

# PANORAMA

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

WINTER ISSUE

2025



"TOTO, I'VE A  
FEELING WE'RE  
NOT IN KANSAS  
ANYMORE..."

Our College Production of The Wizard  
of Oz stunned audiences in June!  
See more on **PAGE 39**



PINEHURST  
SCHOOL



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

Although Pinehurst School has taken every care and precaution to ensure accuracy of editorial matter contained in this publication, no responsibility or liability is accepted by Pinehurst for inaccuracies or views expressed.

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# EXECUTIVE PRINCIPAL MESSAGE

**A**s the cooler months settle in and we reach the midpoint of the academic year, it's the perfect time to pause, reflect, and celebrate all that goes on in making Pinehurst School a very special place. This Winter 2025 edition of Panorama is a tapestry of stories, achievements, and moments that capture the spirit of our school community — a community proud of who we are, what we know, and what we can achieve.

Throughout the pages, as well as sharing community highlights, we also explore key ideas in education that are helping to shape the direction of the school. These articles are designed to give you an insight to our approaches, ensuring that we are clear about the journey that we are on together.

This issue shares the voice of our 2025 Head Prefects — Daniel, Sissi, Brianna, and Oren — a heartfelt reflection on their journey so far, offering insight into the challenges and triumphs of leading with empathy and purpose.

Academic excellence continues to shine brightly at Pinehurst. We proudly celebrate our students' outstanding achievements in the 2024 Cambridge examinations, including three Top in the World awards and eight Top in New Zealand accolades. These results are a testament not only to the hard work of our students but also to the dedication of our teachers and the support of our families. The Class of 2024's university destinations span the globe — from Cambridge and MIT to Sydney, Singapore, and beyond — reflecting the ambition and global outlook of our graduates.



In the Primary School, learning is alive with curiosity and joy. From phonics foundations to STEAM explorations, our youngest learners are thriving in classrooms that blend structure with creativity. Highlights like Bubbles Day, Kindness Week, and the Jonah Project brought learning to life in playful and meaningful ways. Grandparents Day and the Easter Hat Parade reminded us of the power of community and tradition, while Book Week's 'Hats Off to Reading' theme turned the school into a literary wonderland.

Our camps programme continues to be a cornerstone of personal growth. Whether it was Year 3s building kites at Camp Maynard, Year 5s kayaking at Carey Park, or Year 9s sailing the Hauraki Gulf, these experiences pushed students beyond their comfort zones and fostered resilience, teamwork, and unforgettable memories. The reflections from students and staff alike speak to the transformative power of these journeys.

In the College, innovation and leadership are thriving. From the Amazing Race leadership challenge to the Young Enterprise Pitch Day, students are stepping up, speaking out, and creating real-world impact. Our new wellbeing initiative, Komodo, is helping students to pause and check in on themselves and access support when needed — a quiet but powerful addition to our pastoral care framework.

The arts and sciences are equally celebrated in this issue. The Art Exposé showcases the creative talents of our students, while the Science Fair and Roadshow highlight the depth of inquiry and experimentation happening in our classrooms. The Geometry Town project brought maths to life in imaginative ways, and our students' participation in the APO Discovery Concert and World Vision Conference reflects their engagement with both culture and global citizenship.

Sporting success has been another standout of 2025 so far. From swimming and tennis to gymnastics, climbing, and motorsport, our students have excelled across a wide range of disciplines. We celebrate not only the podium finishes but also the perseverance, teamwork, and sportsmanship that define Pinehurst athletes. Special congratulations go to our Premier Golf Team, our record-breaking Primary swimmers, and our students representing New Zealand on international stages.

This issue also introduces new faces to our staff and farewells those who have contributed so much to our school. We welcome educators and support staff who bring fresh energy and expertise, and we thank those departing for their dedication and care.

Finally, we reflect on the events that bring us together — from Pink Shirt Day and the Wizard of OZ to the upcoming Primary Production of Aladdin. These moments of connection, celebration, and shared purpose are what make Pinehurst more than just a school — they make it a community.

As you turn the pages of this Winter edition, we hope you feel the warmth, pride, and momentum that define Pinehurst in 2025. Whether you're a student, parent, staff member, or alumni, this magazine is for you — a snapshot of a school that continues to grow, evolve, and thrive together.

Enjoy the read.

**MIKE WALLER**  
EXECUTIVE PRINCIPAL



# INTRODUCING NEW BOARD MEMBERS FOR 2025



## Tamuka Nyawo

We welcome Tamuka to our Board of Governors this year. He is a Barrister and Solicitor of the High Court of New Zealand, currently working as Special Counsel in the Corporate Legal Department at The Public Trust of New Zealand.

"I am honoured to have joined the Pinehurst Board of Governors and am excited to contribute to the continued success of such a high-achieving school with a strong and vibrant community. Pinehurst's commitment to academic excellence, character development, and community resonates deeply with me, and I look forward to supporting the Board in shaping a strong and inspiring future for all students."

## Dalila Zaghal

Dalila also joins our Board of Governors this year. She is the Managing Director of Storepro Solutions and a Director at Pazo Ltd. Dalila is also Acting President of Explorers Auckland, a registered charity under the NZ Association for Gifted Children.

"It's a privilege to be elected to the Board and to contribute to Pinehurst's continued success, with its blend of academic rigour, strong pastoral care and a broad range of extracurricular opportunities."



# 2025 STUDENT LEADERSHIP

## HOUSE CAPTAINS

<b>KAURI</b>	Jerry Yang, Evie England-Hall
<b>MATAI</b>	Lianna Heng, Seth Lim
<b>RIMU</b>	Anson Ji, Eric Wang
<b>TOTARA</b>	Zico Vicelich, Sherrie Li

## COUNCIL LEADERS

<b>ARTS COUNCIL</b>	Zoe Atkinson, Hailey Li
<b>SPORTS COUNCIL</b>	Andrew Yousif, Allan Luo
<b>STUDENT COUNCIL</b>	Chloe Birkenstock, Kenneth Wang
<b>CITIZENSHIP COUNCIL</b>	Charles Shen, Kohtaro Nozaki
<b>ENVIRO COUNCIL</b>	Colen Yan, Cynthia Zhang
<b>LIBRARIANS</b>	Edward Zeng, Lily Li
<b>SCHOOLBOX MANAGERS</b>	Roger Lin, Beilin Zhang
<b>BUSY BEAN CEOS</b>	April Yang, Abigail Lai, Milly Ma
<b>SCHOLARS CAPTAINS</b>	Emma Liang, Tara Sabor
<b>DUKE OF ED. LEADERS</b>	Lea Chapman, Raymond Zhang
<b>CAREERS LEADERS</b>	Evangelina Clark, Louisa Joyce
<b>COMMUNITY ADVOCATES</b>	Lisa Gu, Isabelle Wilcock



# HALF WAY THROUGH WITH OUR HEAD PREFECTS

## Daniel AlSammak, Head Prefect

Six months ago, we turned the first page of a story none of us had read. Now we stand deep into plots filled with learning, growth, and hopefully not too many unexpected twists. It's surreal to say that we're already halfway through the year. Stepping into this Head Prefect role has been an incredible privilege showing me that leadership isn't just about taking charge, but about being present to support others through doubt and success.

I've seen the quiet strength in everyone just showing up and doing their best, day after day. The inevitable stresses, challenges and hurdles we've faced, have created numerous small wins which have been radiating through our school community.

After these six months of hard work, seriously take a moment to be proud of yourself. Celebrate your achievements and how far you've come. I can't wait to see what Term 3 has to offer!

## Sissi Yang, Head Prefect

Congratulations on officially pushing through the first half of the school year! It's been a busy, exciting start to 2025, and we hope you've been keeping up with everything the prefect team has been up to. Hopefully by now, you've caught a high five (or four!) from us at the front gate in the mornings or seen our prefect serenade on Valentine's Day. And if you've enjoyed what we've done so far, just wait, it only gets better from here!

Stepping into the role of Head Prefect has been both an exciting and humbling experience. It's challenged me in ways I didn't expect but also given me the chance to grow, not just as a leader, but as a teammate that's a part of a bigger community. There's still so much more to come, so keep the energy high and let's finish the next two terms strong. Remember, the prefect team is always here to support you and cheer you on.

## Brianna Lee, Deputy Head Prefect

It's hard to believe we are already halfway through 2025, but these past two terms have been filled with guided growth, countless challenges and many meaningful moments. I'm sure we can all agree it's been a full-on and fast-paced school year so far, but looking back, it's also been incredibly rewarding.

From beginning this year with our successful Valentine's Day event (no deficit this year!), to having the honour of judging the fantastic Easter Hat Competition in Primary and having fun at Bubbles Day reliving our primary school days - so many precious memories have been made.

As Deputy Head Prefect, I'm so excited to help create opportunities to make even more - there's so much to look forward to. We've started this year strong, but the best is still yet to come!

## Oren Dabbach, Deputy Head Prefect

Sitting down to write this, it has been impossible to ignore the energy, growth, and vibrancy that have shaped the last ever Term 1 and 2 of my high school life. Whether it has been cheering on friends during Athletics Day, (my fails in) Interhouse Swimming, delivering roses on Valentine's Day, or pitching at the Clubs' Fair, it has been incredibly rewarding to support events that bring students together beyond the classroom walls.

As Deputy Head Prefect, I've loved the countless opportunities to work across all year levels - interacting with those around me has made school feel much fuller (and busier)!

Balancing leadership and academics has been a challenge, but seeing how hard everyone works makes it all worth it. Although it's difficult to accept my impending graduation, I'm extremely proud of how far we've come, and I know the rest of the year has much left in store for us!



DANIEL

OREN

SISSI

BRIANNA

2025

# TOP IN NZ AND TOP IN THE WORLD

## 2024 Achievements

**Once again last year, Pinehurst students achieved nothing short of outstanding results, sustaining our place as one of New Zealand's strongest academic schools.**

In Primary Checkpoint results, 91.6% of our 2024 Year 6 students scored Outstanding or High in their Checkpoint Examinations. 37% scored Outstanding (the highest grade possible) across all three subjects.

Our 2024 Year 9 students also achieved exceptional results in their Lower Secondary Checkpoint Examinations. 44% scored Outstanding, with eight of our students gaining three perfect scores of 50/50.

Pinehurst's average results across all subjects for both Primary and Lower Secondary Checkpoint Exams are well ahead of International average results

The 2024 Outstanding Cambridge Learner Awards highlight Pinehurst's dedication to academic excellence, with our students receiving three Top in The World Awards and eight Top in New Zealand Awards.



## Cambridge Outstanding Achievement Awards 2024

Amelia Neal	Top in World	Global Perspectives and Research (A Level)
Yiyang (Sunny) Wu	Top in World	Art and Design (IGCSE)
George Hardy	Top in World	Physical Education (IGCSE)

Xibei (Percy) Kuang	Best Across Five	First Place in New Zealand (IGCSE)
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Hanzhi (Bella) Tan	Top in New Zealand	Psychology (A Level)
Yanting (Kelly) Liu	Top in New Zealand	Biology (AS Level)
Yanting (Kelly) Liu	Top in New Zealand	Chemistry (AS Level)
Yanting (Kelly) Liu	Top in New Zealand	English Language (AS Level)
Oren Dabbach	Top in New Zealand	Physics (AS Level)
Xibei (Percy) Kuang	Top in New Zealand	Biology (IGCSE)
Xibei (Percy) Kuang	Top in New Zealand	Economics (IGCSE)
Xibei (Percy) Kuang	Top in New Zealand	History (IGCSE)

Jack Potier	High Achievement	Global Perspectives & Research (A Level)
Yifeng (Kevin) Xu	High Achievement	Further Mathematics (AS Level)
Seina Murakami	High Achievement	Environmental Management (AS Level)
Tara Sabor	High Achievement	Environmental Management (AS Level)
Jasmine Rose Lyles	High Achievement	Global Perspectives & Research (AS Level)
Jason Wang	High Achievement	Global Perspectives & Research (AS Level)
Hailey Li	High Achievement	Media Studies (AS Level)
Ziying (Emily) Zhang	High Achievement	Environmental Management (IGCSE)

# UNIVERSITIES ATTENDED BY PINEHURST GRADUATES

2024 Graduate destinations in blue

**UNITED KINGDOM**

- University of Cambridge
- Imperial College London
- University College London (UCL)
- King’s College London
- Royal College of Music, London
- London School of Economics (LSE)
- University of Edinburgh
- University of Manchester
- University of Bristol
- University of Warwick
- University of Bath
- University of the Arts, London
- AA School of Architecture, London
- University of Greenwich
- Istituto Marangoni, London
- Kingston University
- Queen Mary University of London
- Liverpool John Moores University
- Ravensbourne University
- University of St Andrews
  
- University of Birmingham

**EUROPE**

- Bocconi University, Italy
- Dresden Academy of Fine Arts, Germany
- Hannover University of Music, Drama and Media, Germany

**UNITED STATES OF AMERICA**

- Columbia University
- University of California, Berkeley
- University of Pennsylvania (UPenn)
- Carnegie Mellon University (Pittsburgh)
- University of California, San Diego
- Babson College
- Parsons School of Design
- Santa Clara University
- Missouri State University
- Northeast Community College
- Massachusetts Inst. of Technology (MIT)
- Pepperdine University (Malibu)
- University of Illinois Urbana-Champaign

**CANADA**

- University of Toronto

**MIDDLE EAST**

- New York University (Abu Dhabi Campus)

**ASIA**

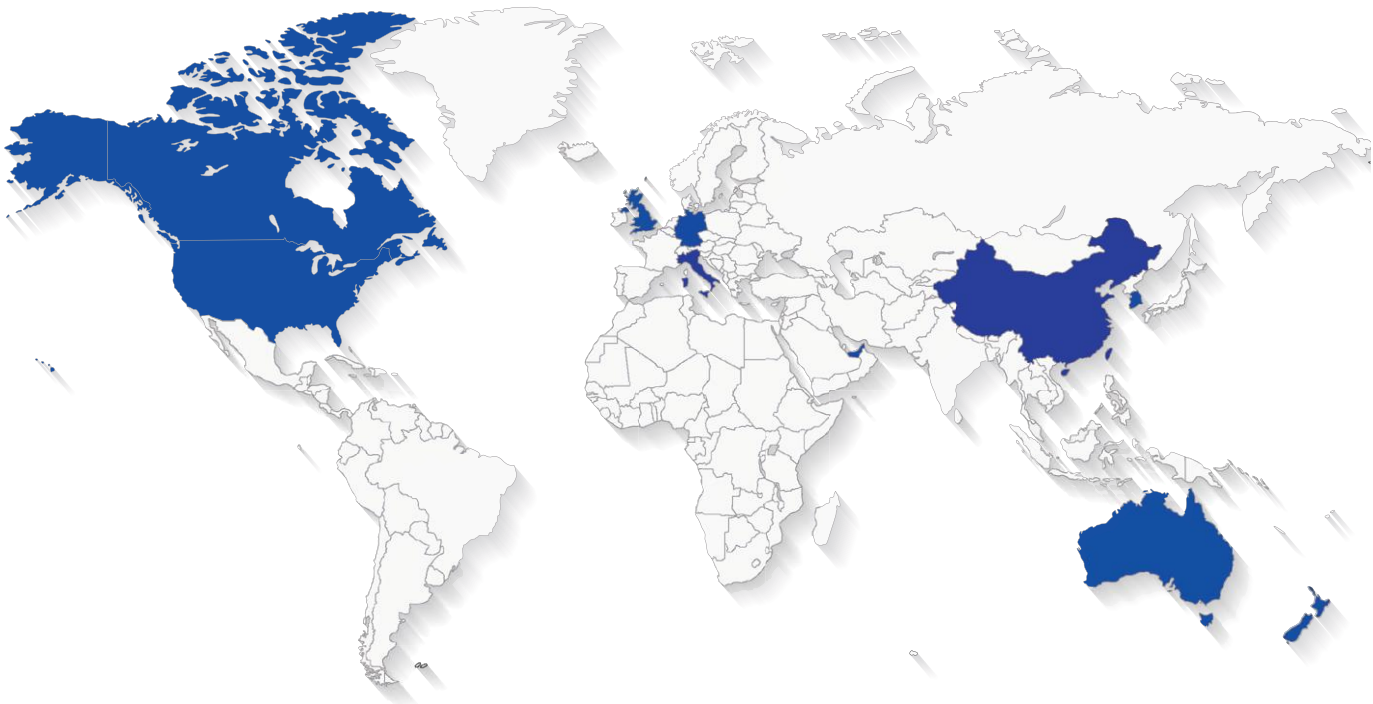
- National University of Singapore
- University of Hong Kong
- Yonsei University, Korea
- Korea University, Korea
- Ewha Womans University, Korea

**AUSTRALIA**

- University of Melbourne
- University of New South Wales (UNSW)
- University of Sydney
- Monash University
- University of Queensland
- Griffith University
- Royal Melbourne Institute of Technology

**NEW ZEALAND**

- University of Auckland
- Auckland University of Technology (AUT)
- Massey University
- University of Waikato
- Victoria University of Wellington
- University of Canterbury
- University of Otago
- Lincoln University



# CLASS OF 2024: PROUD PATHS, BRIGHT FUTURES!

**A**s the Class of 2024 prepares to take their next steps, we're celebrating not just where they're heading — but who they've become. This year's leavers are setting out on a wide range of paths, each shaped by curiosity, hard work, and a strong sense of purpose.

Many are off to the University of Auckland, where they'll study everything from Biomedical Science and Commerce to Urban Planning and Computer Science. Others are heading to Otago, Melbourne, Sydney, Canterbury, UNSW, and Victoria University, pursuing degrees in Law, Architecture, Veterinary Science, Psychology, Political Science, and Artificial Intelligence — to name just a few.

What's especially exciting this year is the number of students who've earned places at top international universities across the UK, US, Australia, and Asia.

These include:

- University of Cambridge - Medicine
- University of Pennsylvania (UPenn) – Chemistry or Maths
- University of Birmingham – Medicine
- University of Illinois Urbana-Champaign – Aerospace Engineering
- Pepperdine University (Malibu) – Sports Scholarship for Golf
- Babson College – Entrepreneurship
- Case Western Reserve, Arizona State, Indiana University Bloomington, Fordham, San Francisco, and UC Santa Cruz – Management pathways
- University of Sydney – Science, Psychology, Architecture, Engineering, and conjoint degrees
- University of Melbourne – Commerce, Arts, Biomedicine, Political Science and Classics
- University of Queensland – Medicine, Sports Science, Commerce, Business & Communications
- University of Notre Dame – Medical Studies
- Griffith University – Medicine (provisional entry)

- Monash University – Medical Studies & Doctor of Medicine
- University of the Arts London – Fashion Photography
- University College London (UCL) – Pharmacology
- King's College London – Natural Sciences
- London School of Economics (LSE) – Law (LLB)
- AA School of Architecture (London) – Architecture
- University of Southern California – Fine Arts
- University of Greenwich – Architecture (with scholarships)
- Chelsea College, University of the Arts London (UAL) – Interior Design
- Hong Kong University (HKU) – Engineering

Many of these students received multiple international offers — a reflection of their global outlook, broad interests, and the strength of their Pinehurst School education.

Not every pathway begins in a lecture theatre — and that's something we embrace. Some of our students are setting out on gap years to explore, work, or gain new experiences. Others are pursuing hands-on careers, like a carpentry apprenticeship, or stepping into service, including the Navy. These decisions reflect the same sense of purpose and self-awareness we value in all our graduates.

We're also proud of those combining creativity and tech, with students heading into areas like Game Design, Artificial Intelligence, Fashion, and Architecture. It's a reminder that there's no one 'right' path — only the right one for each student.

These achievements are the result of years of learning, growing, and discovering what matters most. They reflect the values we hope our students carry with them: courage, compassion, curiosity — and pride in who they are and what they've worked for.

We can't wait to see what this group does next!





# A MESSAGE FROM PRIMARY

**T**here have been key points in my teaching career where I look back and think, that had a huge impact on me and the direction I took as a teacher, and then

later as a leader. Before coming to New Zealand, the introduction of the National Curriculum in England gave an opportunity to teach from a plan that had structure, clear direction, and made learning for students less haphazard. Next came the research on Assessment for Learning which answered many of the questions I was asking about how to really know what my students were learning. More recently was a discussion around a research article written by Barak Rosenshine on the principles of teaching using direct instruction. I have long been a fan of direct instruction as a teaching methodology as there is a wealth of evidence that it has a major impact on learners. Rosenshine's work links directly to the science of learning and how the brain processes and stores information. It is a scaffold for

teaching that brings all the parts of good practice we have been implementing together, in a way that is clearly having an impact in our classrooms.

Barak Rosenshine's Principles of Instruction as a foundation for effective teaching offer a practical framework that supports how children learn best—through clear instruction, guided practice, and regular review. At Pinehurst, the implementation of these principles is transforming the way teachers plan and deliver lessons, leading to improved student engagement and achievement.

The first principle is daily review. Each lesson, teachers begin with a short recap of previous learning. This might include quick quizzes, partner discussions, or revisiting key vocabulary. These activities help students strengthen their memory and make connections between new and existing knowledge.

## Leading a culture of learning

Another key principle is presenting new material in small steps. Rather than overwhelming students with too much information at once, teachers break lessons into manageable chunks. This step-by-step approach ensures that all learners can understand and feel successful.

Guided practice is central to our teaching. After introducing a new concept, teachers work through examples with the class, asking questions and checking for understanding. Pupils then practise with support before moving on to independent tasks. This gradual release of responsibility builds confidence and competence. The students know this approach as I do, we do, you do.

Perhaps most importantly, Rosenshine's principles encourage teachers to check for understanding frequently. In our classrooms, this might involve mini whiteboards, thumbs up/down, multi choice boards or targeted questioning. These strategies help teachers identify misconceptions early and adapt their teaching accordingly.

Cold calling, a technique popularized by Doug Lemov, is a powerful strategy for increasing engagement and accountability in the primary classroom. Rather than asking for volunteers, the teacher calls on students at random to answer questions, ensuring that everyone stays attentive and prepared to contribute. This approach encourages all students to stay focused, knowing they could be called upon at any time. When used

with warmth and consistency, cold calling builds a culture of participation, boosts confidence, and helps quieter students find their voice. It also gives teachers a clearer picture of how well the whole class understands the material, not just the most eager hands in the air.

Cold calling can be especially beneficial for quieter students. Unlike traditional classrooms where only the most confident raise their hands, cold calling ensures that every student has an equal opportunity to participate. For shy students, this can gently encourage them to find their voice in a supportive environment.

Over time, it helps build their confidence as they realise their ideas are valued and that speaking up is a normal part of learning. Because cold calling is used consistently and predictably, it removes the pressure of volunteering and creates a classroom culture where everyone is expected to contribute. With positive reinforcement and a safe atmosphere, even the most reserved students can grow into active, engaged learners.

By embedding Rosenshine's principles into everyday practice, we are creating a more structured, supportive, and effective learning environment where everyone can thrive, be confident and happy to learn.

**SIAN COXON**  
PRINCIPAL OF PRIMARY





# HIGHLIGHTS FROM THE PRIMARY

Exciting moments shaping our primary journey this year.



## SWIMMING LESSONS

Our Year 4 and 5 children enjoyed a week of swimming lessons at Northern Arena in February. With a total of five one hour lessons at Northern Arena our students developed their individual swimming abilities no end! It was great to see so many of our children gain confidence throughout the week. Our Interhouse Swimming competition in March saw the results of these lessons come to fruition, with some impressive techniques and times from our students.



## BUBBLES DAY

We're not sure who was more excited for Bubbles Day this year, the kids or the teachers! Children and adults alike blew bubbles all over the top field using a variety of bubble making machines, devices and methods! College leaders and teachers came over for a look and found it hard to leave - such was the fun being had. This has without a doubt become one of our favourite annual days in the Primary School, celebrating the magic of bubbles and having fun together as a school.



## KINDNESS WEEK

Kindness Week in early March was a fabulous opportunity for students across all year levels to express their kindness and gratitude to one another. One of the highlights of the week was 'Warmhearted Wednesday' when the children learned all about showing appreciation to teachers, friends and family by expressing their gratitude and gestures of care. Our Kindness Wall was popular for student and class selfies - a great reminder to just be kind - you never know just how much difference it can make in someone's day.





## CONSCIOUS KIDS

In February, our Year 0–2 students took part in a fantastic EOTC event hosted by Conscious Kids called Junk Play. The children thrived in the creative environment, using discarded household items scattered across the field to build, explore, and imagine. They connected trees with ropes, slid down hills, hosted imaginative tea parties, and worked together to construct unique play spaces. It was a joyful day filled with creativity, collaboration, and resilience, (where the rain only added to the adventure)!



## WHEELS WEEK

The much anticipated Wheels Week is always a lot of fun - with bikes, scooters, rollerskates and more whizzing around (with many supervisors and road cones in place!) We had a fabulous turn out of some impressive wheeled machines this year across all year levels. This is an annual tradition in our Primary School, one that our teachers and children all look forward to.



## THE JONAH PROJECT

In March our Primary students experienced what it might be like to eaten by a whale! The Jonah Project educates children all around Aotearoa about whales and marine conservation. With a giant 'Walkthrough Whale' in the Arena, the children were able to explore inside a life-sized whale, learning about whale biology and getting to know just how important these magnificent marine mammals are for our survival as a species.



## EASTER HAT PARADE

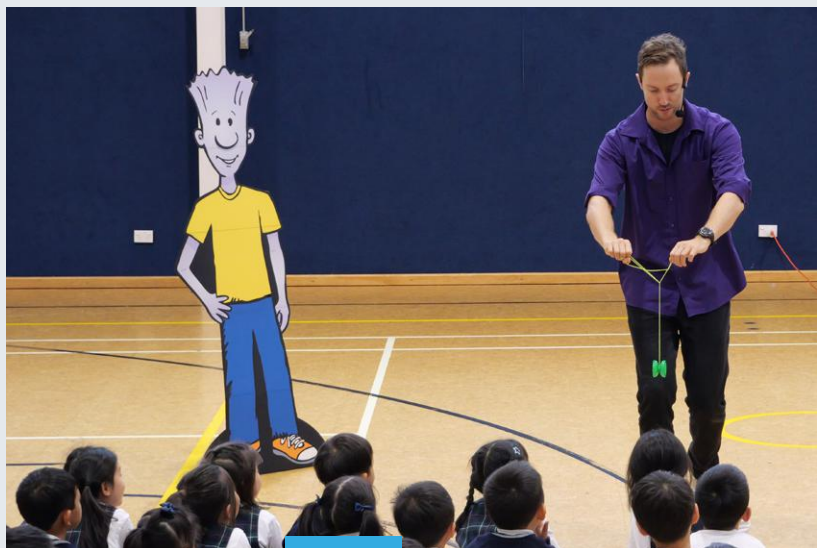
Our Easter Hat Parade is becoming a firm favourite in the Pinehurst Primary calendar, with homemade Easter hats and bonnets to celebrate this special time of year. Our Head Prefects had a difficult job judging the best Easter Hats of all, with some incredible finalists across Years 1-6. The Easter Bunny even paid a visit to Pinehurst too - suprising students and teachers alike with a yummy chocolate treat!





## LIFE EDUCATION

Health and Wellbeing education is an important focus in our Primary School and we were pleased to host the Life Education mobile classroom for the first three weeks of Term 2. Using interactive technology, storytelling, and student participation to foster meaningful learning experiences the programme aims to empower children to make informed, healthy choices. Harold the Giraffe is always a welcome addition to class, whether you're Year 1 or Year 6!



## NED

On Tuesday 13 May our Primary School Assembly was led by NED - a fun engaging show focussing on how to overcome challenges and achieve your goals. NED stands for Never give up - Encourage others - Do your best! Complete with a demonstration of some much admired yo-yo tricks, the show operates on a pay-it-forward model and allows children to purchase yo-yos with all proceeds raised going towards another school in need so they too can experience the NED Show.



## CROSS COUNTRY

The rain cleared and blue skies came out just in time for Cross Country in late May. The Year 5s and 6s started the school off, with Marshalls and helpers enlisted from College. Our Year 3s and 4s ran their course late morning, with Years 1s and 2s in the afternoon. Even our New Entrants led by our own Mr Taylor gave Cross Country a go - with lots of big smiles as they crossed the finish line. Well done to each of our Primary students for giving this event their all!



## MOTAT VISIT / STEM DAY

Our Year 5s and 6s experienced a STEM Day at School with a visiting exhibit from MOTAT in June. Hands on and interactive the students had great fun and learnt lots as they had a go at the 'Invent-A-Machine' challenges! Year 0-4 students had great fun also as they explored the 'Wonders of the World' on STEM Day. Looking at feats of construction, engineering and design, they even had the chance to recreate wonders of their own using a wide range of mediums, from lego to paper.





## CHELSEA SUGAR VISIT

In May our Year 6 students got a sweet behind-the-scenes look at sugar making! Over a three-hour experience at the Chelsea Bay Sugar Factory in Birkenhead, they toured the working refinery via the famous 'Sugar Mountain', discovered how raw sugar is transformed, and visited the interactive education zone. Students teamed up in a hands-on baking lesson at the Edmonds Baking School, whipping up chocolate chip cookies—learning about food safety while enjoying their creations. This trip supported our Global Perspectives and Well-being units, helping students explore real-world food production, safety, and teamwork.



## HOWICK VILLAGE

In May, our New Entrants and Senior Year 1 students toured Howick Historical Village—many on their first school trip! Over two Fridays, they explored life in 'olden days,' linking their science unit 'The Science of Our Toys' with hands-on experiences. They discovered vintage toys and forces in motion, churning butter, trying old-fashioned playthings, and joining a traditional school lesson with slate boards and strict teachers. The visit sparked curiosity, laughter, and showed how science and history connect to everyday life.



## BOOK WEEK

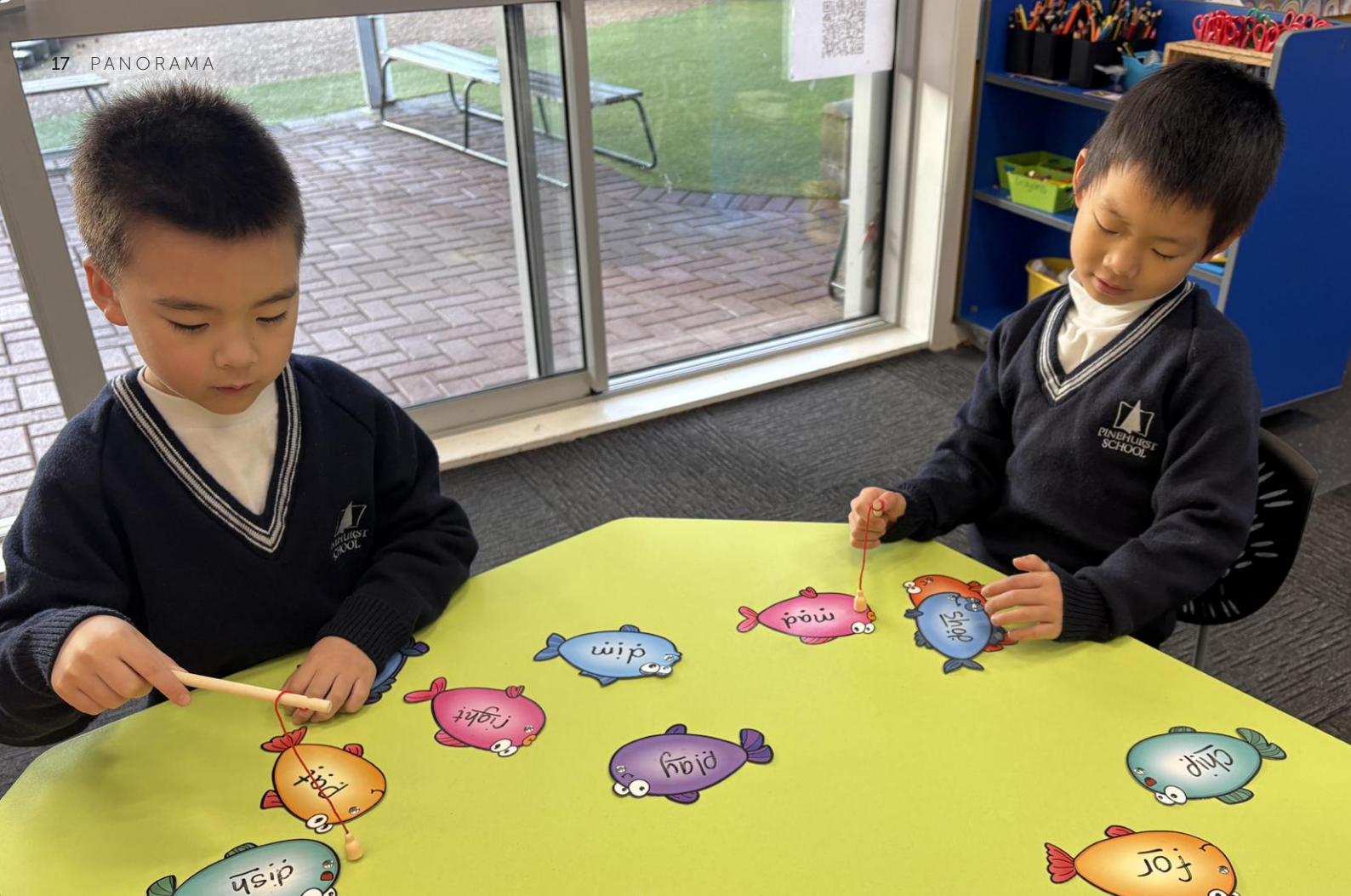
Book Week is always a fun week in Primary as we invite popular authors to visit Pinehurst and read to the children, along with our annual Book Parade. Our students had lots of opportunities to listen to readings, engage in storylines and plot twists and even to buy some new reading material at our Scholastic Book Fair. This year's theme was 'Hats Off to Books' and the costumes at our Book Parade were impressive! Even the rain didn't deter parents from applauding our parading kids as they walked around the Primary!



## MATARIKI

Towards the end of Term 2 our classes participated in a variety of Matariki celebrations, including a special assembly. Our Kapa Haka children were involved in the dawn fire lighting ceremony, helping to ensure a traditional hangi lunch was cooked for staff and students later in the day. Matariki is such a special time of year and its relevance is woven across all areas of the curriculum in our Primary - from art to maths to literacy and more!





# WHY PHONICS?

## Focusing on your child's learning

By Bree O'Hare | Year 0-3 SENCO and Head of Junior Literacy

In the junior years at Pinehurst, each day begins with a focused 10–15 minute phonics session. During this time, we review previously learned sounds and introduce new ones to support students in developing strong literacy skills. We use the Read Write Inc. programme, which engages children through fun visuals and memorable phrases to help them recall sounds when reading and writing.

In our phonics lessons, children are introduced to two types of words. These are Green words (words that can be sounded out phonetically) and Red words (tricky words that don't follow regular English spelling rules). When learning red words, such as 'one' and 'me', students are encouraged to identify the "tricky" part of the word to help commit it to memory. They also practise correct

letter formation using mini whiteboards and develop their spelling skills by segmenting words into the individual sounds they hear.

Phonics learning doesn't stop after the morning session. Throughout the day, children continue to apply their phonics knowledge during reading activities, by playing phonics-based games, using Reading Eggs on iPads, or referring to their sound cards during independent writing time.

The rapid progress we see in students' reading and writing as a result of these daily phonics sessions is impressive and it lays a strong foundation for them to become confident, life-long learners.

# SWIM STARS

## Pinehurst Primary makes waves at regional Swimming Champs

Our Primary swimmers have had an incredible year so far. The Midbays event on 27 March 2025 saw 105 swimmers competing at Northern Arena, including swimmers from Pinehill, Browns Bay, Murrays Bay and Pinehurst.

**Our Primary students broke five records on the day - and won the event overall!**

### YEAR 4 GIRLS

1st overall Jolina Zhang

2nd overall Calla Xu

### YEAR 4 BOYS

3rd overall Ethan Bu

### YEAR 5 GIRLS

1st overall Cynthia Cao

2nd overall Elaine Jiang

### YEAR 5 BOYS

1st overall Adrian Zhao

3rd overall Dylan Feng

### YEAR 6 GIRLS

1st overall Kasey Zhu

3rd overall Charlotte Zhu

### YEAR 6 BOYS

1st overall Marcus Niu

**Pinehurst Primary came away in 1st place overall against 27 other schools**

The North Shore Swimming Champs on 6 May 2025 at the Owen Glen Centre saw Pinehurst continue our swimming success. Our team of 23 Year 4-6 swimmers competed against almost 500 swimmers at the event, winning 6 gold medals, 12 silver medals and 12 bronze medals!



**CONGRATULATIONS  
TO ALL OF OUR  
PRIMARY SWIMMERS**

we cannot wait to see  
what the rest of the year  
has in store for you!





# READ TO ME

## Why reading to kids is important

By Michele Coombridge | Pinehurst School Library Manager

**W**hen I look back on my own children's early years, I recall that there was nothing more special than the times we sat tucked up on the couch sharing picture books together.

Sometimes we would read each word aloud. At other times we would pour over the beautiful illustrations, chatting about what might be happening here and there.

It turns out that cherished reading moments like these are also hugely beneficial to literacy and learning.

**"IN THE SIMPLE ACT OF READING A BOOK TO A SMALL CHILD YOU ARE PASSING ON A GIFT."**

The process of building foundational literacy skills has begun, and you have planted seeds that will grow with your child for the learning years ahead.

In a recent article, educational consultant Janet McCarroll makes the comment, 'Reading aloud might seem simple, but its impact is profound. It builds vocabulary, strengthens comprehension, and deepens attention — all through joyful, intentional encounters with language.'

When students hear rich, meaningful text, they begin to internalise its structure, rhythm, and vocabulary — long before they're ready to decode independently'.

The research on parental reading aloud and its benefits is well documented. Much less is known about the bonus factor of building the muscle of 'holding attention'. In a world where concentration has become fragmented by screen time, the simple act of turning pages and slowing down enough to read a book, is a gentle pathway to regaining attention levels.

As librarians at Pinehurst, we use reading aloud as a guiding principle, reading the best of picture books and taster chapters of fiction to hook our readers in.

During the last weeks of the school year, I have read aloud an entire book to the Year 7 cohort. Though my

throat was all but dried up by the end, finishing the story together was a highlight for everyone listening.

Our teachers in classrooms are also reading aloud to your children from Year 0 through to Year 13, introducing them to stories and written texts that have stood the test of time. Reading together is a practice we all love to pass on to our students.

Janet McCarroll adds, "This is what makes reading aloud such a high-leverage strategy: it fills the well of language, especially for students who may not encounter this vocabulary in everyday conversation".

Remarkably though, evidence shows that it is reading aloud at home that plays the most significant part in literacy development. Early childhood researchers encourage parents to establish a reading aloud habit from the early baby years. Reading board-books and favourite picture books before bedtime is a perfect way to start.

Young children absolutely love repetition. Asking for the same favourite story over and over is par for the course at this age. The National Literacy Trust U.K. has noted that although parents seem to be aware of how important reading is in relation to academics, they forget about reading for pleasure.

Author Alison David adds: 'Parents as a wide cohort, have typically not been explicitly told about the importance of reading aloud to their child, the benefits of relaxation, time together, the importance of building a routine and love of reading'.

Educational psychologist Keryn O'Neill and the American Academy of Pediatrics (AAP) also endorse the idea that literacy begins at birth. So, be it Nutbrown Hare, Bluey, Harry Potter or Charlotte's Webb - reading aloud together is a wonderful way to bring comfort and calmness to your home.

Reading aloud to your child plays a significant part in later childhood vocabulary development, reading comprehension and an understanding of the world around them. The added benefits of bonding and emotional wellbeing will also be good for you, the adult. I hope you can take some time to quietly open the pages of a book and share it with someone you love today.

# HATS OFF TO READING!

Book Week 2025



Book Week is always a highlight on the Primary calendar, and this year's 'Hats Off to Reading' theme brought even more colour, creativity, and excitement to our classrooms and corridors.

From the Book Character Parade—where students and staff transformed into literary figures—to lively reading challenges and hat-inspired classroom doors, there was no shortage of imagination on display. Throughout the week, students dived into book tastings, creative writing, mystery readers, and a range of activities designed to make reading feel magical. The smiles, laughter, and incredible costumes captured in these photos say it all.

Thank you to our teachers and students for their enthusiasm and creativity—it was truly a week to remember!



# STARTING STRONG

## Leading with heart in the early years

By Craig Rhodes | Syndicate Leader New Entrants

From a young age, I knew I wanted to be a teacher. That sense of purpose has only grown stronger over the years. I've had the opportunity to teach across a range of year levels, but I've always been drawn to the early years of schooling. These are the years where children form their first impressions of learning, school, and themselves as learners. It's a time of rapid growth—socially, emotionally, and academically—and I find it incredibly rewarding to be part of that journey.

There's something truly special about the beginning of a child's school life. I love the energy and excitement they bring each day, and I value the trust families place in us during this important transition. Helping children feel settled, safe, and confident in those first weeks is a responsibility I take seriously. These are big milestones, and I'm proud to help make them positive and memorable.

Balancing classroom teaching with syndicate leadership requires clarity, consistency, and strong relationships. I maintain well-established routines in the classroom that allow students to thrive independently, while also supporting my team through open communication, shared planning, and a collaborative approach to problem-solving. I lead by example, stay organised, and remain connected to both the day-to-day classroom experience and the broader goals of our team.

My teaching is grounded in the belief that every child deserves to feel confident, capable, and valued. I focus on building strong foundations in literacy and numeracy, while also nurturing curiosity, creativity, and kindness. Social and emotional learning is woven into everything we do—students learn how to work together, manage challenges, and treat others with empathy and respect. By the time they leave my classroom, they are not only academically prepared but also equipped with the interpersonal skills and self-belief they need to thrive.

This term, one of the most affirming moments has been seeing students arrive each morning with smiles on their faces, ready to learn. Watching them grow in confidence, engage deeply with their learning, and take pride in their



progress is incredibly fulfilling. Positive feedback from families—who've noticed how happy and settled their children are—reinforces the importance of creating a classroom environment where every child feels safe, supported, and inspired.

**"PINEHURST IS  
A SPECIAL PLACE  
TO BEGIN SCHOOL."**

There's a strong sense of community, and every child is known, valued, and supported from the very beginning.

The transition into school is thoughtfully guided, and the environment is warm, structured, and full of opportunities for growth. It's a place where children are encouraged to be curious, confident, and kind—and that makes all the difference. If our classroom had a theme song, it would be "Count on Me" by Bruno Mars. It reflects the values we live by—trust, friendship, and support. In our class, we show up for each other, celebrate each other's successes, and grow together as a team.

One piece of advice I carry with me is to lead by example and not be afraid to make mistakes. I encourage my students to "just give it a go," because that's how real learning happens. Mistakes are part of the process, and every attempt is a chance to grow. With consistent effort and a positive mindset, progress always follows. Practice makes better - and that belief shapes the way I teach, learn, and lead every day.

# GRANDPARENTS DAY

## Connecting with elders

In June over 90 Pinehurst Grandparents returned to school to see what their grandchildren get up to each day! After a delicious lunch in the Dance Studio, our Primary students welcomed their grandparents into their classrooms to join in some fun shared activities. The visit highlighted the value of our elders and their wisdom in our children's lives, with both young and old enjoying the day. We would like to thank all grandparents who came for what was a very special memorable occasion that we look forward to hosting again in 2026.





# PRIMARY CAMPS 2025

## Making memories that will last a lifetime

School camps are far more than a trip away with your classmates - they can be incredibly powerful and often transformative experiences that play a vital role in a child's holistic development. Immersive journeys that cultivate teamwork, resilience, and lasting friendships, offering students opportunities to grow in ways that a more traditional learning environment or classroom may not.

Our camps this year, held at Camp Maynard, Peter Snell Youth Village and Carey Park have provided our Primary children with a diverse range of hands-on activities. Students were encouraged to step outside their comfort zones, take on new challenges, and develop critical life skills in a supportive environment. Whether through team-building games, nature hikes, or problem-solving with your peers, our camps enhance both physical and mental fitness, boost self confidence and nurture social development. What's more, they are an opportunity to really have fun! Beyond a child's self development, the connections made during camp often evolve into lasting friendships.

The shared experiences create a strong sense of community, peer support and belonging, forming memories and relationships that endure long after the bus journey home.

Ultimately, these camps are stepping stones in each child's journey toward becoming confident and capable individuals. By the end of camp they are better prepared to meet life's challenges both at school and at home.

### 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 YOUTH VILLAGE

For Year 4 students, the Peter Snell Youth Village camp at Army Bay on the Whangaparaoa Peninsula 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 AND 6 AT CAREY PARK

Our Year 5 and 6 students embraced a five-day journey at Carey Park, focusing on educational growth and personal development through activities like kayaking, river games, and bushwalking. One of the most unforgettable moments was the epic slip and slide, where laughter echoed across the campsite as students zoomed down the hill in a blur of water and excitement. Throughout the experience, students grew in confidence and independence, supported by the dedication of parent helpers who helped make the camp truly memorable.

This year's camps have offered our students not only thrilling outdoor adventures but also opportunities to develop valuable life skills.

These enriching experiences will undoubtedly play a key role in shaping our children's futures, both at school and beyond, as they continue to grow and thrive.



# MORE THAN A RIDE

Every day, hundreds of Pinehurst students board our school buses — not just to get to school, but to start their day with calm, connection, and confidence. While our nine dedicated routes cover a wide area, the benefits of taking the bus go far beyond convenience.

## Suburbs and Routes We Cover

Our bus network is designed to connect students from a wide range of communities across Auckland's North Shore and beyond. Current routes include:

### ROUTE 1:

Devonport, Stanley Bay, Bayswater, Belmont, Takapuna

### ROUTE 2:

Northcote, Birkenhead, Hillcrest, Glenfield, Forrest Hill

### ROUTE 3:

Hobsonville, West Harbour, Greenhithe

### ROUTE 4:

Mairangi Bay, Browns Bay, Rothesay Bay, Torbay, Long Bay

### ROUTE 5:

Coatesville, Riverhead, Huapai, Kumeu, Waimauku

### ROUTE 6:

Gulf Harbour, Manly, Red Beach, Silverdale, Millwater

### ROUTE 7:

Matakana, Snells Beach, Warkworth

### ROUTE 8:

Hatfields Beach, Orewa, Millwater, Dairy Flat

### ROUTE 9:

Albany, Paremoremo

## Safe, Familiar and Pinehurst-Only

All Pinehurst buses are exclusive to Pinehurst students — no shared public routes. That means younger students feel safe and supported, and older students travel in a familiar environment. Each bus has a regular driver, so students get to know the person who sees them on and off every day. It makes a real difference.

## Supporting Student Wellbeing

Taking the bus sets a positive tone for the day. There's a reliable rhythm, time to decompress, and a familiar group of peers. It's a moment of calm before a busy day and a way to transition out of school mode in the afternoon. Students arrive ready to learn — and go home ready to relax.

It's also a great way for them to build social connections across year levels, growing confidence and friendships that extend beyond the classroom.

## Flexible, Affordable, Family-Friendly

We offer:

- 10-Ride Tickets (\$80–\$140 depending on route)
- Single Trips (\$8–\$14)
- Term Passes (\$400–\$775 per term based on distance and the number of weeks in the term)

Families with more than one child using the bus benefit from generous discounts — 50% off for the second child, and free for the third and fourth.

## Real-Time Tracking with RollCall

All buses use the RollCall app, which allows parents to track the bus in real time. It's one of the many ways we help parents feel confident and informed. Students tap on and off using their card, which ensures they're accounted for — and that the school knows where they are once they've tapped on.

## Considering the bus? It's more than just a ride.

It's a safe, structured, social way to start and end the school day.

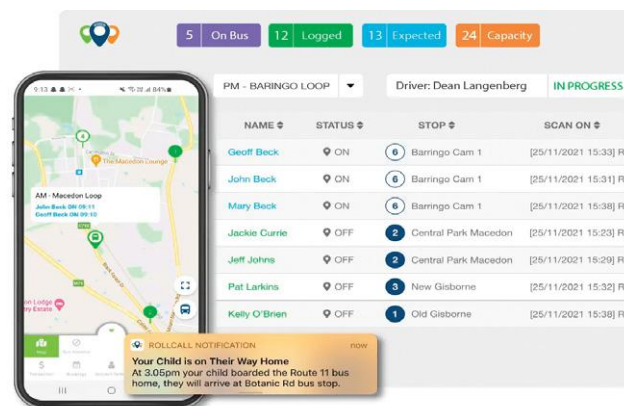
For more details, please contact  
Jon Horne, Business Manager or visit:  
[pinehurst.school.nz/support-services](https://pinehurst.school.nz/support-services)



# Why taking the bus is a smart choice

## Making the journey smoother with RollCall

With over 200 students using our school buses each day, getting everyone to and from school safely and smoothly is a big job. For a long time, it meant spreadsheets, phone calls, and a lot of guesswork — especially on those mornings when something didn't go quite to plan. That's why we introduced RollCall — a smart, mobile-first system that gives us (and you) a clear, real-time view of our school transport.



## What is RollCall?

Each morning, our transport team pulls up a live dashboard on screen to see where every bus is and which students have tapped on. It's our way of checking — at a glance — that everything's running smoothly. If there's a delay, we can let Reception and teaching staff know right away, and parents can see this before their child even leaves the house.

For families, the RollCall app means no more waiting at the stop wondering if the bus has already gone. You can track your child's bus in real time — and if something's not right, we know too. It removes stress for everyone.

If we're aware of a delay or issue, we can let the right parents know straight away via the app — keeping communication clear, quick, and helpful.

## Tap on, tap off — why it matters

Students use their student ID or a tag, to tap on when they board and tap off when they leave. This is more than just a routine — it confirms exactly who is on the bus and when they've safely disembarked. If a student doesn't tap off, the system still assumes they're travelling, which can be confusing for both staff and families. We encourage all students to complete both steps to help us keep the system working as intended.



## What's changed since RollCall

The difference has been amazing:

- » Fewer calls to Reception — especially on busy mornings
- » Faster communication - we can message families directly when needed
- » Confident handovers - even temporary drivers can use the system with ease
- » Every student accounted for — no more wondering who's where
- » Less stress for families, real time tracking removes the guesswork

Behind the scenes, it's also helped us improve efficiency, reduce administrative workload, and gain stronger operational control. It's made things easier for our team — and calmer for our students.

RollCall has become part of the daily rhythm at Pinehurst. It helps us create a smooth, predictable start and finish to the school day — and gives families peace of mind that their child is in safe hands, every step of the journey.

**"My first response to any parent asking about the buses now is, 'Have you downloaded the app?' Because that tells you exactly where the buses are at any one point." — Jon Horne, Business Manager**





# A MESSAGE FROM COLLEGE

If you visit our website or stroll through the grounds of our school, you will likely encounter the term “The Pinehurst Triangle.” This concept was developed by the founding Board in 1991 and is as important today as it was in the beginning. Representing the connection between the student, the parent, and the school, the triangle symbolises our commitment to fostering strong, collaborative relationships that place student success at the centre.

The Pinehurst Triangle has continued to guide our approach to education for over three decades. It is so much more than a symbol. Each corner of the triangle, student, parent, and school has a unique role to play. When these three elements are aligned, the results are powerful. While politeness and friendliness are natural parts of any relationship, the partnership between home and school goes far deeper. It is about genuine collaboration, consistent communication, and a shared commitment to the success of every learner.

Effective communication and the fostering of positive, respectful relationships are central to supporting student progress and wellbeing. To uphold this, my door is always open, and the Pinehurst Senior Leadership Team is committed to being approachable and available to offer assistance and guidance whenever needed. We also actively support students in pursuing their passions beyond the classroom and are able to do this well because families keep us updated and informed.

At Pinehurst, we believe that education works best as a shared journey. The student is, of course, the focus of this journey: their growth, their learning, their wellbeing. Students thrive when they are supported by a strong network, and that is where parents and the school play a vital role.

Parents can bring insight into their child’s personality, challenges, strengths, and home contexts which school might not otherwise know about. Parent involvement helps us to personalise learning and ensure we are meeting each student’s needs in

## When parents, teachers, and students work together, everyone thrives.

a holistic way. The school, on the other hand, provides the structure, expertise, and environment for academic and personal development. Together, we form a supportive scaffold that enables each student to achieve their full potential.

Too often, school-family interactions can become transactional: a quick email, a meeting at report time, a nod at the school gate. But the Pinehurst Triangle encourages us to aim higher. We strive to build meaningful, trust-based relationships where parents feel they are not just welcome but truly valued as partners in their child's learning. Likewise, we want our students to see that the adults in their lives are united in the purpose of working together to support and challenge them and to provide the boundaries which are necessary to keep young people safe.

The importance of parent, teacher, student relationships is not just an idea, it is backed by substantial research. Studies consistently show that students make more progress when schools and families work together positively. Engagement from parents has been linked to improved attendance, higher achievement, and better social outcomes. When students know that their parents and teachers are communicating and aligned, it reinforces expectations and provides a consistent message of support.

The research supports what we see every day at Pinehurst: when families and the school share information, celebrate successes together, and tackle challenges in partnership, students flourish. They feel secure, confident, and motivated. They know they are surrounded by a team that believes in them.

The Pinehurst Triangle is not a relic of the past, it is a living commitment that shapes how we teach, how we lead, and how we connect. This comes through in the way we design parent teacher conferences, class communication, our merit system, the openness of our communications, and the respect we show for each other's roles.

As we continue to grow and evolve as a school, the Triangle remains a constant. It reminds us that great education is built on strong relationships and that when we nurture those relationships, our students are the ones who benefit the most.

**DAWN SULLIVAN**  
PRINCIPAL OF COLLEGE





# HIGHLIGHTS FROM THE COLLEGE

Standout moments from the last two terms.



## AMAZING RACE LEADERSHIP CHALLENGE

Before school started back, our 2025 Student Leaders took on the ultimate challenge - the Amazing Race! Our Year 13 leaders raced around the local Albany area, solving clues and completing tasks before heading to the next location, all while learning valuable skills in teamwork, problem-solving, and thinking on your feet. A fancy dress cat-walk show completed the day, bringing our student leaders closer together.



## ATHLETICS DAY

Our annual House Athletics Day is a fabulous day held in mid February. This year the sun was out in force, but the heat didn't impede our athletes with a number of records broken on the day. Whether you're a Kauri, Matai, Rimu or Totara House supporter, the competition was fierce this year - and the showing of House loyalty made for some hilarious outfits! AUT Millennium was alive with activity as Year 7-13 students competed in track and field events throughout the day. There was lots to celebrate with two school records broken for Year 8 track events, along with record breaking long jump and high jump performances. There was fantastic participation and effort from all of our students, across all year groups.





## JUNIOR COLLEGE LEADERSHIP

In our Junior College our students have the opportunity to accept leadership positions in Year 8. A special assembly to celebrate the 2025 Junior College leaders was held in the Theatre with proud parents in attendance. These occasions also serve to introduce our new Year 7 students to our Pinehurst traditions and award systems.



## VALENTINE'S DAY

Valentine's Day at Pinehurst is a special day to express your care and appreciation for everyone around you. Our Valentine's photo backdrop display outside reception was popular with children, parents and teachers alike. Roses were ordered and delivered in College to express appreciation, care (and in some cases, adoration) to classmates - with some memorable Valentine's flash mob dances providing much entertainment across the campus.



## PAWS LEADING US

This Student Council organised annual event supports Blind Low Vision NZ and their work to provide practical and emotional support for New Zealanders with vision loss. With opportunities to meet guide dogs in training, games such as pin the tail on the doggie, a delicious bake sale along with Blind Low Vision NZ merchandise for sale, these events raise vital funds and awareness for this important cause.



## YEAR 7 CAMP

Sun, surf, canyoning and more were on offer in Raglan for our Year 7s on camp in March. Challenges were faced and opportunities embraced! This camp helps our new Junior College students get to know one another, with friendships formed, personal growth and valuable life lessons aplenty. By the end of the camp our students (teachers and parent-helpers) returned on the Camp buses feeling pretty tired but also exuberant after an incredibly fun week away.





## WORLD VISION CONFERENCE

Some of our Year 8 leaders attended the World Vision Youth Conference in Term 2. They were deeply moved by the first-hand experiences shared by speakers including the challenges faced in the Solomon Islands due to climate change. Students were encouraged to join the 40-hour Challenge in June, with over \$11,300 raised for World Vision by Pinehurst this year.



## YEAR 9 CAMP

Our Year 9s spent half a week of their camp at Ocean Beach in Whangarei Heads with the other half spent on the water, sailing either North or South through the Hauraki Gulf on the Lion and the Steinlager 2. With challenges including building your own shelter and building fires, this camp brings our Year 9 students together for a true team work experience. This year's camp wasn't without some wild weather which only added to the resilience building nature of the outdoor experiences for our students.



## SCIENCE ROADSHOW

In May the Science Roadshow was hosted in the arena and saw students from Year 7 to Year 9 (and even the Year 6s in Primary) getting a chance to connect with science and technology and the world around them. With the opportunity to explore a vast range of interactive exhibits, the hands-on nature of the Roadshow is a fantastic way for our students to get up close and personal with the wonders of science.



## CROSS COUNTRY

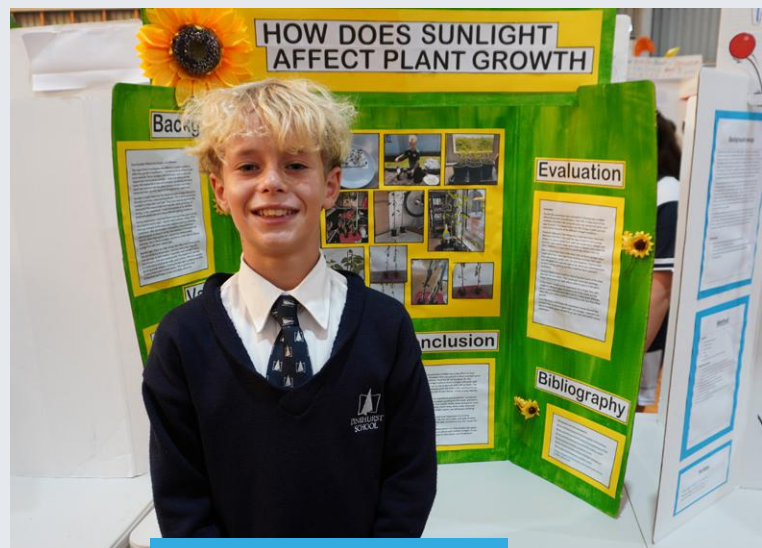
A grey, rainy day didn't put our Year 7s and 8s off their cross country run in June. Unfortunately the weather wasn't favourable enough for our Year 9-13s to run, with the ground at Rosedale Park looking more than a little muddy by the end of our Junior College runs and relays. Cross Country provides an opportunity for many of our students to get out of their comfort zone and give it their all - and they did, with some great race times on the day.





## APO DISCOVERY CONCERT

Selected students were lucky enough to attend the annual Auckland Philharmonia Orchestra Discovery Concert at the Auckland Town Hall in Term 2. This year the concert featured various composition techniques and devices, demonstrating different ways to create a musical piece. Highlights included the Richard Strauss' Oboe Concerto with soloist David Zhu and the full performance of Compose Yourself! by James Stephenson.



## SCIENCE FAIR

Our Year 7s and 8s presented weeks worth of research, experiments and work at their Science Fair in May. With some original and creative ideas for investigation across both year levels, the calibre of scientific enquiry was high this year. While their projects contribute to their end of year grade for Science, the Science Fair event is also a great opportunity to showcase the breadth of scientific thinking and analysis at Pinehurst.



## MATARIKI HANGI

This special New Zealand celebration was marked with a hangi prepared and cooked by our students on the back fields. Our Kapa Haka students together with our Head Prefects put in the work to provide a wonderful hangi feast for all - with students able to order a plate of delicious hangi or hot soup with fresh bread in advance. Sharing kai helped our school to celebrate the meaningful messages of Matariki.

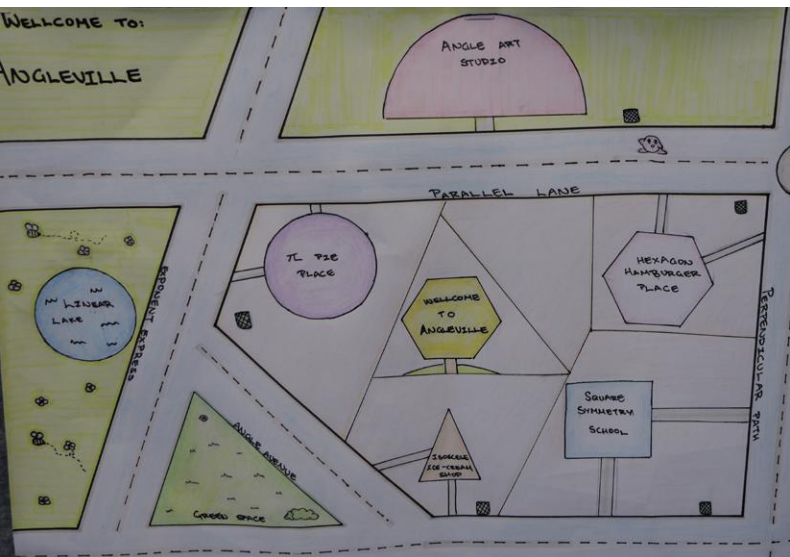


## CULTURAL MARKET

A much coveted lunchtime event with a wide array of delicious foods from different cultures on offer. In the last week of Term 2 our College students (with a little help from parents and caregivers) cooked up a storm and fed hungry students and teachers alike - representing the wide ranges of cultures we have here at Pinehurst.



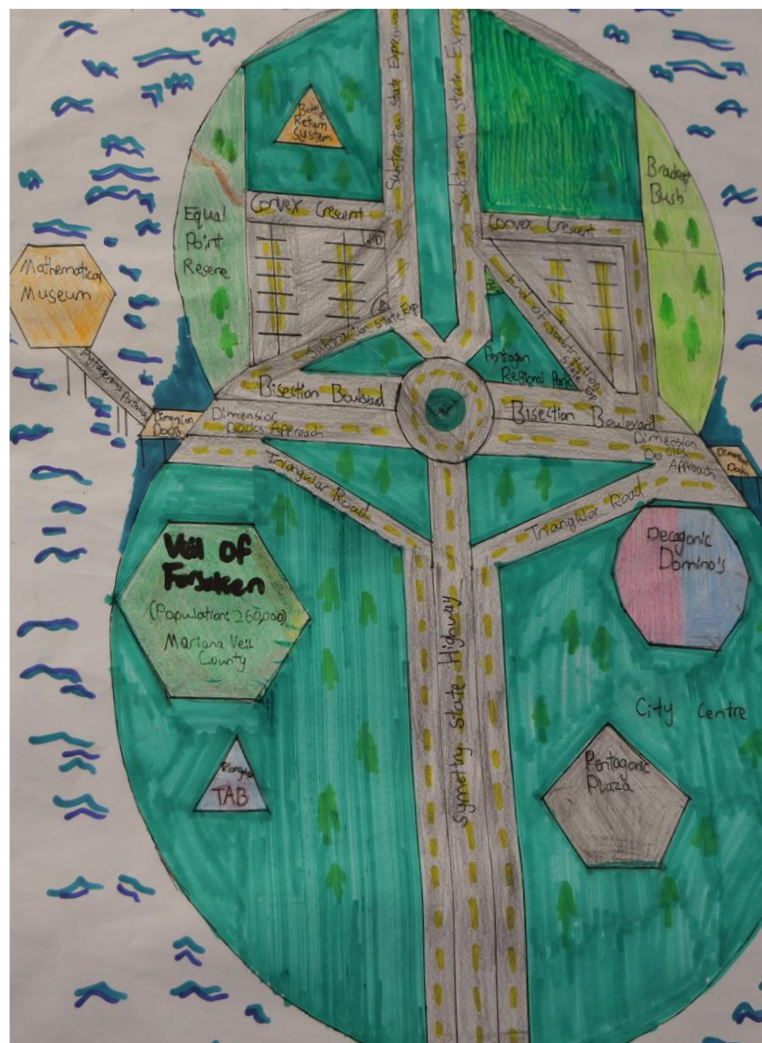
# TAKE ME TO GEOMETRY TOWN!



**A**s part of our Year 8 unit on Geometry this year, students were required to learn how to use mathematical instruments to construct a variety of shapes, angles, and lines. We chose to assess this by asking our students to create their very own Geometry Town!

Students were asked to use mathematical names for streets and to include several geometric constructions. These included parallel and perpendicular lines, as well as various types of triangles. We also required students to measure angles, and their towns were expected to reflect their hobbies, interests, and cultural backgrounds.

Once again, our students have surpassed our expectations. The Maths teachers were particularly impressed with their creative use of alliteration to name streets - examples include Parallel Pathway and Addition Alley. There were too many exceptional towns to display! We have selected a varied sample to showcase the calibre of our students' work.





# YOUNG ENTERPRISE PITCH DAY

A Reflection By Guy Williams, Year 12

I had the opportunity in May 2025 to attend the Young Enterprise Pitch Day, and it was an experience I'll definitely remember. After weeks of planning, refining our product, and practicing our pitch, it was exciting (and a bit nerve-wracking) to finally present in front of the judges.

Leading up to the event, our team put in a lot of work. From designing our packaging and fixing up our presentation to running mock pitches during lunch breaks, and it wasn't just us. One of the best parts of the day was seeing what the other teams had come up with. Everyone brought something unique, from wind chimes to chocolate, and it was clear how much thought and effort had gone into each idea.

The energy on the day was great and it was inspiring to see just how good some people were at presenting.

It wasn't just about the competition though. Talking with the judges, getting feedback, and hearing about real business experiences made it feel like more than just a school project. It gave us a small glimpse into what running a business might really be like, and it's a lot harder than I thought. Overall, the whole experience was a great mix of challenge, teamwork, and learning. I'd definitely recommend it to anyone thinking about doing Young Enterprise in the future. Who knows... the work you put in now could turn into a steady and good income later on down the road.

Thanks again to Mr Goforth and Mrs Mann for setting up this experience for everyone.







Holly Yuan Y13



Alina Zhang Y12



Emily Ye Y12



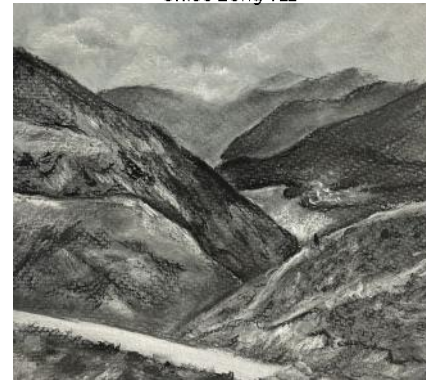
Chloe Zong Y11



Molly Lou Y10



Lucy Song Y13



Deonna Qu Y12



Elizabeth Francis Y13



Olivia Zha Y13





Milton Wang Y9



Jessica Sun Y9



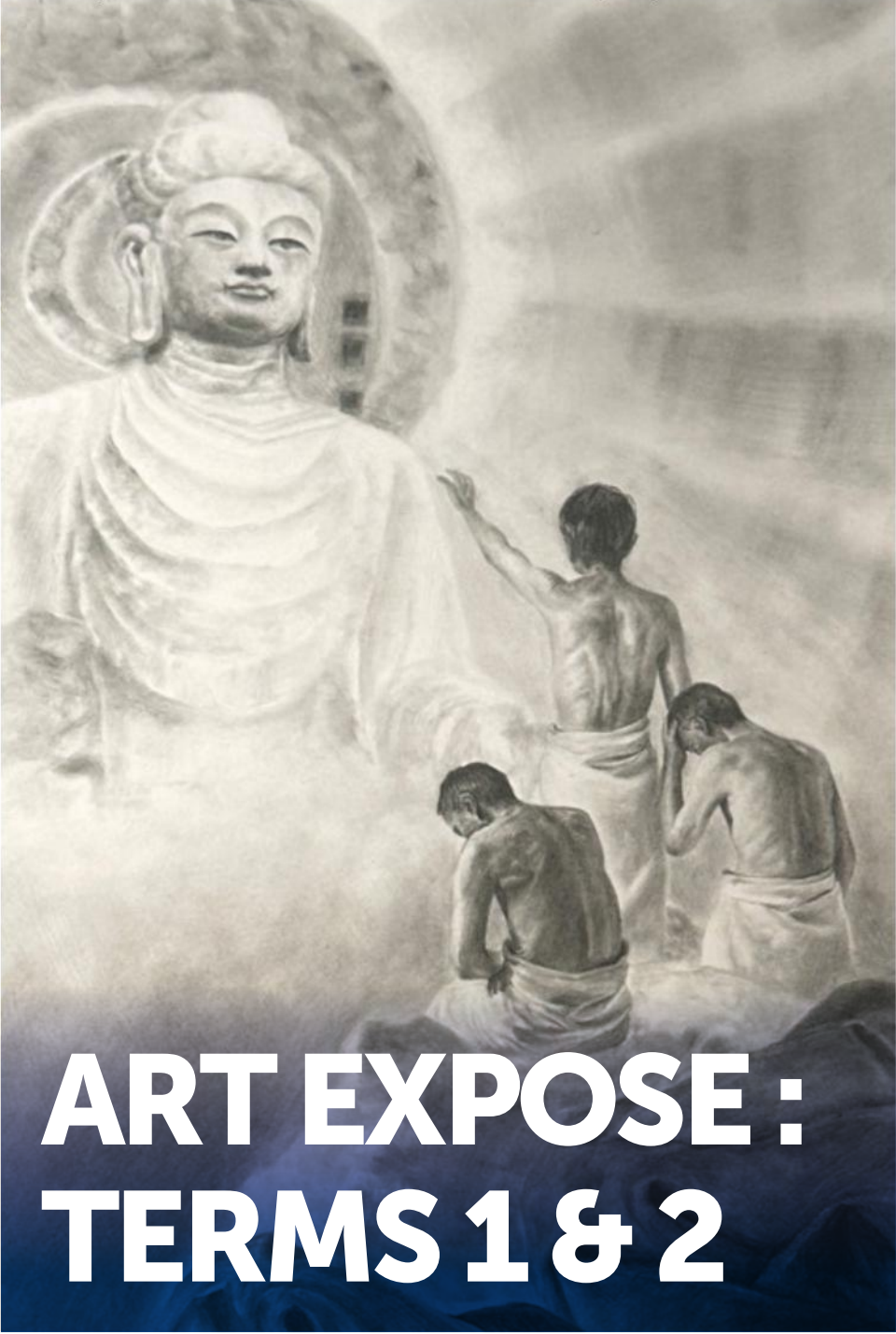
Jimmy Wang Y9



Yudi Wu Y9



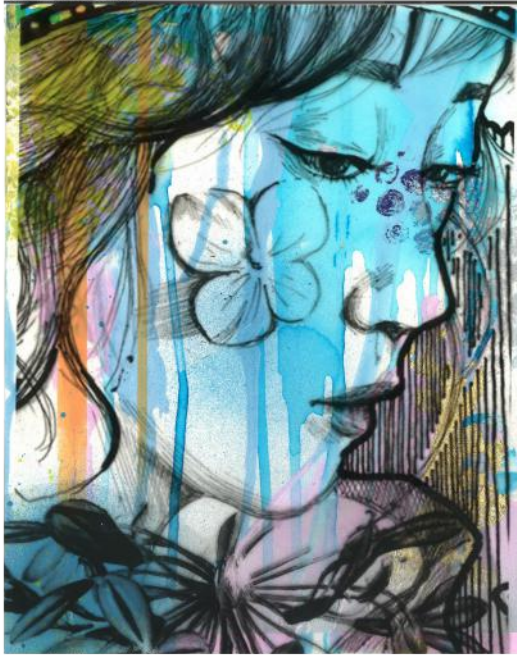
Tristan Chen Y9



Cyrstal Zhang Y12



Alice Zhang Y12



Angela Zhang Y12



Felisha Zhao Y10



Soraya Su Y13



Olivia Zha Y13



Hailey Li Y13

# MORE THAN MOVEMENT

## Introducing Tony Hill Head of Physical Education - College



wasn't the sportiest student in my class growing up — in fact, I couldn't really kick, throw, or jump all that well. But I had a teacher who showed me the true meaning of PE, and that changed everything. She helped me realise that PE wasn't just about sport — it was about people. Working with others, understanding how to coach, and eventually, how to teach. That connection was what drew me into education, and it's what still drives me today.

One of the most defining moments in my school years was receiving the PE award when I was 15. I wasn't the most talented athlete by any stretch, but I always gave my best. That effort — not natural ability — was what earned me the award. It's something I carry with me now as a teacher and leader: Effort matters. Attitude matters.

**"COMING TO  
PINEHURST FELT  
LIKE THE RIGHT MOVE."**

The school has a strong reputation for holistic education, and I knew that here, I'd be able to focus on what really matters — helping students grow through Health and PE in authentic, meaningful ways. I was also excited to join a department already built on a strong foundation and a growth mindset.

Now that I'm here, I can see that the wider school community shares that same sense of growth. From Primary through to college, there's a real opportunity to lead and shape something special.

I want to help strengthen our shared values — not just by talking about them, but by showing what they look like in action, through movement, learning, and connection.

For me, success in PE isn't about winning games. It's about learning through movement. It's about interacting positively with others, being open-minded, trying new things, and pushing yourself just a little further each time. PE should help students build life skills — not just physical ones, but social, emotional, and mental strengths too. That's why we're intentional with our language.





**"EVERY LESSON IS DESIGNED TO PROMOTE EFFORT AND ATTITUDE OVER ABILITY. "**

We use the Hauora model to support students' physical wellbeing, but we give equal attention to their social, mental, and spiritual growth. Talented students are encouraged to lead others and show empathy, while those less confident get to choose their level. It's about personal growth — not comparison.

Every day brings moments that remind me why I love teaching. Whether its hearing students reflect on what they've learned or watching them enjoy a lesson with music playing and the gym buzzing — those small moments add up. When students feel safe, engaged, and successful, they run with it. That's the magic of teaching here.

What many people might not know is that I took a break from teaching PE a few years ago. Between 2014 and 2018, I worked at ski resorts making coffees — all so I could learn how to snowboard. Eventually, I passed the instructor's exam and spent the next four years teaching snowboarding and skiing across New Zealand and Japan — eight winters, back-to-back. It was an incredible experience that taught me even more about learning, perseverance, and working with people in different environments.

PE has always been where I felt most at home — not because I was the best, but because it was where I grew the most. That's what I want to create for our students at Pinehurst: a place where everyone feels like they can grow, where effort is celebrated, and where movement becomes a pathway to lifelong confidence and wellbeing.





















# CREATING THE FUTURE

## 3D and VR at Pinehurst

Imagine your child designing a robot on their laptop, and then stepping into a virtual world where that robot towers over them, fully interactive and brought to life in 3D. That's what Pinehurst students are beginning to experience through a new after-school programme run by 'Many Worlds Academy'.

Created and taught by Pinehurst parents, Yan Fu and Mike McCulloch, with over a decade of experience in immersive technology and design, this course introduces students to 3D modelling and Virtual Reality (VR) development — the same tools used in film, game design, architecture, and even surgical training.

"We created this programme to give students early access to industry-level tools," the founders say. "The goal is to build creativity, curiosity, and confidence — and to help kids move from using technology to creating it."

### A HEAD START IN A CHANGING WORLD

3D and VR skills are already transforming industries like healthcare, architecture, engineering, product design, and entertainment. And they're only becoming more important as AI and automation reshape the way we live and work.

This course gives students a head start — not just with technical skills, but with the mindset to explore, experiment, and adapt. It's an opportunity to build problem-solving, creative thinking, and leadership — all while designing their own immersive digital environments.

**"THEY'RE PROUD OF WHAT THEY'RE CREATING — AND THAT PRIDE TURNS INTO MOTIVATION."**

### BEGINNER-FRIENDLY AND HANDS-ON

The programme is structured into two parts: 3D modelling using 'Autodesk Maya', and VR development using the 'Unity game engine'. These are industry-standard tools, but the course is designed for beginners — no prior experience required.

Each session is step-by-step, with students creating 3D objects, applying textures, adding sound and movement, and building their own virtual spaces. There's plenty of support, and the small group format means students can ask questions and get help along the way.

And it's fun. "Students are excited to come back each week," say the instructors.







## MORE THAN JUST TECH SKILLS

While students are learning complex tools, they're also gaining confidence, resilience, and creativity. They learn how to work through challenges, manage a workflow, and see a project through from start to finish — valuable skills no matter what path they take.


"It's not just about software," the team explains. "It's about giving students the chance to do something new and exciting, and to realise they're capable of more than they thought."

## WHY PINEHURST?


The course was launched in support of the XR Club started by the founders' daughter - Maya, at Pinehurst. "We saw the excitement and potential — and knew Pinehurst students were ready for something more advanced."

The school's focus on innovation, student potential, and future-ready learning made it the ideal place to launch Many Worlds Academy.

Exclusive to Pinehurst



**MANY WORLDS™** Academy





# Learn

# 3D+VR

**Modelling**
**Development**

Priority placement for **Pinehurst XR Club** members!

[www.manyworlds.academy](http://www.manyworlds.academy)

Enquire today!

# HIGHLIGHTS IN SPORT

2025 got off to a roaring start with these unbeatable sports highlights across a variety of sports.



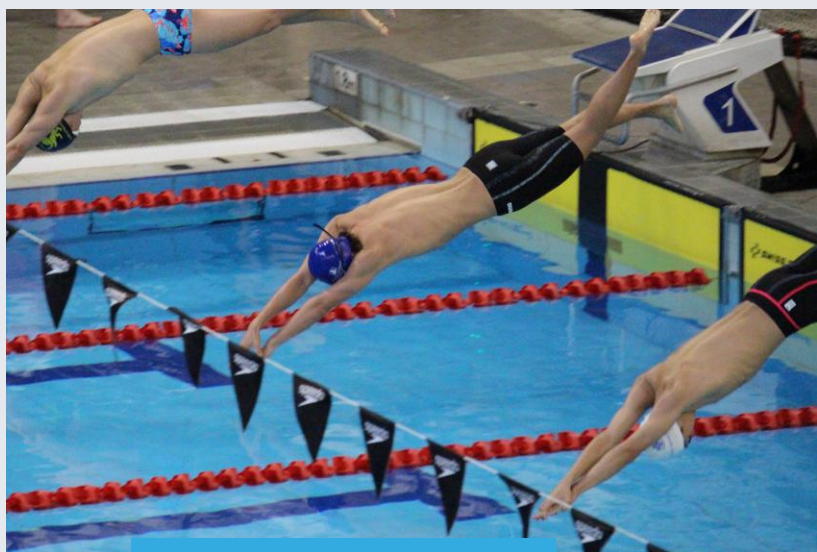
## PRIMARY TENNIS

Our Year 5/6 tennis players had a dominant performance at the Super Cluster Tennis event held in Term 1 at Campbells Bay Tennis Club. We were lucky enough to be able to take two teams with Pinehurst Boys playing each other in the finals in both singles and doubles and our girls doubles also winners of their event.



## DIVING

Noah A (Year 10) and Zara R (Year 10) delivered strong performances on the recent Diving New Zealand Junior Team European Tour. Competing in Germany, the UK, and Norway, the pair secured multiple top-10 finishes, including gold in the Bergen Team Event (Noah) and Girls Platform Synchro (Zara), and silver in both individual and synchro events.



## AKSS SWIMMING CHAMPIONS

Pinehurst swimmers excelled at the Auckland Secondary Schools Champion of Champions, with the Boys 15 & Under 100m Freestyle Relay team placing 3rd. Shawn Li and Bruce Shen earned multiple podium finishes in breaststroke and freestyle events. William Wang also secured top-10 spots across several strokes, showcasing Pinehurst's strong regional swimming talent.





## PREMIER GOLF TEAM

Our Premier Golf Team had an excellent summer season, finishing second in the Auckland and North Harbour Premier Golf Competition. After weekly matches against North Harbour schools, they won a tough semi-final against Macleans College to reach the final, narrowly missing the title in a close match against Auckland Grammar.



## MOUNTAIN BIKING

Held in Tauranga over the April school holidays, the North Island Secondary School Mountain Biking Championships saw strong performances from our riders. Torben W (Year 11) placed 4th in U17 Enduro and 11th in Downhill, Helena W-W (Year 7) claimed 3rd in U13 Cross Country, and Xavier W-W (Year 9) finished 30th in U15 Cross Country.



## YEAR 7-8

## SWIMMING TEAM

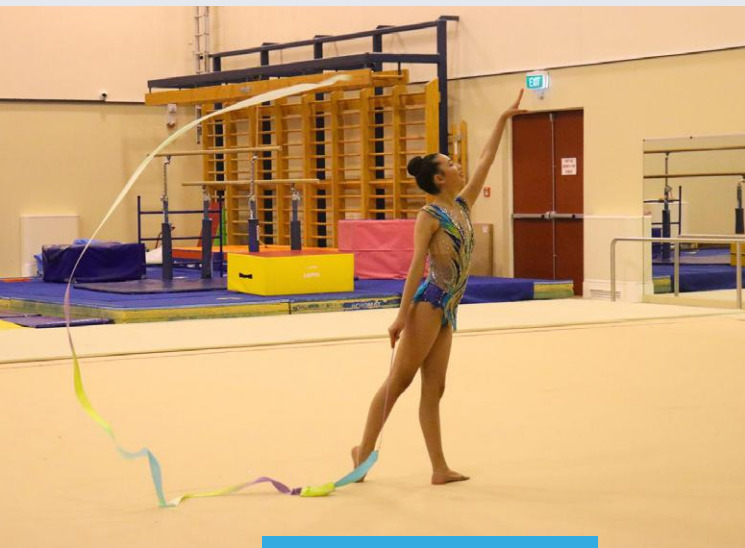
Pinehurst's swimming programme made a major leap at the Auckland Intermediate Interzone Championships, with 11 qualifiers—up from four last year. Highlights include first-place finishes in the Open Boys 4x50m Medley Relay and multiple individual wins by Lucas W and April L. The team showed strong performances across relays and individual freestyle, backstroke, breaststroke, and butterfly events.



## CLIMBING

Xavier W-W (Year 9) won the National Lead Climbing Championship in Tūrangi and recently placed 4th at the Australian Youth Nationals in the Under-15 Lead category, narrowly missing the podium. His strong performances at both national and international levels highlight his technical skill and dedication as one of New Zealand's top youth climbers.





## GYMNASTICS

At the Auckland Secondary School Gymnastics Championships held at Bruce Pulman Arena, our students showcased incredible talent. Dylan M (Year 10) clinched 1st place in the Artistic Men's C Grade, while Jessica D (Year 10) triumphed in the Rhythmic Junior International Grade. The event provided an exciting and rewarding competition experience for all involved.



## COLLEGE TENNIS

For the first time in Pinehurst history, our Year 7-8 Boys A Tennis Team won the North Harbour Boys Tennis Zone Day, claiming 1st place in both Singles and Doubles. Ryann W, Peter W, Minjong P, and Matthew B dominated the competition with skill and teamwork, securing a historic double victory for Pinehurst.



## PRIMARY NETBALL

The Year 6 Netball Team competed at the Year 6 Field Day in June at Netball North Harbour. The team rose to the challenge with determination and skill, securing some impressive wins against strong opponents and finishing in 1st place in Grade A. With their positive attitude, strong team spirit, and excellent work ethic, our Primary Netballers are representing Pinehurst with pride.



## COLLEGE NETBALL

Our College teams have had a great winter season so far, with College Team 1 winning all grading games under the coaching of Debbie Stanaway (Head of Netball). Two Pinehurst players were selected for the Netball North Harbour Player Development Squads for 2025 - April W for the Year 7 Girls squad and Elizabeth D for the Year 8 Girls squad. We also welcomed North Harbour Development Coach and Selector, Ethan Agi to our coaching team in June.





## PRIMARY BADMINTON

In late May, Pinehurst entered two teams in the North Harbour Primary Badminton competition. The Girls team won their first qualifying game and were placed in Division 1 which was against tough competition but they held their own with a mixed bag of results. The Boys lost their first game in the qualifying round and were placed in Division 2. This loss only made them more determined, and they went on to win overall first place and take home the gold medal.



## COLLEGE HOCKEY

George H and Aayoung J were selected into the North Harbour U18 representative teams this year (U18 Premier Men's Team, and U18 Premier 2 Women's Maroon Team). Being selected for a North Harbour representative team is a huge accomplishment, and we are thrilled to see both George and Aayoung achieve this outstanding milestone.



## ARCHERY

In June, Year 10 student Daniel S came 1st in the New Zealand Field Archery Association (NZFAA) finals. Daniel was also ranked 1st in his category - Junior Male Bowhunter Unlimited - in May. Daniel's success is testament to his sustained dedication and perseverance in this specialised sport.



## MOTORSPORT

Year 12 student Charlie P has been busy making her mark in motorsport. After earning a Women in Motorsport mentoring scholarship, she gained valuable experience at Hampton Downs and Taupo Motorsport Park, working with teams from both New Zealand and overseas. Her dedication has now led to an exciting next step: in October, Charlie will join the Australian PremiAir Racing Team for the famous Bathurst 1000. It's a real milestone, with only a handful of women ever competing at Bathurst—Charlie is breaking new ground for Kiwi girls in racing.



# PINK SHIRT DAY

## Promoting Kindness And Tolerance At School

**P**inehurst students and staff really got their pink on for Pink Shirt Day this year, on Friday 16 May. Leading up to this, the whole school community celebrated Kindness Week—a time dedicated to reminding ourselves what it means to look out for one another. Throughout the week, a craft table outside reception welcomed students, staff, and parents to decorate their own mini pink cardboard shirts with messages of kindness. Each shirt was then hung proudly on our “kindness line,” turning the space into a colourful display of care and empathy.

We choose to focus on the power of kindness and inclusion, encouraging everyone to use words and actions to uplift those around them. The week was a true reflection of our Pinehurst Triangle—students, staff, and families—coming together to spread positivity. By Friday, the sea of pink shirts across campus sent a clear message: at Pinehurst, kindness always comes first.





# TRACKING WHAT MATTERS

## How Komodo is supporting student wellbeing at Pinehurst



**W**ellbeing is something we take seriously at Pinehurst, and it's something that's always evolving. We know how important it is to create space for students to feel heard, so this year we introduced 'Komodo' — a wellbeing app designed to give students a quiet moment to check in with themselves, and to help us support them more proactively.

Komodo is used by our Year 5 to Year 13 students, and it's been integrated into the routine of the term. Students complete a short check-in three times a term, usually during Homeroom or POD. We also offer the option for them to do it at home in the evening if they prefer — that came from feedback early on, and it's made a difference for those who feel more comfortable sharing in their own time.

**"A NON-JUDGMENTAL, AGENDA-FREE SPACE HELPS YOUR CHILD FEEL SAFE TO SHARE WHAT'S REALLY ON THEIR MIND."**

The questions in Komodo are consistent and purposeful. They're not random — they focus on key things like emotional wellbeing, how connected students feel at school, and how they're managing balance with things like technology. Because we keep to the same themes, we're able to spot trends and changes — and step in when needed.

The real strength of the app is what happens next. When a student's responses suggest they might need support, our pastoral team is alerted, and we're able to check in early — often before things become too overwhelming. One example recently was a student who felt anxious about exam clashes. Komodo helped bring that to light, and we were able to support them with a simple conversation and some reassurance. It was sorted quickly, and the student felt heard.

Komodo isn't replacing anything we already do — it's an added layer of support. We've got a strong system already in place: Homeroom teachers, Deans, our counsellor, and senior leaders all play a part in student wellbeing. Komodo just helps us notice things earlier and reach out sooner.

It's also important to say that the information shared in Komodo is private. It's only visible to key staff involved in pastoral care. If something does need follow-up, we always approach it gently, starting with a quiet conversation.

We can already see it's making a difference. Students are sharing more easily. Our staff have a clearer picture of how things are going. And most importantly, we're seeing students feel more supported — and that's what it's all about. It's not a flashy tool, and it doesn't need to be. It just helps us do our job better. And that means every student has someone looking out for them.



**By Joe Johansen**  
Deputy Principal of College  
— Student Wellbeing and  
Leadership Development

# PROFESSIONAL GROWTH AT PINEHURST

By Mike Waller | Executive Principal

In every thriving school, the heartbeat of success lies in the people who teach. Teachers are not only facilitators of learning—they are learners themselves, constantly evolving to meet the needs of their students and the demands of a changing world. At Pinehurst, we believe our strength lies in the quality of our teachers and in our commitment to the values of respect for self, respect for others, and excellence.

This drive for excellence underpins the refreshed approach to professional growth now being implemented across the school: a thoughtfully aligned system that brings together a new appraisal framework, formalised learning walks, and focused professional learning. Each element is built around shared, evidence-based approaches to teaching and learning that span from New Entrants to Year 13, ensuring consistency and effectiveness across all year levels.

Together, these three strands form a strong foundation for teacher growth—one built not on compliance or criticism, but on the recognition of strengths and the aspiration to refine our craft. At the heart of this approach is the belief that effective professional growth should be supportive and affirming, while also offering challenge and driving improvement.

Rather than operating as separate initiatives, our new professional growth model is interdependent, functioning as a unified system. This cohesive approach fosters consistency, continuity, and a shared language for professional development.

To provide a clear framework for effective teaching, we have adopted Rosenshine's Principles of Instruction. These research-informed principles, grounded in cognitive science, enhance classroom practice and support student learning across all age groups and subjects. Critically, they provide a shared language and

a common foundation for collaboration, reflection, and professional growth—making them a valuable tool in our collective pursuit of teaching excellence.

The starting point for teacher growth is our newly launched, bespoke appraisal system, which takes a holistic and supportive approach to professional development. While still meeting accountability requirements, it focuses on individual growth, recognition of professional strengths, and aspirational goal setting. Teachers are encouraged to identify areas of practice they wish to explore more deeply and are supported through targeted observation, constructive conversations, and future-focused feedback. The framework also enables staff to highlight areas where they can lead and support colleagues at different stages of their growth journey.

Importantly, appraisal conversations are framed around growth rather than judgment. Teachers are not simply measured—they are listened to and encouraged to pursue excellence in ways that are meaningful to them and impactful for their students. Throughout the year, review meetings track progress toward goals and identify any support needed. End-of-year reviews celebrate success and set the stage for continued improvement in the following year.

Complementing this new appraisal model is our formalised approach to learning walks. These short, informal classroom visits are deliberately low-stakes and always focused on one of Rosenshine's ten principles. By anchoring observations in these evidence-based practices, we maintain a clear focus on identifying what works best in teaching and learning.

Learning walks offer several advantages over traditional classroom observations by fostering a more collaborative and growth-oriented culture. Unlike full-lesson observations, which can feel high-stakes and evaluative,





learning walks are low-pressure, frequent, and centred on professional development. They promote open dialogue, peer learning, and a broader understanding of teaching practices across the school.

Because each learning walk takes only a short amount of time, school leaders can visit classrooms more regularly. It is anticipated that over 800 observations and reflective conversations will take place each year—representing a significant number of growth opportunities and underscoring our deep commitment to learning.

The third strand of our development model is professional learning—structured opportunities for staff to deepen their knowledge, refine their skills, and collaborate with colleagues. Our learning programme is carefully designed to align with Rosenshine’s principles and is responsive to what we observe in classrooms and hear in appraisal conversations and learning walk reflections.

For example, if ‘daily review’ emerges as a common area of interest or growth across multiple teams, it may become the focus of a team session, a workshop series, or an inquiry group. This responsive design ensures that professional learning is relevant, timely, and grounded in classroom reality. It also ensures that our development is not top-down or one-size-fits-all, but dynamic, differentiated, and based on a shared framework.

In this way, professional learning both informs and is informed by the other elements of the development model. What we see in the classroom shapes what we learn together, and what we learn together shapes how we grow—both as individual practitioners and as a community of educators.

Perhaps most importantly, our approach to growth reflects a culture of professional warmth. We believe that teachers thrive when they feel seen, supported, and inspired. By affirming what we do well and encouraging one another to aim for even greater impact, we are building a community of educators who are not only skilled but also deeply committed to their own growth and to the success of every learner.

As we implement this new professional development framework, we are already seeing early benefits: deeper conversations about teaching, greater alignment of practice, and a stronger sense of shared purpose. More importantly, we are reinforcing what it means to be a professional learning community—not just in name, but in daily practice.

As we continue to embed this model into our school culture, we are reminded that professional development is not a destination—it is a journey. And it is one we take together—with purpose, passion, and determination.

# PINK RIBBON



## A Morning of Purpose and Connection

**D**uring Term 2, our school community gathered for a powerful and inspiring event — the annual Pink Ribbon Brunch. Held in the Dance Studio, this special morning brought together 50 parents from our school community for a gathering centred on connection, awareness, and collective support.

The event was elevated by the presence of our guest speaker, Karin Horen — author, mindset coach, mother, and a two-time breast cancer survivor. Karin shared her personal journey with remarkable honesty and strength, reminding us all of the profound importance of community in times of adversity. Her message — one of resilience, healing, and unity — was both moving and deeply empowering. She reminded us that support networks aren't just important; they are essential.

Guests also took part in a Pink Ribbon painting activity — a creative and thoughtful experience that sparked reflection, connection, and unity.

Adding to the excitement of the morning was a lively raffle draw, where 15 amazing prizes were won. The raffle brought a wonderful buzz to the room and was a highlight for many attendees.

Importantly, all proceeds from ticket sales and raffle ticket purchases went directly to Breast Cancer Foundation NZ, supporting their essential work in research, education, and patient support across New Zealand. We are proud to share that, together, we raised an incredible \$5,000 for this vital cause.

At the heart of the morning was a clear and enduring message — that strong communities are forged through empathy, action, and collaboration. In supporting one another, particularly during challenging times, we uphold the values that make our school community truly special.

We extend our heartfelt thanks to the many generous sponsors who helped make this event possible: Appresso Catering, Ray White Albany, Kauri Breeze, Willow & Peony, Chill Wellness, Wu Cha NZ, Better Power, Monique's Rock Studio, Grand Millennium Auckland, North Shore Golf Club, and Studio Pilates Albany.

To everyone who attended, supported, or contributed — thank you. You helped create a truly meaningful Pink Ribbon Brunch that reminded us all of the power of coming together for a cause that touches so many lives.

**WITH SPECIAL THANKS TO OUR GENEROUS SPONSORS...**









# EVENTS ON THE HORIZON

<b>FRI 25 JULY</b> <b>FRI 29 AUGUST</b> <b>FRI 24 OCTOBER</b>		<b>COFFEE CONNECT</b> 8.15am – 9.15am all sessions	
<b>ALADDIN</b> Year 3-4 Primary Production			<b>TUE 26</b> <b>THU 28</b> AUGUST
<b>FRI 19</b> SEPTEMBER	<b>YEAR 13 GRADUATION PARADE</b>		
<b>GRADUATION DINNER</b>		<b>MON 17</b> NOVEMBER	
<b>MON 24</b> NOVEMBER	<b>YEAR 7-8 FORMAL</b> 5.00pm - 9.30pm		
	<b>PARENT HELPER MORNING TEA</b> 10.00am - 12.00pm	<b>FRI 28</b> NOVEMBER	
<b>WED 03</b> DECEMBER	<b>PINEHURST FAMILY CHRISTMAS PICNIC</b> 5.00pm - 8.00pm		



# STAFF UPDATE

## DEPARTING TEAM MEMBERS

We bid farewell and extend a huge thank you to these valued Pinehurst team members who have left us this year!

### Colin Banyard

Primary Teacher Aide

### Hannah Cooper

Primary Teacher

### Michelle Gimblett

Marketing Communications  
Co-ordinator

### Karen Park

College Mathematics  
Teacher

### Cherie Peters

College Physical  
Education Teacher

### Kirsty Robertson

PA to Primary  
Senior Leadership

### Chris Wiggin

Deputy Principal  
– College

## ADDITIONS TO THE TEAM

A warm welcome to all our new staff joining us throughout 2025, bringing valuable new skills and experience.

### Elaine Bailey

Timetable & Exam  
Co-ordinator

### Matthew Campbell

College Science  
Teacher

### Ashleigh Chibnall

College Physical  
Education Teacher

### Sarah Cox

Primary Teacher

### Michael Cox

Primary Teacher

### Penny Gerrard

College Science  
Teacher

### Georgia Green

Primary Teacher

### Leah Haas

College Social  
Studies Teacher

### Olivia Heaven

Teacher Aide

### Tony Hill

Head of Department  
PE & Health

### Tracy Hillier

College English  
Teacher

### Kate Johnson

PA to Primary  
Senior Leadership

### Sarah Knox-Coupe

College English  
Teacher

### Sandra (Sandy) Li

College Science  
Teacher

### Esther Lim

Tuckshop Assistant

### Nicole Liu

College Mathematics  
Teacher

### Monica Liu

Teacher Aide

### Abi Mantaj

College Mathematics  
Teacher

### Julia Maunder

English Teacher

### Genevieve McClean

College Drama  
Teacher

### Eugenie Middleton

Primary Music  
Teacher

### Clair Phillips

Academic Learning  
Assistant

### Craig Rhodes

Syndicate Leader  
– New Entrant

### Claire Tippet

College Science  
Teacher

### Ryan Walker

Primary Teacher

### Sara Webb

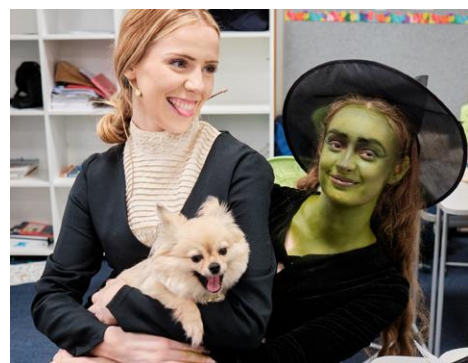
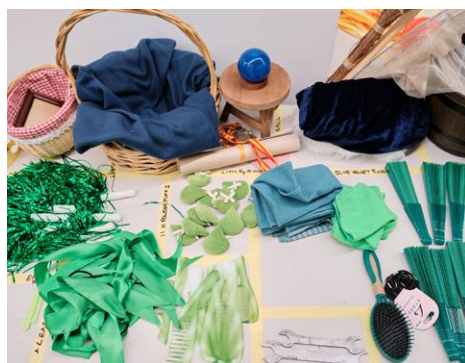
Digital Communications  
and Design Lead

### Pamela Wilson

Teacher Aide

# PANORAMA

WINTER ISSUE 2025



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