Country, this did seem like a lot. There is always tension between providing students with exciting opportunities and keeping the flow of course

content and classroom teaching moving. With all the wonderful offerings within the school itself, why do we, as Pinehurst College teachers, work so hard to provide opportunities outside of the school gates?

When I stand at the front of school in the morning welcoming students in, I see the happy, smiling faces of young people who want to come to school. They have things to look forward to and they are excited to be starting another day. This excitement may be due to them looking forward to another great lesson on chemical bonding, a novel study or learning a new mathematical



technique, but the prospect of attending a gallery, a show or a competition with their friends is likely to engender more enthusiasm.

Outside of school experiences bring the curriculum alive and ignite passion in a way which is not always possible in the school environment. The senior Commerce trip to Wellington in Term 2 would be an example of such. A visit to Parliament during question time, meeting the ministers and experiencing the thrill of live political debate from our country's leaders is not something which can be emulated easily in a classroom.

Education in an outdoor setting has its own unique value. Take a peer group camp for example. The increase in confidence, self-esteem, resilience, and well-being we see in our young people is astounding. As a school, we set certain expectations, including students attending these year level camps and completing the Bronze Duke of Edinburgh award. This means that all Pinehurst students are given the opportunity to push themselves and live outside of their comfort zone alongside their peers. These experiences produce lifelong memories and students often look back fondly on camps and trips when they are nearing graduation from school. The Year 7 camp to Raglan in Term 1, the Year 9 'Out There' Camp during Term 2 and the coming Year 8 Ski Camp are all examples of opportunities for students to develop, grow, connect and challenge themselves. The skills and attributes which students develop on such trips go a long way to helping them feel connected and confident at school and, therefore, to learn.

There do appear to be seemingly infinite possibilities to provide interesting learning experiences for students outside of the classroom. However, it is important that we monitor the frequency of trips, camps and visits to ensure that students are gaining the knowledge and understanding of their academic courses. This means that they can strive for personal excellence in their Cambridge qualifications. However, the unparalleled benefits of offering students opportunities to grow and expand their learning mean that we will continue to provide experiences outside of the classroom. You will read about some of them in the pages of this magazine, including a trip to Borneo where students and teachers experienced a totally different culture, some amazing wildlife and an incredible landscape. The memories of these trips live on long after students have left school, and the traits developed in young people from participating in these experiences last a lifetime.

DAWN SULLIVAN
PRINCIPAL OF COLLEGE



HIGHLIGHTS FROM THE COLLEGE

This year's standout moments in our college experience.

YOUNG ENTERPRISE KICKSTART EVENT

Students in Year 11-13 attended a kickstart event at Massey University's Albany Campus organised by the Young Enterprise Scheme. They learned about the scheme's benefits, like expanding their networks and developing business skills. They interacted with a successful entrepreneur, asked insightful questions, and explored past student projects. Equipped with this experience, they are ready to embrace the challenges of entrepreneurship.



PINEHURST'S CULTURAL EXCHANGE WITH IMAE MIDDLE SCHOOL

Hello, I am Minseo Kang. I am a 3rd Grade student from IMAE Middle School in South Korea. I have been part of the New Zealand and Korea exchange club at school and this year we had a fantastic opportunity to visit Pinehurst School in New Zealand. On the 29 August we went to New Zealand. When we arrived at Pinehurst School we met Mrs. Cadag the teacher and our Pinehurst buddies!! We were welcomed with a welcoming party, songs and HAKA - New Zealand traditional dance. Then each of us met our host students and had classes for three days at school. After school IMAE students went out with their Pinehurst buddies and created lots of memorable memories. Although it was a short visit at Pinehurst School we managed to experience a lot of things. And our buddies were so nice at helping us get used to Pinehurst School!! Thank you Pinehurst School for giving IMAE students such wonderful memory!! See you soon in October.



BRONZE DUKE OF EDINBURGH JOURNEY

Year 10 students started their Bronze Duke of Edinburgh Practice Journey at Tawharanui Regional Park. They packed their hiking gear and set off, planning their own routes for the day. The beautiful weather provided stunning views and a pleasant hike. They also had a fun learn-to-surf session with the NZ Surf Academy, learning about packing essentials for outdoor trips, especially carrying their own overnight gear.



"TWELFTH NIGHT" DRAMA TRIP

IGCSE and AS Drama classes enjoyed 'Twelfth Night' at Sky City Theatre, a classic Shakespearean comedy filled with humor, costume changes, and mistaken identities that delighted students, especially Sir Toby's character. The AS class will study Shakespeare for their exams, while the IG class will explore 'Twelfth Night' later. Experiencing live Elizabethan performances was a treat for everyone, even newcomers to Shakespeare.



PAWS LEADING US

The Student Council's annual "Paws Leading Us" event was a great success, drawing in a lively crowd eager to support a worthy cause. Attendees relished ice blocks, perused through merchandise, and had the pleasure of meeting the adorable puppy Inky. We are thrilled to announce that through everyone's generosity, we managed to raise \$1308.40 for the Blind Low Vision Foundation of NZ. Thank you for your enthusiastic support this year, and we eagerly anticipate welcoming you back for another memorable event next year.



YEAR 9 CAMP

During Pinehurst School's Year 9 Camp, students engaged in activities such as sailing, fishing, and learning survival skills. Challenges were faced and opportunities embraced, including activities like jumping off the boat. The camp facilitated friendships, personal growth, and imparted valuable life lessons. Participants eagerly anticipate future camps, cherishing the experiences and connections made during this transformative adventure.



WORLD VISION CONFERENCE

A group of Year 8 students attended the World Vision Youth Conference alongside leaders from schools across Auckland. They were deeply moved by the impactful stories shared, like the challenges faced by Timor-Leste due to climate change. The conference inspired a sense of responsibility to take small steps every day towards helping the world. Students were encouraged to join the 40-hour Challenge, giving up something for 40 hours to support countries in need.



THE 4TH CHINESE BRIDGE SPEECH COMPETITION

Six Year 7-8 students represented Pinehurst at the 4th Chinese Bridge Speech Competition at the University of Auckland, showcasing impressive Chinese language skills and cultural appreciation in traditional attire. Their high standard performances earned commendation for their dedication and excellent representation of Pinehurst. Tiffany and Ethan also received 2nd Prize at the Auckland Regional Speech Competition.



EARTH WEEK

Pinehurst went beyond Earth Hour with an engaging Earth Week led by the Environmental Council. Activities included lights-out periods, reduced paper use, and a quiz on environmental impact. Collaborations with other councils featured eco-themed events like an art competition and educational displays, highlighting sustainability. This effort showcased Pinehurst's dedication to promoting environmental awareness and action.



RAGLAN ROCKS

On the final day of Year 7 Camp, the sun rose over the bay in a blaze of orange, fuchsia, blue, and gold hues. Nearly one hundred students, six teachers, six parents enjoyed a thrilling week at Raglan's outdoor adventure camp - rock climbing, caving, surfing, canyoning, and more. Surfing stole hearts, followed by rock climbing and canyoning, making it a memorable end to a perfect week of fun and camaraderie.



DISCOVERY CONCERT

Selected students from our College Orchestra, Harp Ensemble, and Year 10 Music attended the annual Discovery Concert at the Auckland Town Hall on Tuesday 28 May. Mr. Ronayne, Pinehurst's Head of Visual and Performing Arts, hailed it as one of the best in twenty years, showcasing impressive brass skills and specially commissioned New Zealand pieces. A performance of Handel's Water Music featuring a harpsichord delighted students, making it a great afternoon of music. We eagerly await next year's Discovery Concert in collaboration with the Auckland Philharmonia Education programme.



VR EXPERIENCE

Our Year 8 Social Studies students wrapped up their Oceans study with a Virtual Reality experience from the Blake Trust, diving into the Hauraki Gulf. They explored thriving and damaged ocean areas, sparking discussions on solutions and our role in positive change. Their reactions made it an entertaining and educational wrap-up, showcasing their excellent ocean stewardship as Kiatiaki.



NORTH SHORE REGIONAL CHESS QUALIFIER

Two Pinehurst Intermediate teams competed in the North Shore Regional Chess Qualifier, playing six games during the day. Out of thirty eight teams, Pinehurst's Team A secured second place, and Team B came in seventh. Both teams will receive medals at assembly, and Team A has been invited to the National Competition later this year.



VALENTINE'S DAY

Valentine's Day witnessed a beautiful initiative led by the Year 13 Prefects. They organised a fundraising event selling roses and heart chocolates, spreading love while raising funds for the Heart Foundation. This thoughtful gesture showcased not only their compassion but also their ability to blend creativity with social responsibility.

BORNEO EXPEDITION

Exploring Nature, Embracing Culture

In the heart of Southeast Asia lies the enchanting island of Borneo, shared by Malaysia, Indonesia, and Brunei. This island is a haven of lush jungles teeming with diverse wildlife and vibrant indigenous cultures. Against this backdrop, eight adventurous souls from Pinehurst embarked on a remarkable ten-day journey during their school holidays in April. Guided by Camps International, an organisation committed to aligning its programs with the United Nations Sustainable Development Goals,

these students delved deep into the heart of Borneo, where every step they took resonated with purpose and a desire to make a meaningful impact. Their adventure blended exploration with hands-on projects focused on conservation, community development, and cultural exchange. It delves into the challenges they encountered, the valuable insights they gained, and the enduring impact they made in one of the world's most captivating and diverse ecosystems.

A Transformative Journey with Lasting Impact.





Throughout the trip, the students encountered challenges that tested their resilience and broadened their perspectives. They experienced the intense heat and humidity, adapted to different living conditions, and engaged in physical labour for conservation and community projects. These experiences, coupled with cultural interactions and personal growth, shaped their journey in Borneo's diverse ecosystem.

The students interacted closely with the local community, learning about their culture, traditional dances, and daily life. They participated in cultural activities like the 'Mongigol Sumundai' dance and learned phrases in Bahasa Malaysia. These experiences deepened their understanding of Borneo's rich cultural heritage.

Their conservation work involved planting trees, collecting seeds, and learning about Borneo's wildlife from knowledgeable guides. They also contributed to environmental conservation efforts, gaining a greater appreciation for the challenges faced by ecosystems like Borneo's rainforests.

Engaging in community service projects, the students taught English to local school children, learned traditional dances, and worked on infrastructure improvements. Their efforts were well-received by the community, leaving a positive impact and fostering a sense of pride and accomplishment.

Reflecting on their journey, the students expressed gratitude for the experience, newfound perspectives, and personal growth. They learned valuable lessons in teamwork, leadership, and resilience, which they believe will benefit them in future endeavours.

Looking ahead, the students plan to apply their learnings in their daily lives, continuing to appreciate what they have and advocating for environmental conservation. They encourage other students to embark on similar journeys, emphasising the life-changing impact of such experiences.

IN THEIR OWN WORDS

Students Share Borneo Camp Insights

I will always be grateful for what I have, I will also always be interested in helping the environment now that I have experienced life in the jungle, I will always help those who are less fortunate. - **Arabela**

During our stay in the jungle, we learned how logging and palm oil plantations have damaged parts of the jungle. Our main aims while we were there were to maintain, plant, and grow trees to rebuild damaged areas that needed more growth. - **Charlotte**

I've never appreciated warm showers and air conditioning more in my entire life. And even if the trip hasn't really given me a new goal, I wish we could've built a centre for the animals roaming around in Borneo; I very much wish to help mistreated animals. - **Coco**

I think I have grown as a person, increasing my socialising skills, teamwork, and labor skills. I believe that the trip to Borneo was one of the greatest choices and also one of the greatest experiences I have ever been a part of. - **Hunter**

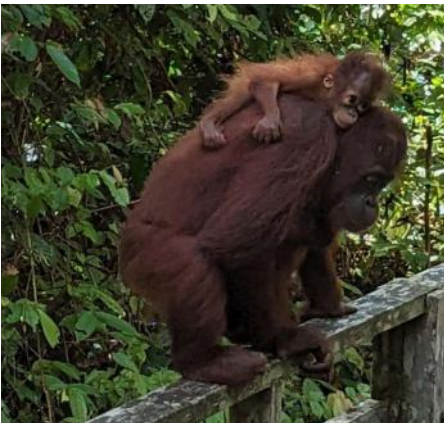
My biggest takeaway from this trip is probably to not take anything that we have for granted and to be very grateful when you get the opportunity to thank someone for the services or goods they have provided you with, along with helping the community whenever you can. - **Ivy**

Our reforestation work helped restore habitats, and the work we did on the drain felt satisfying after looking back and seeing the results of the work we'd done. It felt great to make a positive impact. - **Luis**

The trip really made me realise that it's okay to rely on people and work as a team. I was also pleasantly surprised at the leadership I saw coming from peers - which I didn't expect. The trip really brought us together as we supported each other through the transition from New Zealand life to Borneo. - **Trinity**

Looking at the showering arrangements definitely opened my eyes about water usage. - **Zico**







A YOUNG VOICE IN POLITICS

*Fiona Shao
Year 13*

At just 18, Fiona Shao has already made significant strides in the world of politics, demonstrating a passion and commitment that belies her age. Her journey is a testament to the impact young people can have when they engage with their communities and take an active role in shaping their future.

Sparking an Interest in Politics

Fiona's passion for politics was sparked by her natural curiosity about the world and the encouragement of inspiring teachers who promoted critical thinking and civic engagement. Turning 17 and participating in the election campaign for the first time in the 2023 New Zealand general election was a pivotal moment for her. This experience, filled with the realisation of her potential impact as a voter, deepened her commitment to politics.

"Moments like these ignite my passion for civic engagement, as I realise the power of my voice and vote in shaping policies that affect people's lives."



only college student invited was a unique opportunity that filled me with a sense of pride and responsibility," Fiona recalls.

Her work on Chris Hipkins' campaign provided invaluable insights into grassroots organising, campaign strategy, and coalition building. Activities such as door-to-door canvassing, phone banking, and engaging with the Chinese community taught her the significance of community engagement and effective communication.

As a TV28 reporter during the 2023 general election, Fiona honed her interviewing skills, particularly during the Green Party election night. Preparing for these interviews involved thorough research on candidates' backgrounds and policy positions. Ensuring objectivity and impartiality while asking probing questions was challenging but gave her a deeper understanding of the political landscape.

First Political Experience and Connecting with the Young Greens

Fiona's first venture into the political world was attending a local community meeting during the 2023 general election. Witnessing democracy in action and seeing citizens interact with their elected officials left a profound impact on her. This experience instilled a sense of civic responsibility and motivated her to become more actively involved. Soon after, she accepted an invitation to support Prime Minister Chris Hipkins and MP Naisi Chen in their election activities.

Her political journey took a significant turn when she was approached by the Young Greens. Inspired by her

interactions with Green Party leaders Marama Davidson and Scott Willis, Fiona found a platform to address crucial issues like environmental sustainability, social justice, and youth empowerment. Through the Young Greens, she channelled her energy and passion into meaningful action, making a real difference in her community.

Memorable Moments and Developing Skills

One of Fiona's most memorable experiences was attending MP Lawrence Xu's maiden speech. As the only college student invited, she felt both humbled and empowered. This experience underscored the importance of youth voices in politics and highlighted her role in shaping the future of democracy. "Being the

Balancing School and Political Activities

Balancing school responsibilities and political activities demands meticulous planning for Fiona. She maintains a structured schedule, using organisational tools like calendars and to-do lists to stay on top of her commitments.

Fiona's political engagements have equipped her with a wide range of skills, including communication, teamwork, leadership, critical thinking, and problem-solving. These experiences have shaped her views on leadership, emphasising the importance of integrity, empathy, and resilience. They have also prepared her for leadership roles within school, such as senior librarian leader and UNICEF club leader.


Inspiring Peers and Looking to the Future

Fiona shares her political experiences with her peers, often inspiring them to get involved themselves. Her journey in politics has deeply influenced her aspirations, and now she's considering a career in public service to continue driving positive social change. "I am passionate about making a difference in the world and believe that politics provides a powerful platform for meaningful change," she says.

For students interested in politics, Fiona recommends starting with self-education on important issues and finding ways to engage in their communities. Volunteering, joining student organisations, or attending town hall meetings are all great ways to make an impact. "Don't be afraid to speak up, ask questions, and advocate for what you believe in. Your voice matters," she encourages.

Fiona also believes that Pinehurst can boost student engagement in politics by offering more civic education opportunities and facilitating internships or volunteer experiences with local government and community organisations. By fostering a culture of civic engagement, the school can empower the next generation of leaders.





COMMERCE STUDENTS EXPLORE PARLIAMENT

Embarking on an exciting adventure, seventeen senior students recently journeyed to Wellington, our nation's vibrant capital, for an immersive and educational experience. Led by Mrs. Mann and Mrs. Keshwara, the group delved into the heart of governance with a tour of Parliament, witnessing firsthand how laws progress from the debating chamber to the select committee room. A highlight was meeting our local MP and Education Minister, Erica Stanford, in her offices, adding a personal touch to their political education.

The excitement peaked during question time in the House, where the Speaker reined in rowdy MPs, reminding them to keep the debate civil and substantive rather than descending into mere political rhetoric.

But the adventure didn't end there. The students also got an insider's peek into the inner workings of a homegrown tech giant, TradeMe. They discovered the vital role of company culture in TradeMe's success, explored their

brehtaking office space, and experienced the thrill of sliding down two floors—a definite highlight for everyone!

While the Commerce Commission and Reserve Bank visits tied directly to their curriculum, the group indulged in some lighter moments, exploring Wellington's iconic cable car, immersing themselves in history at Te Papa, and strolling through the serene Botanic Gardens.

The night brought a unique experience with a tour of Zealandia, where the students encountered indigenous treasures like Kiwi, Takahe, Tuatara, and Weta.

This trip wasn't just about sightseeing—it was a catalyst for real-life learning, connecting classroom knowledge with practical experiences. It opened doors to new opportunities and career pathways, inspiring the students to think beyond the conventional and consider incorporating these rich experiences into their future studies.



BRIDGING THE GAP

In today's multicultural societies, the landscape of education is rich with diversity, welcoming families from various linguistic backgrounds. Among these families are second language learners who often navigate the challenge of effectively communicating in languages beyond their native tongue. For these parents, the journey towards improving English proficiency is not merely a personal endeavour—it's an essential step towards actively participating in their children's educational journey. The ability to converse fluently in English opens doors to meaningful interactions with teachers, facilitates a deeper understanding of school policies and procedures, and empowers parents to engage confidently in a wide range of educational activities.

Facilitating Communication with Teachers:

Parent-Teacher Communication:

Effective communication between parents and teachers is crucial for monitoring a child's progress and addressing any concerns. Second language learners who are proficient in English can engage more confidently in discussions about their child's academic performance, behaviour, and overall well-being.

Understanding School Policies and Procedures:

Schools often convey vital information through written notices, newsletters, and emails. By improving their

English, parents can better comprehend school policies, upcoming events, and academic expectations, enabling them to support their children more effectively.

Parent-Teacher Meetings:

Attending parent-teacher meetings provides valuable opportunities for parents to discuss their child's strengths, areas for improvement, and strategies for academic success. Clear communication during these meetings can foster a collaborative relationship between parents and teachers, ultimately benefiting the child's educational journey.

Engaging in Educational Activities:

Homework Assistance:

Many parents assist their children with homework assignments, necessitating a solid grasp of the English language. By enhancing their English proficiency, parents can provide more effective support, clarifying instructions, explaining concepts, and facilitating learning at home.

Involvement in School Events:

Schools often organise various activities, such as assemblies, parent workshops, and cultural celebrations, to engage families in the educational community. Second language learners who feel confident in their English abilities are more likely to actively participate in these events, fostering a sense of belonging for both parents and children.

The Importance of Second Language Learners Improving Their English for Parental Engagement in Education

Encouraging Extracurricular Participation:

Participation in extracurricular activities, such as sports teams, camps, clubs, and volunteer programs, can enhance a child's social skills, confidence, and overall development. Improved English proficiency empowers parents to encourage and support their children's involvement in these enriching experiences.

Investing in English proficiency is not just about language acquisition—it's about empowering parents to become active participants in their children's education. By enhancing their English skills, parents can foster a collaborative relationship with teachers, actively engage in educational activities, and provide valuable support to their children's learning journey.

For further information about Talk Time Tutoring, please visit their website at:

TALK TIME TUTORING

Elevate your English, Elevate your Confidence.

Tailored Individual and Small Group ESOL Tutoring for Adults



CHRISTINA HODDER

English Tutor / Founder

As an educator specialising in English language learning, Christina Hodder recognises the transformative impact of language proficiency on parental engagement in education. Through her extensive experience and dedication, she empowers second language learners to bridge communication barriers and actively participate in their children's educational journey. Christina's commitment to fostering inclusivity and creating a connected school community shines through her work at Talk Time Tutoring.

HIGHLIGHTS IN SPORT

From the field to the court, enjoy top sports highlights you won't want to miss.



PRIMARY CROSS COUNTRY

On Wednesday 16 May, we hosted our Primary Cross Country event. The weather was stunning, creating perfect conditions for our students. Every student made an incredible effort to complete the race. Congratulations to all participants!



BADMINTON TRIUMPH

In a remarkable display of athleticism and teamwork at the Active Badminton Centre on Apollo, the Pinehurst Senior Girls' Badminton Team triumphed in the Auckland College Sport North Harbour competition. With precision and strategic play, they clinched the Gold medal after a competitive match against Kristen, showcasing their dedication and prowess on the court. This victory underscores their commitment to achieving excellence in badminton.



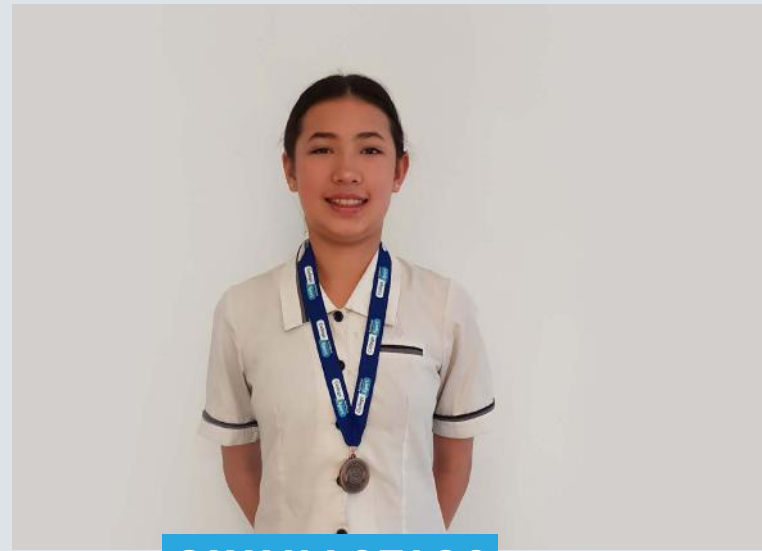
MT RICHMOND SPECIAL SCHOOL VS PINEHURST SCHOOL

Each year Mt Richmond Special School visits Pinehurst for our annual game of football. The rules are always questionable, as is the score, but it's all played in fun, and everybody has a great time out on the field.



BOULDERING

At the Auckland Secondary Schools Round 2 Bouldering Competition, Xavier from Year 8 earned 3rd place in Junior Boys. Taine, a Year 12 student, secured 7th place and advanced to the finals for Senior Boys among seventy seven participants. Sherrie, also in Year 12, achieved the same feat, making it to the finals for Senior Girls. Pinehurst School stands at 7th place in the overall school results.



GYMNASTICS COMPETITION

Jessica excelled at the Auckland Secondary Schools Gymnastics Competition at Bruce Pulman Arena in Takanini, placing 3rd overall in the Junior International Division for Rhythmic Gymnastics. Her performance is a testament to her hard work and talent, earning well-deserved recognition at the AKSS Competition.



GIRLS TOUCH CHAMPIONS TAKE ON THE TEACHERS

Our Champion Girls Touch Team challenged the Teachers to a Staff vs Students' game of Touch during a lunch time. While both sides played brilliantly, the Teachers came out victorious (although it is fair to say that the Teachers felt it more the next day!)



AKSS ORIENTEERING RELAY CHAMPIONSHIP

Twenty four students from Year 7-13 competed in the AKSS Orienteering Relay Championship at Ambury Regional Park. Despite challenging conditions, our seven teams performed admirably, with several securing top spots in their age categories. Notable mentions go to the Year 7-8 Boys team placing 3rd, the Intermediate Boys team securing 5th place, and the Senior Boys team also finishing 5th.



BADMINTON SUCCESS

Jack won the Waikato Under 19 Men’s Singles, beating seven-time National Champion Raphael Chris Delay in a challenging match. He breezed through the quarter-finals, won a tough semifinal, and secured the championship title. Despite an injury, he also took 3rd place in Men’s Doubles. In April, Jack was selected for the U19 team in the Junior NZBL Competition, and he’ll lead the Pinehurst Boys Badminton Team at the New Zealand Secondary Schools Competition in September. Good luck, Jack!



YEAR 9-13 INTER HOUSE

SWIMMING

The annual Year 9-13 Inter House Swimming Championships took place at Sir Owen Glenn Pools, featuring a significant increase in participation and intense poolside action. A total of twenty school records, some dating back to 2006, were shattered during the event. Congratulations to all our award winners and record breakers! A heartfelt thank you goes out to our dedicated staff and supportive parents who made the event a success.



COLLEGE INTER HOUSE

ATHLETICS

The College convened at AUT Millennium Athletics Park for the annual Year 7-13 Inter House Athletics day. The event brimmed with enthusiastic participation, fostering a vibrant atmosphere of camaraderie and spirited competition among students and staff alike.

Congratulations to our record breakers and overall champions!



SUPER CLUSTER TENNIS

TOURNAMENT

Our Year 5-6 teams participated in the Super Cluster Tennis Tournament at Campbell’s Bay Tennis Club. April and Chloe reached the singles quarter-finals undefeated. Charlotte and Marine, as well as Justin and Lucas, won all their doubles matches, placing 1st. Arton placed 3rd and Devin B 4th in boys’ singles. Congratulations to all for their impressive performances!



STUDENT COACHING & LEADERSHIP DAY

9 Pinehurst students recently attended a Coaching and Leadership Day at AUT University. They participated in workshops on communication, team management, and other key topics led by AUT experts. They also joined a guest panel, gaining insights from industry leaders. This experience enhanced their coaching skills, and they are grateful for the opportunity to apply these new abilities in team sports.



MID BAY SWIMMING CHAMPIONSHIPS

Twenty four students from Year 4-6 participated in the Mid Bay Swimming Championships at Northern Arena. We excelled in nearly every event, securing either 1st or 2nd place in all relays. Our outstanding performance led us to retain the Mid Bay Swimming trophy, accumulating 331 points, a remarkable 100 points ahead of the next school.



COLLEGE CROSS COUNTRY

We held the Pinehurst Interhouse Cross Country in bleak conditions at Rosedale Park. Despite the moody weather, our students' spirits remained high, and their efforts were commendable. Exceptional sportsmanship was on display, and house points were fiercely contested due to high participation in individual and relay events.



VOLLEYBALL TEAMS COMPETE AT NATIONALS

Pinehurst's Boys' and Girls' 1st Volleyball teams headed to Palmerston North for their inaugural National Volleyball Tournament. Excitement and anticipation were high as they prepared to compete. The Senior Girls Volleyball A team faced premier teams from across New Zealand, growing both on and off the court. Meanwhile, the Senior Boys' Volleyball team showed determination, securing wins in five challenging matches against top opponents nationwide.

INTO THE DEPTHS

Jack's Journey in Open Water Swimming



Open water swimming, often referred to as ocean swimming, is a dynamic and demanding form of swimming that takes place in natural bodies of water such as oceans, lakes, and manmade regatta centres. Unlike pool swimming, which involves racing in lanes over distances ranging from 50m to 1500m, open water swimming spans much larger distances, with the Olympic event covering 10km. In open water swimming, athletes are not separated by lane ropes, resulting in the formation of "packs" of swimmers. Similar to pelotons in cycling, these packs create a slipstream, allowing swimmers to conserve energy by drafting off those in front. This aspect of the sport requires strategic positioning, with swimmers aiming to stay within the group

without taking the lead, conserving energy for a final sprint to the finish line.

"Open water swimming is all about strategy—staying within the pack to conserve energy and then sprinting to break away at the end."



For the World Junior Open Water Championships, event distances vary by age group. For Jack, the race is 7.5km, which takes roughly an hour and a half. Jack's journey into competitive swimming wasn't a conscious decision; it was a natural progression through the swim school process. Specifically, his interest in open water swimming developed during the Covid-19 pandemic when pool closures prompted him to train in the ocean. A family friend and former coach, Steve Kent, suggested that he and his long-time training partner, Larn Hamblyn-Ough, start open water training to stay fit. Jack enjoyed it so much that he began entering competitions once restrictions lifted. This led to forming a close friendship with Alex Dunkley, another swimmer, and together with Larn, they qualified for the World Juniors—a special achievement for them all.

Balancing academic studies with rigorous training is undeniably challenging. Jack's daily routine involves waking up at 4:30am for a two-hour swim, attending school, and then returning to the pool and gym until late in the evening. This demanding schedule has honed his time management and prioritisation skills, which are crucial for maintaining a balance between academics, swimming, and personal life. Qualifying for the World Junior Open Water Championships has been one of Jack's proudest moments. This achievement represents four years of hard work and dedication. Additionally, Jack takes pride in consistently achieving high grades, having earned 11 A* grades at IGCSE and 5 A grades at AS-Level during his time at Pinehurst.

Injuries are an inevitable part of any athlete's journey. Jack's most significant setback occurred last June when he herniated a disc in his back, leaving him unable to walk for several days and hindering his training for a month. This injury was as emotionally taxing as it was physically, but with the support of his parents and coaches, he adopted a long-term focus, which helped him overcome this challenge and return to competition. Jack approaches races with excitement rather than dwelling on the challenges. The thrill of competition and pushing his limits motivates him to perform his best. Ben Littlejohn, a New Zealander and student-athlete at Harvard University, is Jack's biggest role model. Ben's success in both academics and swimming is incredibly inspiring, and Jack aspires to achieve a similar balance in his life.

After graduation, Jack aims to attend a top university in the US as a student-athlete. This path will allow him to continue developing as a swimmer while obtaining a quality education, setting him up for a successful career. To younger students aspiring to excel in sports while maintaining high academic standards, Jack advises them to be prepared for more downs than ups. The key is to bounce back from setbacks, which makes the highs even more rewarding. Jack's most cherished memories from Pinehurst are the friendships he has made over the past 13 years. These connections have been a significant part of his school life and personal growth. Qualifying for the World Junior Open Water Championships in Italy was a surreal and elating experience. Completing the final qualifying criteria by winning the 7.5k race at Open Water Nationals was a moment of immense joy and relief, marking the culmination of years of effort.

Preparing for the Championships involves a mix of high-volume endurance workouts and sessions focused on speed and power. Jack's weekly routine includes 9-10 swim sessions and 3 weights sessions, totalling around 17-18 hours in the pool and 3-4 hours in the gym.

Diet and nutrition play a crucial role in Jack's training regimen. He focuses on a diet rich in carbohydrates and protein to sustain energy and support muscle growth, alongside staying well-hydrated to prevent cramping. The most memorable race of Jack's career was the 4x200m Freestyle relay at the NZ Olympic Trials. Winning alongside his teammates, who are also great friends, was a special experience that highlighted the importance of teamwork and shared effort.

Jack's teammates at Coast Swim Club, especially those in the distance group, inspire him daily. Their competitive spirit and support push him to be the best swimmer he can be. Additionally, his parents have been significant sources of inspiration and motivation throughout his journey. Open water swimming is a challenging yet rewarding sport that requires not only physical endurance but also strategic thinking and mental toughness. Jack's journey in this sport has been marked by hard work, resilience, and the support of his coaches, teammates, and family. As he prepares for the World Junior Championships in Italy, he looks forward to pushing his limits and achieving new milestones.



TEACHING YEAR 9'S TO 'ADULT'



Who taught you to 'adult'? When did you learn about bank accounts, interest rates, investment portfolios, credit cards, tenancy agreements, insurance and Kiwisaver?

Banquer, in its' fourth year at Pinehurst School, allows students to investigate all of these topics and has become a central feature of the Year 9 Commerce course. Our teachers have seamlessly integrated this financial literacy tool alongside teaching foundational knowledge of the Accounting, Business Studies and Economics curriculum which students can choose to study at IGCSE.

Parents are also encouraged to get involved in the conversation, as Banquer sends updates to parents about on their child's decision-making for the week!

So, let's hear from the students about what Banquer has taught them so far this year:


"I learnt that renting a house with lower rent isn't always the best choice." -**Helen**


"Managing money requires lots of thinking and decision making" -**Quinton**


"By playing Banquer, I have learnt that it isn't as easy as it seems to be an adult." -**Eva**



- Neutral 7%
- Positive 86%
- Negative 7%

 Students are making **more positive choices** than negative.

 **19 weeks in a row!** Your class has been on a streak of mostly positive choices recently.

 **87 students** are consistently making positive choices.

"Playing Banquer this year has helped me learn the tough reality of having to pay rent and living costs, as well as having tax deducted from my salary but it definitely prepares me for adult life in the future!" -**Gina**

"I learnt the responsibility needed to pay rent for houses and what the landlord needs to do and what I need to do." -**Lucas**

"I love how there's a sense of competitiveness in the game- the leaderboards and streaks are very motivating." -**Michelle**

"I learned that you always need to be financially prepared for the unexpected." -**Harini**

"I learned not to gamble and that money is hard to earn" -**Ray**

PINK RIBBON BREAKFAST 2024

We came together for good!

This year, we proudly hosted our much-anticipated 2nd Pink Ribbon Breakfast with our parent community. Held on the official Pink Ribbon Breakfast date, Thursday 24 May, fifty members of our parent community came together for good! On the same day, across New Zealand, 5,777 people also participated in this wonderful initiative to raise vital funds for breast cancer research, education, and patient support.

We had the honour of welcoming Caro McCourtie, a breast cancer survivor, as our guest speaker. Caro's mission is to inspire others to embrace their lives using the four tenets she created to support herself through her biggest life challenge. Her words certainly resonated with everyone, leaving us motivated to find joy in every moment, surround ourselves with supportive communities, advocate for ourselves, and fight with determination.

Our event featured a fun game of BINGO, pink-themed keychain making, and of course,

delicious food and coffee. There were goody bags for all attendees and some fantastic raffle prizes up for grabs.

Together, our community raised just over \$5,000, contributing to the initiative's collective total of \$2,854,088 (and counting). This is a massive achievement, and we are incredibly proud to have played our part. Later this year, the Pinehurst student-led Citizenship Council will host their own Pink Ribbon event for students and staff, adding to the funds already raised.

It was a pleasure to run and host the annual Pink Ribbon Breakfast at Pinehurst. This event is a joyful reminder of the wonderful community we are part of and what we can achieve when we come together.

We are deeply grateful to our sponsors and donors. Without their generous support, this event would not have been possible.



**A SPECIAL
THANKS TO
ALL OUR
SPONSORS!**



EVENTS ON THE HORIZON

**FRI
30
AUG**

Coffee Connect

8:15am – 9:15am



PINEHURST PRIMARY
PRODUCTION OF

Disney · PIXAR

FINDING NEMO JR.

Tuesday 3 & Thursday 5
September, 2024
6:30pm

Book, Music and Lyrics by
Kristen Anderson-Lopez and Robert Lopez

Book Adapted by
Lindsay Anderson

Music and Orchestrations Adapted and Arranged by
Myrna Conn

Based on the 2003 Disney / Pixar film Finding Nemo written by
Andrew Stanton, Bob Peterson, David Reynolds and directed by Andrew Stanton

Licensed exclusively by Music Theatre International (Australasia)

Tickets available soon


TUE 03 & THU 05 SEPTEMBER

Primary Production of 'Finding Nemo Jr.'


6:30pm

<p>WED 11 SEP</p>	<p>Parenting Place Talk Supporting your child through anxiety and worry</p> <p>6:00pm – 7:00pm</p>	
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	<p>New Parent Wine and Canape (New to Pinehurst in Term 3 and 4)</p> <p>6:00pm – 8:00pm</p>	<p>WED 18 SEP</p>
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<p>WED 13 NOV</p>	<p>Year 13 Graduation Dinner</p> <p>6:00pm – 10:00pm</p>	
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	<p>Parent Helper Appreciation Morning Tea</p> <p>10:00am – 12:00pm</p>	<p>THU 28 NOV</p>
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<p>WED 04 DEC</p>	<p>Christmas Picnic</p> <p>5:00pm – 8:00pm</p>	
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WHERE ARE OUR GRADUATES NOW



LISA SUN

Graduated 2022

It's been two years since Lisa Sun, a distinguished alumni from the

Class of 2022, graduated from Pinehurst. As the Head Girl and one of our Year 13 Scholars, Lisa demonstrated leadership and academic excellence. Currently, she is exploring the dynamic fields of neuroscience and bioengineering at the University of Pennsylvania, continuing to show the spirit of curiosity and determination that marked her time at Pinehurst. In this update, she shares her experiences transitioning from high school to university life, the lessons she learned, and her aspirations for a future in biotechnology.

Lisa's Academic Journey and University Experience

Lisa's journey at the University of Pennsylvania began with an application as a neuroscience major in the College of Arts and Sciences. However, her academic interests are evolving, and she is now contemplating a switch to bioengineering or the LSM (Life Sciences & Management) program, a coordinated dual-degree option at Penn that combines finance and biology. Her experience at Penn has not only met but surpassed her expectations. The intensity of midterm cycles contrasts with the immense gratitude she feels for the opportunities Penn has afforded her, including both social and academic exploration. Recently, her club hosted discussions with the CEOs of

Regeneron and Pfizer on American healthcare and innovation. Visits from consulting groups and major pharmaceutical companies provide insights into potential career paths.

Penn's unofficial motto, "work hard, play hard," resonates with Lisa. The university environment demands focus but also offers ample opportunities for relaxation. Philadelphia, with its diverse food scene, vibrant Chinatown, numerous museums, and lively festivals, provides the perfect backdrop for unwinding after a busy week.

Foundation at Pinehurst

Lisa credits Pinehurst for instilling a proactive attitude toward pursuing her ambitions and beliefs. The school fostered her confidence and encouraged creative exploration, laying a solid foundation for her university endeavours. Serving as Head Girl was a transformative experience, teaching her to be comfortable speaking to large audiences and acting as a role model. Another valuable experience was her time as a Barista at the Busy Bean Cafe, where she honed her social skills—an asset she continues to find invaluable in College.

Transition to University

The transition from Pinehurst to Penn was significant. Initially feeling lost as her friends began their terms earlier, Lisa found a welcoming and supportive community upon her arrival. The knowledgeable professors and kind peers

Catch up on the latest achievements, milestones, and news from our esteemed alumni network. From career advancements to personal milestones, this section celebrates the ongoing success and contributions of our graduates. Stay connected and inspired by the journeys of our alumni as they continue to make a positive impact in their respective fields and communities.



at Penn made it feel like home quickly. University life, though challenging, leaves her with more questions than answers, a realisation she embraces as part of the learning journey.

Advice for Pinehurst Students

Reflecting on her high school years, Lisa advises current Pinehurst students not to obsess over minor imperfections. She emphasises the importance of pursuing genuine intellectual interests over striving for perfect grades. This mindset shift can open doors to myriad opportunities awaiting exploration.

Future Aspirations

Lisa is still charting her immediate plans but is determined to work in biotechnology, possibly within a major pharmaceutical firm, exploring the intersection of R&D and finance. Additionally, she dreams of visiting Alaska before graduating.

Hearing from alumni like Lisa showcases the enduring Pinehurst spirit. Her journey from college to university is a testament to the school's impact, and we take pride in our former students' accomplishments. We look forward to bringing you more updates on their adventures and achievements. Here's to many more success stories from our graduates!



MADDI SMITH

Graduated 2023

Maddi Smith, a Pinehurst alumna, recently competed at the Cheerleading World Championships in Florida, USA. Her team, the New Zealand All Star Cheerleaders Academy - All Girl, made history by becoming the first Kiwi team to win gold in the International Level 5 All Girl division. Pinehurst School is extremely proud of Maddi and her teammates for their outstanding achievement and impressive routine. Over the past year, Maddi dedicated countless hours to training while also excelling in her Cambridge studies, graduating from Pinehurst in 2023. Congratulations, Maddi, on your phenomenal win! Your dedication and perseverance have set an inspiring example for all aspiring athletes and scholars alike. Your success not only reflects your talent and hard work but also highlights the supportive community and



excellent education at Pinehurst School that nurtures such remarkable achievements. We look forward to witnessing your future accomplishments and are confident you will continue to shine brightly in all your endeavours.

MICHAEL MA

Graduated 2023

Pinehurst alumni like Michael Ma are making waves globally, with Michael securing twelve offers from top universities before settling on Columbia University in New York City for his Applied Mathematics Major. Excited about the vibrant culture of NYC and Columbia's diverse community, Michael looks forward to diving into campus life and exploring the city's renowned food scene.

Reflecting on his time at Pinehurst, he credits the supportive community for fostering his confidence and proactive approach.

"It was easy to make connections, and everyone was always ready to help. This really helped me step up and take initiative," he shares.

His participation in a range of activities during high school, such as the Citizenship Council and music groups, significantly refined Michael's teamwork and self-discipline skills. These experiences have influenced his guidance for



current students, emphasising the importance of effort over unnecessary stress. Looking ahead to his new journey at Columbia University, Michael is eager to delve into his studies and pursue stimulating opportunities, including potential internships or engaging work. While uncertain about what lies beyond, he remains optimistic about embracing future possibilities.

Through Michael's journey, he exemplifies the potential of Pinehurst students with determination and a thirst for new experiences.

LINDA TANG

Graduated 2020

Linda Tang, a Pinehurst graduate of 2020, is making significant strides in Environmental Science and currently studies Medicine and Surgery at the University of Cambridge. In her third year, she is intercalating in Natural Sciences, balancing rigorous academic challenges with engaging lab work and lectures. Pinehurst provided her with a robust academic foundation and essential soft skills, such as leadership and communication, which have been crucial in her university journey. One of her standout experiences at Pinehurst was participating in the Duke of Edinburgh Award, which fostered personal development and essential skills. Linda advises current students to embrace gap years for personal growth and to enjoy their time at Pinehurst. Looking ahead, she envisions a career



as a foundation doctor, possibly specialising in surgery, while remaining open to various paths. Her journey is a testament to the resilience and adaptability required to thrive, inspiring Pinehurst students to pursue their passions and make a global impact.

JEMMA GOELDNER

Graduated 2019

At the Pinehurst Theatre, alumni student Jemma Goeldner recently hosted a dynamic fundraising concert titled "JEMYC." The event aimed to support her upcoming journey to New York City, where she has secured a spot in the prestigious New York Conservatory of Dramatic Arts' summer intensive program for musical theatre.

Jemma, a talented singer, dancer, and actor, has diligently developed her teaching and choreographic skills over the years. Currently, she is deeply involved in choreographing the College Production of Seussical, adding to her impressive portfolio of previous college productions.

The evening at the Pinehurst Theatre was a spectacle, showcasing performances by a blend of current and former students, faculty members, and offering a sneak



peek into the College's upcoming "Seussical" production. The fundraiser was a tremendous success, amassing over \$2000 solely from ticket sales.

Jemma's journey is one of determination and passion, with her unexpected acceptance into the conservatory marking a significant milestone in her career. Congratulations to Jemma on orchestrating such a successful event, and heartfelt thanks to all attendees and donors for their generous support.

STAFF UPDATE

DEPARTING TEAM MEMBERS

As we say goodbye to valued Pinehurst team members, we thank them for their contributions and wish them continued success ahead.

Cyndie Augustin

College Sports Coordinator

Dee Rodrigues

Primary Teacher

Grant Saul

ICT Manager

Ken Sneddon

Mathematics Teacher

Will Elliot

Year 7 Dean and Physical Education & Health Teacher

Carol James

Primary Sports Coordinator

Joe Tuaru

Maintenance & Property Assistant

Katrina Lauchlan

HigherLead Teacher Aide

Kevin Sun

ICT Systems Administrator

Michelle Gimblett

Teacher Aide

Nicola Everett

Primary Teacher

Sarah Wang

Mandarin Language Assistant

ADDITIONS TO THE TEAM

Please join us in welcoming the new Pinehurst team members next year, each bringing unique skills to enrich our community.

TEAM TRANSITIONS

Congratulations to the following staff members transitioning roles within the school, embracing new opportunities to inspire and support our community.

Anja Botes

Primary Administrator Assistant

Melanie Puckett

College Sports Coordinator

Ronald Feng

ICT Manager

Thank you for reading!



PANORAMA

WINTER ISSUE 2024

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