

# PANORAMA

SUMMER ISSUE

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

2023

## PINEHURST'S SUSTAINABLE JOURNEY

Pinehurst students promote environmental responsibility through recycling, Zero Waste Zone trips, and collaborative efforts like Trees for Survival - **PAGE 07**

## GIVING THE GIFT OF SPEECH

UpsideDowns empowers kids with Down syndrome through funding speech-language therapy. Leo and Tiffany's story showcases the positive impact of this support - **PAGE 29**

## VALEDICTORY DINNER

The Year 13 Valedictory Dinner commemorated the class of 2023, symbolising both an end and a new beginning for the graduates - **PAGE 39**

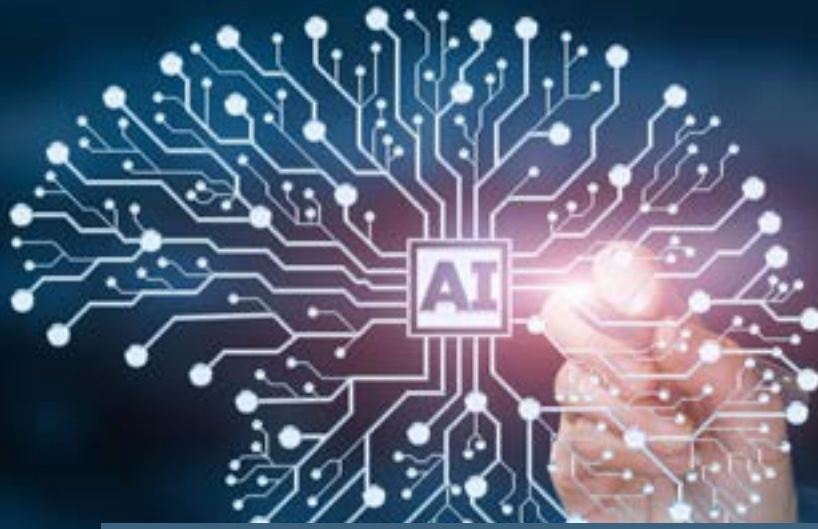


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# THE IMPACT OF ARTIFICIAL INTELLIGENCE

From this issue of Panorama, we are looking to take things in a slightly different direction. Rather than simply highlighting events that have taken place, we also want to share with you ideas that shape education and the impact they may have on your children. With that in mind, for this article, I have focused on the impact of Artificial Intelligence (AI) on schools. While we do not have all the answers, it gives you a sense of our direction along with the benefits and concerns that arise from its use.

In the ever-evolving landscape of education, the integration of Artificial Intelligence (AI) tools stands out as a transformative approach to enhancing learning experiences for our students. These innovative tools open up a world of possibilities, offering personalised learning pathways that cater to the unique needs and learning styles of each student. AI's ability to analyse vast amounts of data enables it to provide tailored educational content, ensuring that every learner is engaged at their optimal level of challenge. Additionally, AI-driven analytics can assist teachers in identifying areas where students may need extra support, allowing for timely and targeted interventions. This technology also extends learning beyond the classroom, offering interactive and engaging platforms where students can explore subjects in depth, fostering a lifelong love for learning. By embracing AI in our curriculum, we are not only equipping our students with the

skills to thrive in a digital future but also nurturing their curiosity and creativity, essential for their overall development.

Can you spot the difference? The immediately preceding paragraph was generated by ChatGPT, following prompts for points I wanted to share. I simply gave it some samples of my writing from past newsletters and asked it to identify my style characteristics. While it may not be a perfect reflection of what I wanted to share, it does capture the essence of the ideas and over time would be even better at matching my style. The natural conclusion of this point is that there will come a point where the work of AI will be indistinguishable from that of a person and where does that leave us?

It draws our attention to the challenges that arise, particularly around the authenticity of work. This will take adaptation, as we need to explore new methods of establishing ownership of work. Solutions may include more checkpoints during the development of written work to see if students are making their own connections or final discussions upon submission so that staff can quiz students on their understanding of the material. It could even change the way assessments are developed in the first place, where the focus is turned on the research process and the writing is completed under the direction of staff. There are plenty of unanswered questions here,



but we are stepping down the track of finding solutions.

Perhaps of greater concern is making sure that learning is monitored on a day-to-day basis. Often there are quick check-ins to establish understanding, a process that can be quickly undermined when students can get detailed responses, in their own language, at the click of a button. This, however, gives us a chance to focus on the relationships in the classroom. When students feel safe and supported, they are likely to be honest with their responses, knowing that their teacher will help them improve. Human relationships based on mutual trust are, ironically, the most important part of our effective use of technology.

Arguably the biggest risk of AI is the safety and privacy of students when they are in the online world. While this is not a new issue, it is escalating and takes ongoing education. Scams, phishing, and catfishing are likely to become even more difficult to detect and as young people seek connection in the digital world, we need to make sure that they are doing so in a safe environment, where they know they are interacting with authentic people.

Yet despite the concerns that arise, we are stepping into an exciting time, one where students have access to the collective knowledge of humanity at their fingertips. They can explore ideas in a way that was unimaginable just a few months ago and show a depth of understanding well beyond their years. This represents an exciting juncture where students are able to explore well beyond the curriculum and follow their passion, while still meeting the core demands of their courses.

For students who struggle with their learning, they can use AI to access help whenever they need it, asking questions in a way that suits them and getting responses in language they understand. While this does not take the focus off the classroom, it simply adds another layer of support. Set tasks can also be individualised with ease, engaging students in topics that they may have disconnected from previously. The new tools available to us will certainly be able to ensure the needs of all students are catered for.

While the focus for the use of AI naturally falls on the impact on students, we must continue to explore its use in supporting our staff to be able to deliver even better lessons to your children. There is already a range of tools available that can improve the efficiency of planning, freeing time to allow teachers to really embed understanding through tasks that provide experiential learning. There is other software being developed that can help with the marking and feedback, and our job is to ensure that we choose the right tools to enhance the learning and outcomes for our students.

As you can see there is still plenty for us to uncover but we do know that we need to plan to support students in their use of AI, it is here to stay. In digital literacy, there will need to be an increasing focus on command prompts, including chain prompts to get the most out of the software. We also need to focus on how to discern fact from fiction, ensuring work is based off real research and that understanding of content is real.

As we continue to step into this new technology, we will always look to find the right balance between innovation and tradition. There is an art to teaching and learning that we must continue to nurture so that our community embraces relationships and together we are ready for whatever the future holds.





# TRANSFORMING LIVES

OUR SCHOOL'S CHARITY IMPACT



In a remarkable display of generosity and community spirit, our school has achieved an extraordinary milestone by raising just over \$21,000.00 for various charities. Through a diverse array of initiatives such as non-uniform days, bake sales, toy drives, market days, Christmas hampers, and more, our students, staff, and families have come together to make a meaningful impact. This incredible achievement speaks to the collective dedication and compassion within our school community. A heartfelt thank you extends to everyone who actively participated or generously donated, making each charity activity a resounding success throughout the year.

## TOYS FOR STARSHIP

Overflowing with enthusiasm, our Primary Head Councillors, accompanied by Colin from the property team, recently embarked on a meaningful mission to deliver a trove of toys to the play specialists at Starship Hospital. These toys, carefully chosen, serve a crucial purpose in alleviating the pain, anxiety, and discomfort associated with medical procedures for young patients. Recognizing the profound impact of distraction, the toys aim to capture a child's attention, providing a source of comfort during stressful moments. The Primary Council sincerely thanks our school community for supporting this meaningful cause.





CHARITY	DONATIONS
Barnados	\$474.19
Blind Low Vision	\$117.00
Cancer Society	\$857.03
Forest and Bird	\$600.78
Hastings Mayoral Relief	\$1,396.81
KidsCan	\$1,023.70
NZ Breast Cancer	\$1,376.85
NZ Red Cross Turkey/Syria fund	\$377.50
Paws Leading Us	\$1,090.60
Pink Ribbon - Breast Cancer	\$3,279.90
Pink Shirt Day - Mental Health	\$1,817.60
Saving Hope	\$ 1,600.00
Starship Hospital	\$3,216.70
UNICEF	\$343.50
Waimauku School - Muriwai hurricane	\$3,610.96
World Vision	\$854.00
World Vision	\$808.10
<b>TOTAL</b>	<b>\$ 21,245.22</b>

## TEACHER DUNK

In Term 3, teachers and students engaged in a lively event—teacher dunking.

Students had the chance to contribute by paying to throw soaking sponges at their chosen teacher or douse them with an entire bucket of water. The spirited activity aimed to raise funds for Barnardos charity, and it turned out to be a splashing success, creating a fun and impactful way for the school community to support a charitable cause.

## MARKET FOR GOOD

The Year 9 Commerce market day proved highly successful with a diverse range of products, including pot plants, candles, toys, affirmation kits, lip balm, artwork, and dog treats, attracting a sizable crowd. Throughout the year, students developed and ran their businesses after receiving a loan, ensuring their products aligned with one of the UN's Sustainable Development Goals. Impressively, not only did students repay their initial loans, but they also generated over \$947.00 in profit. The entire profit was donated to KidsCan, a commendable organization making a positive impact in our community.



HEAD

PREFECT

REFLECTIONS

## MICHAEL (JUNYANG) MA

It's that time of the year again, as all our efforts and struggles are finally nearing an end. It's hard not to stop and ponder what this year has been about. For me, my final year as Head Boy was filled with uncountable experiences and achievements, for which I thank Pinehurst endearingly.

As Head Boy, I strove to represent the wider student body to connect them with staff and teachers. Through the collective efforts of prefects, councils, and various student-led groups, we were able to mobilise the whole school in multiple initiatives, and the cumulation of these efforts helped to advance our school culture. It takes bravery and continued dedication to add a part to Pinehurst's diverse community. The expression of interest in sports, academics, extracurriculars, charitable causes and beyond is proof of leadership from a wide range of students.

Despite everyone's efforts, we were not immune to challenges this year. The hurricane took us by surprise, and the weather almost sabotaged our Matariki food celebration, to name a few. Through the various challenges that we as a school have overcome, I have come to learn the importance of both the spirit of resilience, as well as decisive communication and action, in helping Pinehurst stay united and optimistic and make the best out of every opportunity.

As the end of my high school journey becomes more tangible, it's natural to cling to the memories I've made at Pinehurst. I can't help but ask questions like: What kind of things will I be doing this time next year? Pinehurst's excellence and resourcefulness have definitely shaped my aspirations as a person and a leader, giving me the courage to stomp proudly into the next phase of life.





## YEONSOO SON

**M**y final year as Head Girl at Pinehurst School has been an incredible journey of growth, leadership, and meaningful connections. As I reflect on this transformative experience, I am filled with a sense of gratitude and accomplishment.

Stepping into the role of Head Girl was both an honour and a challenge. I embraced the responsibility of representing the student body, voicing their concerns, and working alongside the staff to enhance the school community. The year was marked by various initiatives aimed at fostering a positive learning environment and nurturing a sense of unity among students.

Collaborating with my fellow student leaders, teachers, and administrators, we organised events that celebrated diversity, academic excellence, and personal development. From

charity fundraisers to mentorship programs, each endeavour aimed to make a positive impact, leaving a lasting legacy for the school.

Through the ups and downs, I learned invaluable lessons in effective communication, time management, and adaptability. Serving as Head Girl taught me the importance of listening to others, making tough decisions, and leading with empathy.

As I prepare to graduate, I carry with me cherished memories, enduring friendships, and a newfound confidence in my ability to lead and inspire. Pinehurst School's values of integrity and excellence have become an integral part of my identity, propelling me forward with a strong foundation for the adventures that lie ahead.



# PINEHURST'S SUSTAINABLE JOURNEY, SHAPING A GREENER FUTURE

In a concerted effort to instil a culture of environmental responsibility, Pinehurst students across primary and college levels have actively engaged in sustainability initiatives. Primary students, under the banner of the Pinehurst Planet Protectors, spearhead recycling awareness and paper conservation, while immersive trips to the Zero Waste Zone have provided firsthand insights into waste management. Environmental Week activities further augment this awareness, fostering eco-conscious habits. At the college level, the Enviro Council orchestrates impactful initiatives, culminating in the Interhouse competition with an environmental twist. Additionally, collaborative endeavours like Trees for Survival emphasise the school's commitment to practical conservation and ecological stewardship. Together, these initiatives underscore Pinehurst's holistic approach to sustainability education. Read more about the school's ongoing efforts to nurture environmental consciousness and sustainable practices.

## PINEHURST PLANET PROTECTORS TAKING ACTION FOR A GREENER TOMORROW

In Years 5 and 6 at Pinehurst, a realisation struck - recycling was limited to paper, and daily collections of discarded items by Terry, the property team member, exposed a concerning trend. This prompted the inception of the Pinehurst Planet Protectors, an action group determined to scrutinise and rectify Pinehurst's waste management practices.

"Did you know that New Zealand households throw away about 157,389 tonnes of food a year? That is equivalent to 271 jumbo jets of food that must go somewhere to rot, instead of being eaten."

**Investigation and Categorization:** The Planet Protectors embarked on a week-long mission to categorise waste from Year 5 and 6, revealing three primary waste streams: food waste and scraps, food and snack packaging (including milk and juice cartons), and school lunch order packaging.



Alarming was the discovery of significant plastic waste, with 79% of plastic ending up in landfills or the environment. As the investigation unfolded, it became evident that urgent action was needed to address the environmental impact of waste mismanagement.

**Recycling Paper Awareness:** Discovering misuse of paper recycling bins, the group focused on rectifying this issue. Stickers adorned recycling bins, conveying vital information. Top tips from young members emphasised nuances like not combining ants and excluding laminated or crayon-adorned paper. "When you recycle, you help save energy and resources and reduce pollution. Recycling 1 ton of paper can save 17 trees, 7,000 gallons of water, 2 barrels of oil, and 4,000 kilowatts of electricity." This revelation served as a rallying cry for heightened awareness and responsible paper disposal.

**Expansion to Lower Grades:** Years 1-4 also joined the Planet Protectors, addressing paper recycling in classrooms. A fundamental understanding of

recycling paper's importance was stressed, emphasizing energy conservation and pollution reduction. The initiative aimed to instil eco-friendly habits, with the hope of fostering a generation committed to sustainable practices.

**Practical Solutions for Paper Use:** Students proposed practical solutions such as using both sides of paper, reconsidering the need to print, and reusing paper and card creatively. These simple yet effective measures aimed to minimise the ecological footprint associated with paper consumption. The emphasis on practical solutions underscored the notion that individual actions, when multiplied, can contribute significantly to

environmental preservation.

**Addressing the Plastic Problem:** Aware of the plastic dilemma, the Planet Protectors urged trash-free lunches on Tuesdays and Thursdays. Practical tips included using reusable containers and minimizing packaging. By directly addressing the plastic issue and advocating for tangible changes in daily habits, the group sought to inspire a broader shift towards sustainable practices within the school community.

In their pursuit of a cleaner future, the Pinehurst Planet Protectors leave a resounding call to action: reduce, reuse, and recycle. Through practical steps and awareness, they aspire to make Pinehurst a model for sustainable school practices.

***WE'VE GOT A LONG WAY TO GO, IT'S SAD TO SEE SO MUCH SINGLE USE PLASTIC IN OUR BINS. BUT WE ARE HOPEFUL THAT THIS WILL CONTINUE TO IMPROVE NEXT YEAR, AND TRASH FREE LUNCHES CONTINUE!" - OLIVIA***







## YEAR 5 EXPLORES SUSTAINABILITY, A TRIP TO THE ZERO WASTE ZONE

In an educational excursion, Year 5 students visited the Zero Waste Zone at the Waitakere Refuse Centre, marking the commencement of their new Global Perspectives Unit: Where does all our packaging go? This field trip aimed to provide students with a firsthand experience of waste management, renewable and non-renewable energy, and the significance of sustainability.

The day commenced with an insightful tour of the Waitakere Refuse Centre, revealing the intricacies of waste sorting and storage. Witnessing the substantial volume of waste destined for landfills prompted discussions among students about the imperative need to reduce waste in their daily lives. Post-tour, students explored the Zero Waste Zone, delving into the realm of

renewable and non-renewable energy sources. Guided by knowledgeable instructors, they constructed flow charts to understand how these energy forms contribute to the products used in daily routines. In subsequent discussions, students actively brainstormed innovative ideas to foster sustainability in their school and homes. These conversations not only educated the students but also empowered them to adopt eco-conscious choices in their lives. The day concluded with a visit to the worm farm, where students learned about the vital role of worms in composting organic waste. From fruit and vegetable peels to hair from their brushes, the voracious worms were showcased as unsung heroes in the fight against food waste.

The Year 5 field trip to the Zero

Waste Zone proved to be a success, leaving both students and teachers inspired to embrace sustainable practices. It emphasised that individual actions, when collectively taken, can significantly contribute to preserving our environment. The students returned with a heightened awareness of the importance of waste reduction, reliance on renewable energy, and the responsibility of caring for our planet.

***"SEEING THE WORMS IN ACTION WAS DEFINITELY MY HIGHLIGHT. IT'S SO COOL HOW NATURE CAN HELP US MANAGE WASTE AND BE MORE SUSTAINABLE." - LOUIS ZHU, YEAR 5 PARTICIPANT***



## ENVIRONMENTAL AWARENESS AT PINEHURST

The Environment Council at Pinehurst orchestrated a series of impactful activities during Enviro Week, emphasizing the school's commitment to enhancing environmental awareness within the student body and broader community.

Tuesday featured awareness stalls focused on plastic and recycling. Engaging activities and workshops challenged students with questions, earning them opportunities to participate in games like milk bottle bowling and constructing towers from bottle tops. On Wednesday and Friday, the school screened the documentary "2040," exploring a vision of the world in 2040 through the adoption of existing technological solutions. Thursday's lunchtime was buzzing with activity as a representative from NZ Forest and Bird led a group of students to a local reserve, identifying approximately 25 native plant species. Simultaneously, PODs decorated their plans with recycled art lesson offcuts, adding a touch of creativity to environmental consciousness.

To conclude the week, the Enviro Council hosted the college Interhouse competition, featuring a longball game with an environmental twist. The diverse activities throughout Enviro Week reflect Pinehurst's dedication to instilling a sense of environmental responsibility in its students, fostering a culture of awareness and action.

## TREES FOR SURVIVAL

Pinehurst students in Year 7 showcased their commitment to environmental conservation during the Trees for Survival seedling potting up day. A remarkable effort from 27 students resulted in 360 seedlings now flourishing in the plant growth unit near the greenhouse. Once mature, these native trees will be strategically planted next year to foster biodiversity, create insect habitats, protect streams, and control erosion.

Additionally, 24 volunteers from Year 8-13 took part in a tree planting initiative facilitated by Trees for Survival, a charitable trust collaborating with schools and local communities. The project focuses on growing and planting native trees along waterways and erosion-prone hillsides. The planting session, a continuation of last year's efforts, involved transporting half-grown plants from the greenhouse to the Hildreth farm in Helensville. The volunteers successfully planted an impressive 850 trees.

Trees for Survival not only provides a hands-on opportunity for students to contribute to their environment but also imparts valuable lessons on conservation, revegetation, wetland restoration, and stream quality protection. The success of this initiative was further enhanced by the guidance of Gail Allende from Trees for Survival and the coordination efforts of landowners Johnny and Jordan Hildreth.

The Pinehurst community takes pride in these achievements, knowing that their efforts contribute to the preservation and enhancement of the environment along the banks of the Kaipara River. The hope is to witness the full growth of these trees in the years to come, further reinforcing the impact of practical conservation efforts initiated by the students.







## MESSAGE

## FROM THE

## PRIMARY

I thought when I had a child, he would inherit my love of reading. No, maybe love is too tame a word to describe an obsession with books for as long as I can remember. I gave up on the physical kind in favour of digital. This was mainly because I am impatient and liked being able to read a book as soon as I saw it and because once read, they were gathering dust under my bed. I dreamed of cosy nights reading Harry Potter together with my child, but it was not to be. Although a fantastic reader, he just wasn't that interested in fiction. I have always felt that he was missing out, the joy of getting lost in an imaginary world is priceless. Whether your child is an avid reader or not, it is vitally important as we all know, that they can read fluently and with high levels of comprehension. As parents you trust us with your child's education, and we don't take that lightly.

I thought I would write about an area of the curriculum we have been focussing on with younger students and will continue to extend our thinking on with the rest of the school in 2024. It is also a topic very dear to my heart and one where I and other members of the team have done some deeper research this year. There has been much talk in the media and education circles about structured literacy. This is not new for us, having taken that approach to literacy in varying degrees for several years, but we must continue to stay aware of current international research in our quest to find the best ways to teach children to read. Many studies have been conducted on how children learn to read and are most commonly referred to as the science of reading. The most recent study done over three years in Ontario Canada has been named the Right to Read; there was the



Rose report in the UK in 2006, Australia in 2005 and work around the subject in America in 2000. All studies have essentially made the conclusion that the best way to learn to read is by using systematic synthetic phonics such as the programme we use in our junior school.

Learning to read is not natural, it is secondary not primary, and the brain is not naturally wired for reading. In fact, reading for pleasure only comes once you can read well. We often hear that children learn to read in different and unique ways, but they don't, the development of the same brain structures is needed for every child to learn to read. There is a part of the brain that only exists in literate humans, it isn't there at birth and it is grown over several years. A non-reading brain is physically different to a reading brain; neural plasticity which is optimum at ages 3 to 8 can be harnessed using structured teaching methods. Using phonics to learn to read activates the correct area of the brain for reading, unlike sight words and memorisation as a method of teaching which don't. I have been following the work of Anne Glennie in Scotland and she describes phonics and using decodable reading books when learning to read, like stabilisers on a bike when you are learning to ride. A great analogy to the approach we are taking to reading in our school. Phonics is systematic, a proven way of decoding language that works for everyone.

Whilst teaching is multi-faceted, and teachers must develop a range of skills to best deliver classroom programmes it is right that we consider the latest research in a scientific context. Too much can be made of what we have always done as a country in education or what someone feels is right. Evidence and data are essential to measure the effectiveness of strategies, resources, and teaching methods so our students get the best start. These strategies need to be created from the building blocks of what works in reading.

We would all agree that every child has the right to read and should be taught in a way that brings them success. Reading brings pleasure to life, it opens doors both real and imagined and whilst my son is happiest reading a policy document or an instruction manual, I hope that yours might share or show you different worlds full of dragons and jungles, journeys, and quests perhaps even with an imaginary game of quidditch thrown in for good measure. As a school we will continue to develop their skills so that they can do that successfully. It is their right to be a reader.

**SIAN COXON**  
*PRINCIPAL OF  
PRIMARY*



# PRIMARY HIGHLIGHTS



## ROAD SAFETY

Primary students learned about safety from Constable Louise, who discussed her role and ticket issuance reasons like speeding and school parking violations. During a neighbourhood walk, she covered safe footpath practices, pedestrian crossings, road crossings, sneaky driveways, and car lights.



## ATHLETICS

At the Super Cluster Athletics Day, 23 Pinehurst students in Year 4-6 excelled, with highlights including Annie's 1st place in the Year 4 girls' 100m and the Year 5 girls relay team's 4th in the 4x100m relay. Jason and Kimi in Year 5 boys both secured notable finishes, and Elizabeth in Year 6 girls placed 3rd in Discus. Eddie in Year 6 boys achieved 5th in the 800m. Overall, Pinehurst students demonstrated exceptional talent and sportsmanship.



## WATERWISE

Year 6 students completed their Waterwise program at Murrays Bay Beach, enjoying ideal weather and enthusiastically embracing the challenges of learning to sail. Under the guidance of dedicated volunteers, students acquired essential skills such as tying knots, steering the Optimist, and safely navigating manoeuvres.





## NED'S MINDSET

### MISSION SHOW VISIT

NED's Mindset Mission, a positive behaviour assembly, visited our school, inspiring students with storytelling, illusions, and a growth mindset message: Never give up, Encourage others, Do their best. The mission emphasises effort as the key to success and overcoming challenges.



### TEDDY BEARS PICNIC

The Year 6 Teddy Bear Picnic turned the school grounds into a lively area, featuring a standout Teddy Disco and a Teddy Bear Hospital. The students efficiently organised a bear-themed activity circuit, showcasing their skills. As the day wrapped up, tired bears and their owners headed back to classrooms, capping off a delightful day of furry festivities.



### M.O.T.A.T

As part of the Year 3 Education Outside of the Classroom Experience, students enjoyed an educational journey to MOTAT, where science came to life, complementing their current forces and magnets topic. The day was filled with awe-inspiring moments as young scientists engaged in hands-on exhibits and magnetic experiments, witnessing physics principles in action. This immersive experience not only deepened their understanding but also left a lasting impact. Beyond educational activities, students explored MOTAT's historic displays, interactive exhibits, and New Zealand's technological history, enhancing their learning with a blend of fun and information.





## THE POWER OF PERSUASION

In the Year 4-6 speech competition, finalists aimed to engage, inform, and persuade with topics like wolves, sharks, golf, and stress. Impressive speech delivery, including effective use of pausing, pace, tone, and pitch, captivated the audience. Noteworthy moments included attention-grabbing opening statements, such as Hayley's advocacy for no school uniforms.

Winners, Miranda L, Hayley M, Jessica W (Runner-Up), and Jeremy T (Overall Winner), stood out in a tightly contested competition. Congratulations to all for powerful speeches with strong introductions and well-developed arguments.



## LEGO DAY

Excited Lego engineers and mathematicians arrived at school for a day of three-dimensional thinking, problem-solving, and creativity. Challenges included constructing Lego mazes with code, building ziplines, and creating Lego bridges. In P1, students made Lego-inspired sun catchers, adding a lovely touch to the windows. Stop-Go animation in Year 3 and 4 showcased creative problem-solving. Lego day was a huge success.



## KELLY TARTON'S

Our Year 2 group visited Kelly Tartton's as part of our Education Out of the Classroom program, focusing on Polar Explorer themes in our science curriculum. The trip provided a hands-on experience, allowing students to apply their learning about environmental differences, habitats, and health management in a real-life context. The students had a fantastic day exploring science-related professions and gaining insights into current Antarctic research, thanks to the parent helpers who joined us.



## THE ONZA MARIMBA FESTIVAL - A JOYOUS EVENT

Our Pinehurst Marimba Group shone at the ONZA Marimba Festival, joining students from Auckland and Whangarei to perform 10 songs based on the theme of Tawhirimatea – Songs of the Wind. With a fantastic effort, they played for an audience of family and friends, celebrating inspired children's music making.

## HARMONIOUS HIGHLIGHTS

### AUCKLAND PHILHARMONIC ORCHESTRA (APO) MENTORING

The Primary Orchestra wrapped up its second mentoring session with Auckland Philharmonic Orchestra members. Musicians split into instrument groups, then united to perform two pieces from Tchaikovsky's "The Nutcracker": "Russian Dance" and "Waltz of the Flowers." Ready for the upcoming end-of-year performance, students are eager to showcase their progress.

### NZ UKULELE JAM KIWILELE

The Pinehurst Theatre resonated with harmonious ukulele strumming as four North Shore Schools joined for a musical session led by New Zealand's Suzy Cato. Welcoming musicians from Mairangi Bay Primary, Wairau Intermediate, and Milford Primary School, Pinehurst students in Years 5 and 6 actively participated, playing favourites like 'Poi E' and 'Eye of the Tiger.' A standout moment was the delightful dance moves choreographed by Jeremy Tucker, featuring wobbly teeth and tooth fairies, celebrating the incredible power of music.

### MUSIC CONCERT

The Primary Music Concert showcased the diverse talent we have here at Pinehurst. From pianos and violins to clarinets, flutes, and traditional instruments like the Gu Zheng, our young performers illuminated the stage with their dedication and passion for music.

### KIWI KAPERS TRIP

Primary Orchestra enjoyed Auckland Philharmonic Orchestra's 'Kiwi Kapers' concert, featuring powerful pieces like 'Night on Bald Mountain' and enchanting Debussy compositions. Students left greatly inspired, fuelling enthusiasm for our extracurricular program.

### YEAR 1-2 PERFORMANCE SHOWCASE

We witnessed the Year 1-2 Solo and Duo Performance Showcase, an afternoon filled with music, ranging from classical tunes on the violin to contemporary beats on the guitar, featuring many first-time performers.

# LUCAS'S STORY

[www.headheldhigh.co.nz](http://www.headheldhigh.co.nz)

In the calm corridors of Pinehurst School, we interview Lucas, a 9-year-old speech and drama enthusiast. His journey, from a reserved 5-year-old to a poised young speaker, encapsulates the transformative power of speech and drama lessons—a subject that resonates with every parent's hopes for their child's development.

At the heart of Lucas's story is the balance between the academic and creative sides of speech and drama. As he recounts his first speech and drama exam, there's a notable shift in his tone—from nerves to newfound confidence. "At the very start of the exam, my heart was pounding," Lucas shares, "but as I went further into the exam, I started getting less nervous and more confident." This transformation speaks not only about

overcoming stage fright; it's about mastering the art of self-expression, a skill that isn't only useful in the classroom, but also a very powerful skill that will be used often outside the classroom as students grow and mature.

Lucas's parents, reflecting on his journey, highlight the benefits of speech and drama in both his school and social life. "Being confident in stating his own points or asking questions to the teachers," they note, is a clear indication of his growing confidence. In his personal interactions, they've observed Lucas's newfound ease in making friends and representing himself—a crucial aspect of his social development.

But what does Lucas enjoy the most? "The most fun parts of speech and drama lessons would probably be the games we play," he says with a smile. He describes how learning intertwines with play, a blend that ensures lessons are not just educational but also enjoyable. This speech and drama approach, tailored for a young audience, fosters a love for learning that extends beyond the walls of the classroom.

As we pondered the future with Lucas's parents, they described where they think their son's skills in speech and drama might help him as he grows. "Developing into a confident

communicator is crucial," they explain, highlighting the importance of being able to effectively convey ideas and thoughts in both academic and professional settings. It's a sentiment echoed by Lucas himself, who (very cleverly) sees the skills he's acquiring as tools for future job interviews, plays, and speeches.

For parents considering speech and drama for their children, the message is clear: this isn't just about learning to speak well; it's about nurturing a confident, articulate individual ready to navigate the challenges of life. It's about equipping young minds with the skills to articulate their thoughts and ideas with clarity and conviction—skills that will serve them well in every walk of life.

As we wrap up our conversation with Lucas and his parents, the door to the speech and drama classroom remains open. For parents interested in exploring this avenue for their children, the school warmly invites inquiries. It's an opportunity to embark on a journey similar to Lucas's, one where confidence and communication skills are not just taught but lived and experienced.

Welcome to the world of speech and drama at Pinehurst School—where every child's voice finds its strength and melody.





# PIRATES PAST NOON!

## PRIMARY PRODUCTION TRIUMPH

The curtains rose for the primary production of 'Pirates Past Noon' on Tuesday 5 and Thursday 7 September. The main cast and ensemble left an indelible mark with their stellar performances, demonstrating a deep understanding of their lines and songs. The pirates, in particular, dedicated themselves to daily singing sessions, ensuring a flawless musical experience.

Complementing the onstage talent was a group of dedicated parent and staff volunteers who worked tirelessly behind the scenes. Their creative contributions in costume and prop preparation, involving cutting, sewing, painting, gluing, and assembling, significantly contributed to the success of the event.

The culmination of these efforts resulted in a bright, energetic performance that captivated the audience and showcased the incredible talent and dedication of all involved.



# PRIMARY ENTERPRISE PROGRAMME MARKET DAY

## A LESSON IN COMMERCE AND CREATIVITY!

The Primary Enterprise Programme (PrEP) Market Day at Pinehurst was more than just a showcase of colourful handcrafted products; it was a culmination of weeks dedicated to understanding economic principles and fostering creativity. Beyond the glue, card, and pom-poms, PrEP serves as a vital component of the financial literacy curriculum, immersing students in the complexities of economic decision-making and market dynamics.

***"PREP IS NOT JUST ABOUT MAKING AND DESIGNING; IT'S A JOURNEY INTO UNDERSTANDING THE INTRICACIES OF COMMERCE WHILE HAVING A WHOLE LOT OF FUN!"***

Ms Coxon officially opened the 2023 PrEP market, transforming the gymnasium into a vibrant marketplace. Sustainability took centre stage as each class displayed an array of handcrafted products, showcasing imagination and resourcefulness using recycled materials. From colourful handmade

Christmas decorations to hand-sewn pillows crafted from old T-shirts, the variety was a testament to the students' creativity.

The event went beyond a mere display of artistic talent; it delved into economic principles like profit and loss, market appeal, salary considerations, and price adjustments. Aligning with the sustainability theme, even the currency used was recyclable – coloured stones representing different values.

The school market event not only provided a platform for students to showcase their talents but also offered practical lessons in responsible decision-making and economic awareness. As classes counted their day's takings, the experience reinforced essential lessons in basic economics, sustainability, and the joy of turning creative endeavours into profitable ventures. With satisfied shoppers and stallholders, the success of the 2023 PrEP Market Day sets the stage for another engaging event in 2024.









## CHECKMATE CHRONICLES

### A YEAR OF TRIUMPH FOR PINEHURST CHESS TEAMS

At Pinehurst, the strategic game of chess has not only become a source of intellectual challenge but also a platform for notable achievements. With fervour and determination, Pinehurst's chess teams have navigated regional and national competitions, showcasing exceptional skill, sportsmanship, and a commitment to excellence. This article takes a closer look at the highlights of Pinehurst's chess journey, where students have not only participated but have triumphed, earning recognition and accolades on both regional and national chess arenas.

#### **NORTH SHORE PRIMARY INTERSCHOOLS COMPETITION:**

On July 24, three primary chess teams from Pinehurst participated in the North Shore Primary Interschools competition, facing off against thirty-one teams from the region. The first team secured a remarkable 2nd place, earning them a spot in the upcoming National Finals. Congratulations to Xiahan (Luna) Lu, Isaac Gu, Ethan Yichen Han, and Eddie Yixuan Han. Special mention to Quinn Song, awarded the 3rd best player on Board 4.

#### **NEW ZEALAND INTERSCHOOLS NATIONAL CHESS FINALS:**

During the first weekend of the school holidays, Pinehurst's primary chess team, comprised of William J, Luna L, Isaac G, Ethan H, and Eddie H, attended the New Zealand Interschools National Chess finals at St Kentigern College. After seven rounds, they emerged victorious, securing 1st place, and Luna and Isaac earned individual honours for their outstanding performances.

#### **CHESS TOURNAMENT AT WILLOW PARK SCHOOL:**

In a Chess tournament at Willow Park School, Pinehurst's primary students showcased exceptional sportsmanship and competitive spirit. The team achieved notable success, placing third in the Auckland Primary Chess Team Championship and clinching the top spot in the Major Group tournament.

#### **PRIMARY, YEAR 7-8, AND SECONDARY AUCKLAND REGIONAL CHESS COMPETITION:**

Pinehurst's chess prowess extended to the Primary, Year 7-8, and Secondary Auckland Regional Chess Competition at Wairau Intermediate School. The Primary A team secured 2nd place, and the Intermediate A team claimed 3rd place, both qualifying for the National Finals in September at Saint Kentigern College.



# ART4Kidz

**C**arma Jewell, owner of Art4kidz offers art classes at Pinehurst school for Primary School students. Our focus is to build self-confidence, improve concentration skills, improve creative expression. The lessons are semi structured which allows students to use their imagination to add creativity to their drawings while learning something new each week.

We do our best to pay attention to individual needs to bring the best out of each student.

We offer basic drawing skills using the elements of art for students aged 5 to 7 years old on Tuesdays or Wednesdays, and beginner pencil sketch, painting on canvas and watercolour painting techniques for students aged 7 to 12 on Thursdays.

## COMBO CLASS AGE 7-10, THURSDAYS



## AGE 5-7 CLASS BASIC DRAWING SKILLS, TUESDAYS OR WEDNESDAYS





## MESSAGE

## FROM THE

## COLLEGE

The second half of the 2023 school year started with celebrations for Matariki. Along with a dawn tree planting and a cookout, we had presentations of Māori artwork, a photography competition and a Matariki assembly. Dianne Clarke created a fabulous korowai especially for Pinehurst School and during the assembly she explained the significance of the parts of the korowai before presenting it to Mr Waller. You may have seen Mr Waller wearing the korowai for the senior prizegiving at the end of Term 4.

During Terms 3 and 4 many of our students have had the opportunity to experience education outside of the classroom on camps and trips around our amazing country. It is on these camps and trips that students make lasting memories which they often talk about years later. Duke of Edinburgh adventurous journeys included time spent at Kaimanawa Forest Park, Motatapu Island and National Park. We also had year level camps to Queenstown for Year 8, and sailing in and around the Hauraki Gulf to Great Barrier Island for Year 12. At the end of the school year, a group of students headed off to America to attend the Junior Space Camp at which they visited NASA. This was the second Space Camp of the school year with senior students attending a similar camp midyear. All these extra-curricular options help to support our students to build resilience and independence and we have been delighted with the numbers of students taking these opportunities.



Under more normal settings, as well as College students getting out and about this year, we have been able to greet visitors into the school. This is something that Pinehurst students enjoy and do very well. During Term 3, we were happy to finally be able to welcome students from Argentina on an exchange visit which was very successful. There are plans in place to reciprocate this visit next year with a group of Pinehurst students preparing themselves for a two week visit to see their new friends in Argentina mid 2024. We are also looking forward to hosting a group of Korean students for their exchange towards the end of 2024. Exchange visits enable our students to learn about other cultures and help them to develop a global viewpoint.

There is a focus on examinations for our Year 11-13 students during the second half of the school year as they undertake their mock examinations in Term 3 and then their final Cambridge examinations during Term 4. Students worked hard, took advice from their teachers and prepared themselves well for their assessments. We are anticipating some pleasing results in January.

Additionally, excellent results in the sporting arena continued into the second half of the year. Pinehurst students represented us well at the College Sports Winter Tournament and at AIMS Games. We were able to recognise the sporting accomplishments of our students at sports prizegiving ceremonies in Terms 3 and 4. Extra-curricular opportunities have also included the Engineering Science Competition in which a Pinehurst team came runners up each winning \$500, Model United Nations workshops, Enviro Week activities, the Auckland University Case Competition at which a Pinehurst team were overall winners taking a prize of \$1000, and the Year 9 run Market for Good.

We ended the year on a high note with our Valedictory Dinner for Year 13 graduates and two fantastic prize giving ceremonies to celebrate the outstanding academic achievements of our students. Six of our Year 13 students received university scholarships which was wonderful to recognise. As we farewell our graduating Year 13 students, we look forward to hearing of their accomplishments in the years to come.

**DAWN SULLIVAN**

*PRINCIPAL OF  
COLLEGE*



# COLLEGE HIGHLIGHTS



## ARTS AND CULTURAL FEST

The Arts Council's final event of the year, led by Charlie Franicevic and Chang Liu, showcased diverse music and dance from around the world. The audience enjoyed performances including Chinese, Korean fan, Indian Bollywood, and hip-hop dancing, as well as rock bands, solo guitarists, pianists, and singers. The concert highlighted Pinehurst's rich cultural and artistic talent.



## OUTSTANDING SUCCESS IN ECONOMICS

The University of Auckland's Economics competition runs annually, and this year, Pinehurst achieved its best performance yet. Seven outstanding students were awarded High Distinction, placing them among the top 10% of entries nationally. These exceptional achievers, including Courtney (Year 13), Jack (Year 12), Gloria (Year 12), Renalle (Year 12), and Lewis (Year 12), were recognised at a special awards ceremony in the city last week. In addition to the accolades, Winston Hu (Year 13) and Amy Wang (Year 12) were presented with a £200 gift voucher each for their exceptional contributions. The entire Pinehurst community expresses gratitude to all the students and families who represented the school impeccably in this prestigious competition.





## STUDENTS' VS WILD

Year 8 students celebrated two years of hard work with an overnight tramp on New Zealand's Pinnacle's walk, showcasing resilience and determination. Reflecting on the Gold Award experience, one student expressed, "Venturing beyond my comfort zone, I discovered the true beauty of nature and relished encountering something entirely new."



## FARM VISIT

Year 10 Environmental Management students delved into hands-on learning on a working beef farm for their IGCSE Environmental Management course. From measuring grass in paddocks to constructing electric fence lines, they experienced agricultural techniques firsthand. Thanks to the Bayliss Family for this unique opportunity, providing practical insight into the theory of their course and exposing them to real-life problem-solving on the farm.



## STARDOME PHYSICS TRIP

The Year 10 physics students had a fantastic visit to the Stardome observatory and Planetarium, where they learned about the creation of atoms in stars and their role as the universe's building blocks. They explored nebulae, the birthplaces of new stars, tested their knowledge in a quiz, and enjoyed a mesmerizing planetarium tour of constellations and celestial objects.



## LIFE 101

Year 12 Life 101 classes had a practical session with Tony and Bernie from our Property Team, covering essential car maintenance like changing a tire, checking oil and water under the bonnet, and using jumper leads.





### HOWICK VILLAGE

Year 9 travelled back to the 1800s, experiencing life in historic New Zealand. The courthouse simulation highlighted the significant changes, especially for women. The schoolhouse instilled an appreciation for modern conveniences, and the trolleys showcased the joy of DIY and entertainment without devices. Thanks to the knowledgeable staff at Howick Village for this incredible journey back in time.



### GEOGRAPHY TRIP

Geography students had the opportunity to undergo coursework in Orewa. During this trip, they learned about techniques to measure and comprehend coastal processes, including erosion and longshore drift. They also delved into the human aspect of geography by examining public surveys and land use. It's a fantastic day that takes geographical concepts and applies them outside of the classroom!



### GREAT BARRIER CAMP

The Year 12 Sailing expedition to Great Barrier Island provided an unforgettable experience, featuring diverse marine wildlife sightings, including three whales in a day. Under the Lion crew's guidance, activities like beach clean-ups enhanced students' understanding of ocean conservation. This journey pushed participants beyond their comfort zones, emphasizing the profound impact of individual actions in reducing pollution. The five-day sailing odyssey through the Great Barrier Islands offered daily adventures, from invigorating swims to steering through stunning islands. Sailing alongside dolphins and spotting whales and orcas added a magical touch, elevating the trip with exceptional teamwork and camaraderie. This experience left lasting memories and broadened understanding of the maritime world.





## YOUNG ENTERPRISE TEAM WINS REGIONAL AWARD!

ECOH, a sustainable chess pieces company, custom-makes sets using 3D printing and biodegradable PLA materials. In just 8 months, Year 11 boys Kohtaro N, Edward Z, and Raymond Z have turned a profit, set to receive an award for their achievements later this term. The future holds exciting possibilities for their business.



## ARGENTINIAN SCHOOL EXCHANGE

This month Pinehurst played host to its very first international school exchange. On the 4 September, a group of Argentinian students arrived at school full of anticipation, ready to be welcomed by a selection of our Pinehurst host families. The Argentinian students, who had travelled all the way from Córdoba, have been staying with the families for two weeks, to practise their English and experience NZ life. As is customary, they were welcomed into our community with a Pōwhiri on their first day in school, treating us to a special Argentinian song, (which most certainly involved a reference to a certain football triumph...) After watching the impressive Kapa Haka, we all shared some delicious Kai with the host families and student buddies. This marked the start of a seamless week where they attended classes as our host pupils, experiencing all that life at Pinehurst has to offer. The host students and families have also been busy exploring the country, with weekend trips to top destinations like Taupo and the Coromandel. Of course, a trip to Auckland wouldn't be complete without a visit to the Sky Tower!

The exchange has turned out to be a fantastic opportunity for all students involved, as each put their linguistic skills to the test (and as it turns out, our not-so-impressive football skills!), hopefully making lifelong friends. A huge thank you goes out to all our parents and staff involved in such a successful school exchange - one which we hope will be the start of many to come!



## KBB FESTIVAL

Pinehurst School Orchestra wowed at KBB Music Festival with three outstanding pieces. Pianist Yu Zhang Wu, a concerto competition winner, played Mozart beautifully. Year 11 student Reynold Yang's original composition showcased talent. The orchestra's high quality shone in a 'play-in' session with the Auckland Philharmonic Orchestra, proving Pinehurst's commitment to nurturing top-notch musicians.



## GIVING THE GIFT OF SPEECH

*LEO AND TIFFANY WORK HARD. DESPITE LIVING WITH DOWN SYNDROME, VISION IMPAIRMENT, HEARING IMPAIRMENT, SOME ORTHOPAEDIC ISSUES AND SPEECH CHALLENGES, THEIR PARENTS EXPECT THEM TO GO FAR IN LIFE. THIS BROTHER AND SISTER ARE GETTING LIFE CHANGING OPPORTUNITIES TO CONTINUE DEVELOPING THEIR SPEECH AND COMMUNICATION SKILLS THROUGH THE UPSIDEDOWNS EDUCATION TRUST.*

**W**e are a conspicuous family, and we hardly ever mind it. There's me and Dan, 'older parents' who immigrated here to New Zealand from the US years ago; Leo and Tiffany, ages 15 and 12, both Chinese, both who have Down syndrome, each with their own delightful idiosyncrasies; and Caz, our Disability Assist Wonder Dog.

We get a lot of questions about Caz, who is allowed to go wherever we go, including restaurants, airplanes and hospitals. We also get a lot of questions about adoption or immigration or school or our jobs, and as long as the questions are respectful, not too intrusive and the kids don't mind stopping to meet and interact with people, we're always happy to answer them.

Another thing that makes our family unique is that we all use a variety of strategies to communicate between ourselves and with others. We don't just stick to your standard variety speech-type of communication. We use New Zealand Sign Language (NZSL), a bit of Makaton (a language programme that uses signs and symbols to support spoken language), lots of gestures, communication devices and, of course, some verbal speech.

These alternative methods of communication are needed by our family because Leo and Tiffany both struggle with speech, which is a typical trait in those who live with Down syndrome. Speech can be difficult for children and adults with Down syndrome for a number of reasons including low muscle tone, smaller than typical mouths, hearing loss, and the tendency to have atypical speech patterns,





as well as the inability of many nondisabled people to listen carefully to what is being said.

From the time our children were infants we knew communication was going to be a priority for the success of their education. The ability to communicate well with others will allow them a good quality of life and assist in their ongoing cognitive and social development.

We embarked on the mission to get our children the best possible services related to speech and communication. And it turned out to be a challenging one.

The only speech therapy they could access as babies was for feeding issues, and while early childhood services provided sporadic consultative services, nobody would provide one-on-one therapy for communication. So Dan and I attended every child communication course available and we learned Makaton and NZSL through night classes. We discovered plenty of people were happy to talk to us adults, but nobody would work with our children!

The Ministry of Education have superb speech therapists, but they are not supported to work one-on-one with children. They have a mandate to provide a 'consultative' service, which means they teach parents, who in turn teach children. In theory this has some logic. But research shows that, in practice, consultation models work well only if in combination with direct services.

We could not, in good conscience, let our children go without speech therapy, so when we eventually heard that there was funding available through the UpsideDowns Education Trust, we were so relieved. Leo and Tiffany needed to be given the best shot at being good communicators, which we see as being the ticket to future jobs, friendships, relationships, and being involved citizens.

It was simple, considering the years we had battled to get services for our children. We applied to the Trust and were accepted, and found an approved, registered speech therapist

who had experience with children with Down syndrome. We hit the jackpot.

Over the next seven years we had three experienced, qualified, creative private speech therapists work with our children. Each has brought their own unique set of talents and assisted Leo and Tiffany in various ways. They have visited us and provided therapy to our children together and individually. They have worked with our children at home, at their babysitter's home, at their early childhood centre and at their schools. Some have travelled quite some distance to work with our family and we have also travelled long distances to meet with these professionals who hold a place dear in our hearts.

Some of the therapists have emphasised speech production, others have emphasised holistic communication, using sign language and communication with symbols and speech. Some have helped our children to use their augmentative speech devices: iPads with speech programmes that allow the children to

clarify what they are trying to say with the help of electronic assistance.

In recent years we have experienced speech therapy amidst the chaos of COVID and lockdowns. We successfully navigated through the challenges of lockdowns and homeschooling and have adapted to the new normal of our lives. Since then, Caz, our disability assist dog retired, Leo has transitioned to high school and Tiffany is poised to join him next year.

Despite the passage of time, one constant remains – our profound appreciation for our children's speech therapists and immense gratitude to the UpsideDowns Education Trust for their invaluable support in funding our children's speech therapy. Over the past few years, both Leo and Tiffany have had a remarkable surge in language development. Leo now joyfully serenades us regularly with Wiggles songs, while Tiffany has developed a fondness for te reo and has transformed into a delightful chatterbox with increasingly clear





speech. Leo continues to benefit from online speech therapy sessions with a distant therapist, while Tiffany receives in-person therapy from our dedicated therapist who actively promotes the use of her "Talker", an augmentative speech device.

We extend our heartfelt thanks once again to the UpsideDowns Education Trust for playing a pivotal role in our children's growth and flourishing. The support has been instrumental in fostering their communication skills, and we are truly grateful for the positive impact it has had on their lives.

Parents now have much higher expectations for children with Down syndrome. We expect they will learn throughout their lives, long into their adult years. We expect them to live as independently as possible, to work and earn money in meaningful jobs and to have friendships and meaningful relationships – maybe even marriage. We expect them to contribute to their communities.

With these expectations we have a commitment to contribute to their education, to their world view and their sense of justice and of community. We have to do our part. Ensuring they have ongoing opportunities to improve their communication skills and their speech is something we owe our children. With the help of UpsideDowns we have been able to hold up our end of the bargain.

And for this we are very, very grateful.

### **Words by Gretchen Good (Leo and Tiffany's mum)**

*Gretchen is a Senior Lecturer with the School of Health Sciences at Massey University. The UpsideDowns Education Trust provides speech and language therapy for Kiwi kids living with Down syndrome – visit [www.upsidedowns.co.nz](http://www.upsidedowns.co.nz) for details.*

## **UPSIDEDOWNS**

**PURPOSE:** We believe that every child with Down syndrome should have the tools to develop their communication, confidence and independence, and the right to participate fully in society

**MISSION:** We're empowering kids with Down syndrome to talk, read and write by helping fund speech language therapy

**VISION:** Giving a voice to kids with Down syndrome



# EXPLORING HORIZONS

ENGAGING OPPORTUNITIES  
FOR CONTINUED LEARNING

**P**inehurst, committed to equipping its students with comprehensive insights into their future educational and career paths, has instituted a series of initiatives aimed at facilitating research and hands-on experiences. From dynamic Careers Speed Meet Evenings to Subject Fairs and Transition to Tertiary Workshops, Pinehurst ensures that students have direct access to valuable information from ex-students. These initiatives foster a bridge between the theoretical knowledge gained in classrooms and the practical realities of various occupations and study areas; and supplement the Career Education Modules delivered to each Year Group and the 1-1 Career Counselling offered by the Pinehurst Career Counsellor. Pinehurst's multifaceted approach supports students in their pursuit of further education and meaningful careers.

## CAREERS SPEED MEET EVENING:

The top floor of College 4 recently transformed into a dynamic Careers Hub, where current students availed the opportunity to book appointments and engage in conversations with ex-students about various occupations and study areas. This initiative, made possible by the valuable contributions of our alumni, provided invaluable insights into the realities of studying specific subjects at university and the potential career paths that follow.

***"THE OPPORTUNITY TO FIND OUT WHAT IT REALLY IS LIKE STUDYING CERTAIN SUBJECTS AT UNI (AND WHAT MAY LIE AFTER THAT!) IS INVALUABLE."***





## SUBJECT FAIR:

In a parallel endeavour, the Senior Study Room turned into a Subject Fair during POD time. Year 9, Year 11, and Year 12 students circulated, gaining firsthand knowledge about subjects from Year 12-13 student representatives, offering a unique student perspective absent of teacher involvement.

## CLASSICS OPEN DAY:

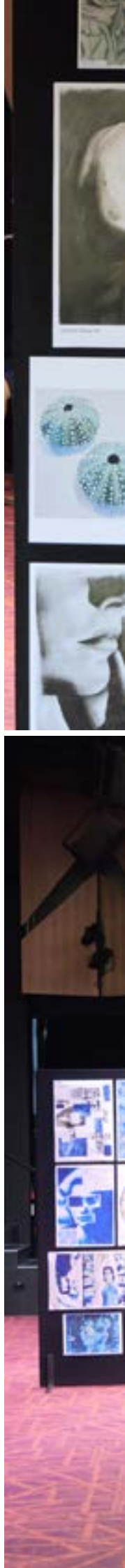
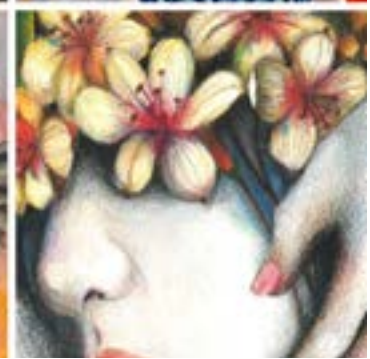
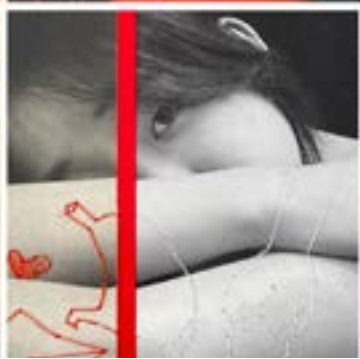
Moreover, AS and A2 Classical Studies students immersed themselves in Massey University's Classics Open Day, gaining a preview of university-level study. Engaging in lectures, workshops, and emerging victorious in a quiz against 15 teams from other schools, Pinehurst students demonstrated excellence and commitment to exploring diverse educational opportunities.

## TRANSITION TO TERTIARY WORKSHOP:

On another front, the annual Transition to Tertiary Workshop took place on Thursday afternoon, facilitated by three ex-students – Morgan Mendonca, Anders Sandberg, and Maggie Yin. Year 13 students benefited from their voices of experience, discussing strategies for university life, surviving academics, and the nuances they wished they had known a year earlier.

*"THE CURRENT YEAR 13 STUDENTS VALUED THEIR VOICES OF EXPERIENCE AS THEY DISCUSSED HOW TO SETTLE INTO UNIVERSITY, STRATEGIES FOR SURVIVING THE ACADEMIC SIDE, THE DIFFERENCES TO EXPECT AND, MOST IMPORTANTLY, WHAT THEY WISH THEY HAD KNOWN THIS TIME LAST YEAR!"*







# VISUAL ART EXHIBITION



2023 saw a new approach to exhibiting the work created by our talented Visual Art students.

Venturing into the theatre foyer, you might have come across a selection of art works displaying in frames on easels. At the beginning of each term, the works in these frames were replenished with new work from students in Year 7-13.

The importance of exhibiting the work that our students have created is a crucial part of them seeing the full progression of themselves as young artists. Exhibitions invite the community into the student's world, and encourages connection and conversation.

Our second annual art exhibition was held between the 10-17 of November. A team of students curated the exhibition and spent hours tirelessly naming, mounting, framing, and hanging nearly 100 pieces of student work ready for admiration. It was heartening to see our school community engage with the work created by our students and to witness people marvelling at the art exhibited. Each piece of work shown was a representation of resilience, persistence, and commitment to reaching a goal with determination. It is these skills and habits of working with intention are just as vital as mastering the processes used to physically create work.

- Nicole Rakati





# The Secret Garden



SCHOOL

BALL



Year 11-13 students, accompanied by their guests, immersed themselves in an enchanting night at the 2023 school ball themed "The Secret Garden."

The venue underwent a transformation with lush greenery and vibrant blossoms, setting the stage for an unforgettable evening.

Attendees embraced the sophistication of the affair in stylish attire. The dance floor buzzed with energy, and laughter, contributing to the memorable atmosphere of the night.















# 2023 VALEDICTORY DINNER

*Congratulations*  
CLASS OF 2023!

The Valedictory Dinner held for the Year 13 students was a momentous occasion, a fitting tribute to the graduating class of 2023. The evening resonated with a sense of achievement and nostalgia as students, parents, and faculty came together to celebrate the remarkable journey these young individuals had undertaken. The speeches, filled with reflections and aspirations, encapsulated the collective pride felt for the graduating class. The event was not just a farewell; it was a commemoration of growth, resilience, and the bright futures awaiting each graduate. As the evening unfolded with laughter, speeches, and the exchange of sentiments, it marked not an end but a new beginning for the graduates, who step confidently into the next chapter of their lives.







YEAR 7 - 8

FORMAL

DINNER

As we bid farewell to another year, all Year 7-8 students were invited to revel in an evening of style and camaraderie. The Year 7-8 Formal Dinner was a perfect blend of fun and significance, featuring a lavish buffet, infectious laughter, and energetic dancing. It was a social occasion where memories were made, celebrating the collective achievements of the year. Check out the photos to catch a glimpse of the style, smiles, and vibrant moments that marked this fantastic year-end celebration!









# CASE SPACE

# SCHOOL EXPEDITION

Students from Years 10, 11, and 12 embarked on an extraordinary journey with the CASE Senior Space School, venturing to NASA in Houston and Silicon Valley in the USA. This expedition, offered a unique opportunity for students to delve into the booming space industry and its global impact. In partnership with the California Association for STEAM Education (CASE) and Actura, Pinehurst aimed to immerse students in the USA's space industry, showcasing innovative technologies, entrepreneurial opportunities, and the influence of STEAM disciplines in our world.

During the expedition, students had the privilege of being mentored by industry experts at NASA, engaging in thrilling and authentic space mission simulations. They also explored cutting-edge space and tech start-ups in Houston and Silicon Valley, gaining a firsthand understanding of the dynamic landscape of space technology. Networking opportunities with inspiring space industry guest speakers and world leaders in innovation further enriched the students' experience.

Beyond the educational aspects, the expedition offered a range of fun cultural events, activities, and sightseeing in Houston and San Francisco. This outstanding opportunity allowed students to learn beyond the classroom, returning invigorated and motivated with new ideas, goals, passions, and the skills to make them a reality. The CASE Space School Expedition proved to be a transformative experience, inspiring Pinehurst students to embrace the exciting future that awaits them in the ever-evolving field of space exploration and technology.







## CHARLES SHEN CHRONICLES THE CASE SPACE SCHOOL EXPEDITION

During the Term 2 holidays, a group of students and four Teachers went on a trip to America to learn and experience new things. I was lucky enough to be one of them. We spent four days in San Francisco< California and eight days in Houston, Texas, with our wonderful group managers Rita and Michael from the Actura CASE Company. During the trip, we met a lot of cool inspirational people, included NASA engineers, entrepreneurs, and even astronauts. Throughout the trip we participated in Challenge X, a competition between different groups of people from around the world. Our challenge was to pitch a business idea to NASA engineers on current Space Issues like how to support the formation of the Low Earth

Orbit Economy, how to clean up Space Debris, and how to reduce Space Packaging. This competition allowed us to learn how to pitch business ideas like entrepreneurs.

We were also able to do once-in-a-lifetime activities which included space mission simulations, aquatic astronaut training, and being invited to see Ad Astra's plasma propulsion testing facility. One of the highlights of my trip was working with robots. I still remember the euphoria I felt when my robot was able to complete the course, despite having a faulty motor. Overall, the trip was very worthwhile, I was able to experience things that I may never be able to do again, and I was able to meet new people. One thing I learnt from the trip is to never be afraid to ask questions.

# SPORTS HIGHLIGHTS



**DIVING**

**CHAMPIONSHIPS**

Noah and Zara excelled at the Diving New Zealand Intermediate Schools National Championships. Noah secured 1st place in Boys Intermediate, and Zara claimed 2nd place in Girls Intermediate, leading Pinehurst to top the team division and earn the championship trophy for the second consecutive year.



**GYMNASTICS**

**ZONE DAYS**

Pinehurst's Year 3-4 and Year 5-6 Gymnastics teams excelled at the North Harbour Gymnastics Zone Day. Annie secured 3rd All Round and 1st on the Floor, leading the Year 3-4 team to 2nd place. In the Year 5-6 category, Cynthia's 2nd All Round and 3rd on the Beam helped the girls' teams secure 1st and 2nd places. Pinehurst claimed an impressive 3rd place School finish, a testament to the dedication of all involved.



**FLIPPABALL**

**CHAMPIONS**

The Pinehurst Makos Year 5-6 team clinched the C Grade (Silver) for the second consecutive term, maintaining an unbeaten record throughout Term 3. Witnessing the team's continuous improvement and the synergy of their individual and team skills in the pool has been truly impressive.





## PRIMARY WINTER NETBALL

In 2023, Kidzplay Netball witnessed the participation of 13 Pinehurst teams spanning Years 0-6 in the winter league. Saturday mornings turned into a lively hub of excitement as Pinehurst families gathered to support their children in thrilling games. The remarkable success of the season saw a record-breaking number of teams securing podium places, with 8 out of 13 receiving well-deserved trophies. This achievement was a testament to the teams' unwavering commitment, resilience, and exceptional team spirit. The season concluded with a festive and successful event, where the 13 Primary netball teams celebrated in style. The festivities even included a dinosaur netball coach, adding a playful touch and showcasing impressive ball skills, making it a memorable conclusion to a fantastic season.



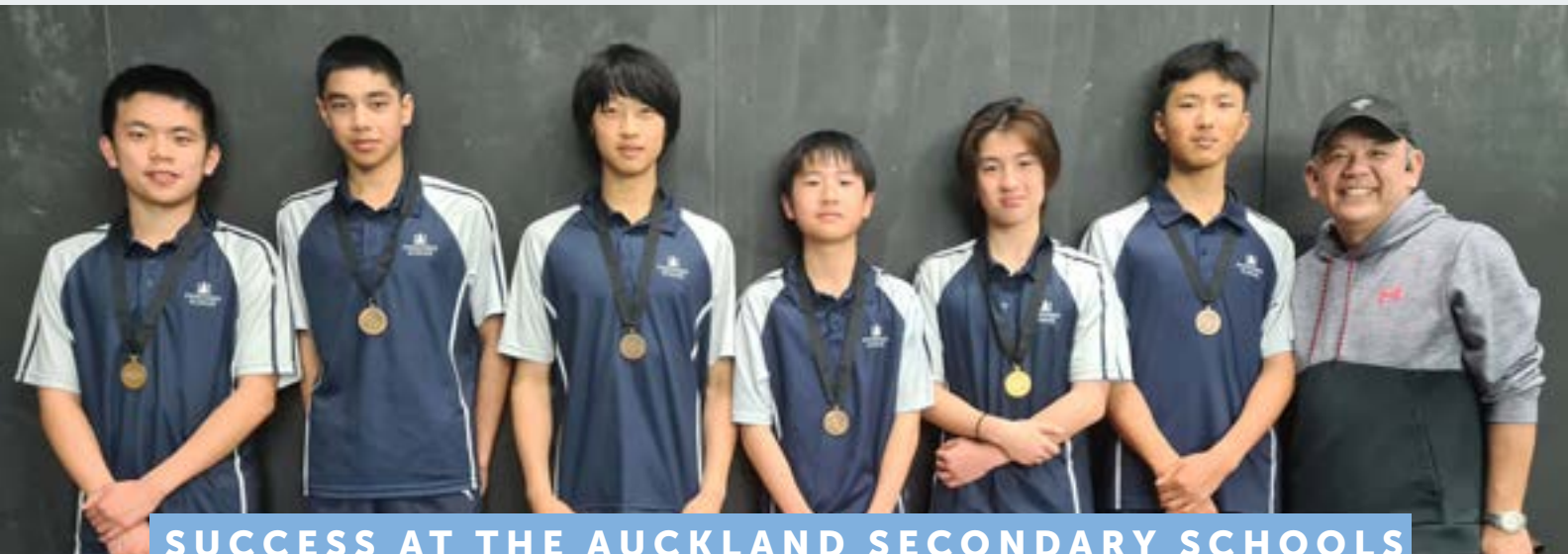
## YEAR 5-8 TABLE TENNIS SUCCESS

Pinehurst White triumphed in the B1 Grade of the North Harbour Year 5-8 Table Tennis competition in Term 2, with Ryann W earning the Top Player award. In Term 3, Pinehurst Blue and Pinehurst White secured 1st place in the A Division, while Pinehurst Silver claimed the runner-up position. Recognition day awards celebrated Pinehurst White and Pinehurst Gold as 1st place teams, with individual player honours for Peter W and Ryann W. Remarkable achievements for Pinehurst School!



## JUNIOR VOLLEYBALL

Despite a hectic season, all teams thrived, showing significant improvement in individual skills and overall gameplay. The Boys 1st team emerged as undefeated champions in their division, while the Girls 1st team, with just one concession, can take pride in their division victory.



## SUCCESS AT THE AUCKLAND SECONDARY SCHOOLS BADMINTON CHAMPIONSHIPS

Pinehurst students showcased their badminton prowess at the Auckland Individual and Doubles Badminton Championship, a top-tier competition for elite players in the Auckland Region. Seven exceptional players exhibited commitment, maturity, and resilience, leading to commendable successes. Jack Z and Robert L secured victory in the Junior Boys Doubles, while Rahul G and Wen Yao Z claimed third place, resulting in Pinehurst dominating the Doubles event. Tony Y clinched 3rd place in Junior Boys Singles, and Elsa L emerged as the Junior Girls Singles champion by winning all her games. Eason D, in the Senior Boys Singles, faced tough competition, concluding outside the top placements.



## PINEHURST SHINES AT 2023 AIMS GAMES

On 2-8 September, Pinehurst proudly sent 67 students to compete in the 2023 AIMS Games in Tauranga, showcasing exceptional talent and sportsmanship across multiple disciplines. The tournament commenced with a stellar performance from our Hip Hop team on Saturday, setting the stage for a week of spirited competition. Throughout the week, our students excelled in various sports, including Swimming, Hockey, Netball, Basketball, Badminton, Gymnastics, Table Tennis, Tennis, and Golf. The commendable efforts of our students resulted in well-deserved success, bringing home a collection of silverware. Notably, several Pinehurst competitors secured podium positions, earning recognition as the Top 3 competitors in their respective sports for the Intermediate age group in New Zealand.





Pinehurst table tennis students excelled at the 2023 NZSS Champs in Hamilton. Team 1 (Hannah, Jack, Yumin, Youngmin) took 3rd place in A Grade, and Team 2 (Emily, Sean, Linghan, Andrew) clinched 1st place in C Grade. Hannah became the U19 Girls Singles champion, Emily secured 3rd place in U15 Girls' Singles, and Youngmin tied for 3rd in U15 Boys' Singles.



Our 1st XI Girls and Boys hockey teams excelled, earning promotions to Grade 1 in the North Harbour Hockey Secondary Competition. Despite challenges in the higher grade, both teams adapted well. The 1st XI Girls finished 4th overall, impressing in their final game. The 1st XI Boys secured a 1-0 victory, placing 2nd overall. The collaborative 2nd XI Boys team with Takapuna Grammar School finished 3rd in Grade 4.



## SPORTS PRIZEGIVINGS



In a unifying celebration of athletic achievements, the Sports prizegivings brought together students, caregivers, and staff to applaud the remarkable successes of the 2023 sports season. These events served as a platform to recognise the dedication and hard work invested by individuals and teams, especially highlighting those who earned regional and national representation. The list of Sporting Excellence award winners below showcases the outstanding accomplishments of our athletes.

Congratulations to all award recipients and every student for their commendable commitment and passion in their respective sports this year. Additionally, our gratitude goes out to all our exceptional coaches and managers whose invaluable support has been instrumental in the success of our teams.

The Year 7-8 sports Prizegiving students were treated to a bubbly guest speaker who has played for the Kiwi Ferns League Team and the Black Ferns Team; Katelyn Vaha'akolo. Katelyn inspired the students with her messages about being inspired by your own greatness and believing in your own abilities. Katelyn then presented the Sporting Excellence awards to the deserving award recipient.







### PRIMARY SPORTING EXCELLENCE AWARDS:

Primary Sport Events - Most Valuable Contribution	April (P17)
Metete Cup for Sportsmanship	Olivia (P20)
Team of the Year	Swimming Year 4-6 Relay Teams
Year 6 Sportswoman of the Year	Anna (P20)
Year 6 Sportsman of the Year	Ryan (P21)

### YEAR 7-8 COLLEGE SPORTING EXCELLENCE AWARDS:

NH Zone Day Cup - Girls	Zara R
NH Zone Day Cup - Boys	Jerry Y
Metete Cup for Sportsmanship	Alex G
Outstanding Achievement in Sport	Noah A - Diving
Team of the Year	Intermediate Diving Team
Year 7 Sportswoman of the Year	Alice Y
Year 7 Sportsman of the Year	Alex G
Year 8 Sportswoman of the Year	Zara R
Year 8 Sportsman of the Year	Jerry Y

### YEAR 9-13 COLLEGE MAIN AWARD RECIPIENTS:

Sportsperson of the Year	Brooke P
All Round Sportswoman	Emily S
All Round Sportsman	Andrew Y
Team of the Year	Table Tennis
Sporting Excellence	Eun Seo (Nicole) C
Services to Sport	Katherine G

# END OF YEAR CELEBRATIONS



## MEMORABLE YULETIDE MOMENTS AT PINEHURST'S CHRISTMAS PICNIC

**O**n the final Wednesday of December, Pinehurst School became a festive haven, bringing together students, staff, and families for a delightful Christmas picnic. The air was filled with holiday cheer as families posed for precious moments captured by a professional photographer. The picnic featured a delightful spread of holiday treats, a variety of Food Trucks, Christmas Market stalls, Santa's Grotto, musical performances, and activities for everyone.

More than just an event, the Christmas picnic at Pinehurst was a celebration of community, togetherness, and the spirit of the season. Families connected over shared moments, creating memories destined to be cherished for years to come.





## PINEHURST'S CHRISTMAS CONCERT EXTRAVAGANZA

As the holiday season unfolded, Pinehurst School came alive with the joyful melodies of Christmas, echoed through not one, but two spectacular concerts – one dedicated to our primary students and the other to the college community. The air was filled with anticipation as staff and students geared up to present a musical celebration featuring everyone's favourite Christmas numbers.

### PRIMARY CHRISTMAS CONCERT: A JOYOUS PRELUDE

The primary Christmas concert kicked off the festive festivities, bringing together our youngest performers to showcase their musical talents. From delightful renditions of classic carols to spirited performances of modern holiday hits, the primary students, guided by dedicated staff, delivered a heartwarming and joyful experience. The audience was treated to a merry spectacle as the little ones donned festive attire and sang and danced to create a memorable start to the holiday season.

### COLLEGE CHRISTMAS CONCERT: A HARMONIOUS BLEND

Following the primary concert, the stage was set for the college Christmas extravaganza. Staff and students from Year 7 to Year 13 united to present a harmonious blend of traditional and contemporary Christmas tunes. The auditorium resonated with the sounds of familiar carols, modern holiday favourites, and even some creatively reimagined classics. It was a true showcase of Pinehurst's musical talent,

with students not only delivering stunning vocal performances but also displaying their instrumental prowess.

Both concerts were a testament to the dedication and enthusiasm of Pinehurst's staff and students. The festive spirit reverberated throughout the school community as families, friends, and faculty came together to celebrate the joyous season. The concerts not only provided a platform for showcasing musical talents but also fostered a sense of unity and festive cheer among all attendees.

*"THE CHRISTMAS CONCERTS AT PINEHURST EPITOMISED THE SPIRIT OF THE SEASON, BRINGING TOGETHER OUR TALENTED STAFF AND STUDENTS TO CREATE MOMENTS OF JOY AND CELEBRATION FOR THE ENTIRE SCHOOL COMMUNITY."*





# SHARING THE VERY GOOD GIFT OF GENEROSITY

About this time each year I ask my kids what they'd like for Christmas and they promptly find a pen and paper and present me with a list. It's not a long list – we've reigned in their expectations to four gifts: something you want, something you need, something to wear and something to read. Even so, the invitation to produce such a list puts my kids in an incredibly selfish, but most are pretty good at thinking about their own needs and wants. And they're great at telling their parents all about those needs and wants! Plus advertising and media repeatedly (and loudly) tell our kids "You really need this, you really want that." It's no surprise that kids are relatively capable of taking care

of number one. A remarkable power of generosity, however, is that it flips the switch of self-interest and redirects us to see the needs of others. That right there is endlessly beneficial, but put simply – giving combats selfishness. Win, win!

***"PUT SIMPLY – GIVING COMBATS SELFISHNESS. WIN, WIN!"***

## **2. GIVING IS GOOD FOR MENTAL HEALTH**

There is a lot that is out of our control, even more that's out of our children's control, but giving provides our kids with a pathway for agency and leadership – giving enables kids to use their own money, energy and ideas to make the world a better place. Seeing the potential to make a difference, big or small, for someone else can really empower a child and help combat the feeling of being overwhelmed by the state of the world – especially in light of the challenges of recent years.

## **3. GIVING IS GOOD FOR PERSPECTIVE**

When we chose presents and give things away, we're thinking about other people – what someone else might need or want, how we might be able to help someone or simply make them smile and bring some joy to their world. That's actually really good for our kids' sense of community and their outlook on life – it's not just about them anymore, they are part of something bigger.

Children become less inclined to see the world simply from the point of view of 'me, mine and myself'. We all need opportunities to expand our view of the world. The reality is that not everyone gets presents and not every child gets to write a list of what they would like to find under the tree at Christmas, for example. Generosity is a powerful eye-opener, while still bringing hope along with perspective.



# "A GENEROUS PERSON WILL PROSPER; WHOEVER REFRESHES OTHERS WILL BE REFRESHED"

– PROVERBS

## 4. GIVING IS GREAT FOR GRATITUDE

When we teach our children about generosity and show them ways they can give, we're also helping them become more thankful for what they have. As a result, they may drop their demand for more as they appreciate what they have already got. Being grateful and thankful can add a lot to our own happiness and contentment. Win, win, win!

## 5. GIVING IS COURAGEOUS AND KIND

It's not easy to step into another person's shoes and walk around for a bit – it takes bravery and kindness. More of that in our children, please and thank you.

## BUT HOW DO WE TEACH IT?

Possibly the most effective way to teach our kids about generosity is to model it ourselves. Kids learn from example, and they will notice us acting on those everyday opportunities to be generous. Involving our kids in things like donating to charities, choosing presents for people, leaving tips and thank you notes to those who serve us... there's an endless array of lovely generous moments to grab a hold of and include our children in. Talking about generosity and sharing inspiring stories of

philanthropy will also spark our children's curiosity in this area and encourage them to think of creative ways to share what they have with others.

And besides the good old-fashioned parental role-modelling, here are some other ideas for ways to get kids giving...

- Sponsor a child in the developing world through the likes of TearFund or World Vision. Kids can be directly involved by perhaps contributing some of their pocket money each month and writing letters to their new friend in a faraway land.
- De-cluttering bedrooms and donating toys and books to charity. This is a great moment to talk to your kids about only giving away things that are in good condition – op shops don't want our rubbish. Level up with a chat about consumption, quality vs quantity and less is more...
- Choose new toys to buy for other children and donate them to various Christmas gift initiatives.
- Invite your kids to choose something to purchase as a family from a Gift for Life catalogue – useful items that can make a huge difference to families in the developing world.
- Invite your kids to choose non-perishable food

items at the supermarket and donate them to a food drive. Sometimes supermarkets have trolleys or collection points at the checkouts, ready for your donations.

- Find your local pātaka kai and donate some food items each week.
- Instead of birthday presents, ask for donations to a cause that your child feels passionate about. (This may seem way too idealistic, but true story – my 10-year-old has been invited to two birthday parties with these very instructions!)

Giving is good for our communities, it's good for our families, it's even good for our health!

In writing about generosity, I have wondered if some of these concepts might sound a tad lofty or unattainable. But that doesn't mean they're not valuable – aim high, right! Giving is indisputably good for us. It's good for our communities, it's good for our families, it's even good for our health! Yep, research has shown that generosity releases happiness endorphins, reduces stress, helps us sleep and even extends our life! Generosity really is the gift that keeps on giving.

- ELLIE GWILLIAM

**ALUMNI**

**UPDATE**

**JESSICA MA**

Graduated Pinehurst 2020



## CURRENT ACADEMIC PURSUITS:

### WHERE AND WHAT ARE YOU STUDYING NOW?

I am currently studying Law at New York University Abu Dhabi, and have just completed a year abroad in London. I had a knack for English and History during my time at Pinehurst, and felt that pursuing legal studies was the ideal combination between these two disciplines.

### CAN YOU SHARE SOME HIGHLIGHTS FROM YOUR CURRENT STUDIES?

From dune bashing in the desert to sailing around the Greek islands, through my university I have been able to travel to over 20 countries in the last two years and gained exposure to new cultures and religions. My year in London has allowed me to gain so much independence and develop a refined focus on my postgraduate pursuits. Most importantly, my friends and classmates from across the world have opened my eyes to a world beyond what I knew, and every day I am grateful to be surrounded by individuals who inspire and motivate me to pursue my own goals and passions whilst staying true to my roots.

### IN WHAT WAYS DO YOU SEE THE INFLUENCE OF YOUR TIME AT PINEHURST REFLECTED IN YOUR APPROACH TO ACADEMICS, SOCIAL INTERACTIONS, AND OVERALL CAMPUS LIFE AT YOUR CURRENT UNIVERSITY?

The academic rigor that I developed from a young age at Pinehurst has continued with me throughout my time at university, where I now understand the methods of learning that work best for me, and am able to effectively balance both academics and extracurriculars. The close-knit nature of Pinehurst has also carried on with me at university, where NYU Abu Dhabi's small population of students has allowed me to form meaningful relationships with my peers.



## REFLECTIONS OF PINEHURST:

**LOOKING BACK AT YOUR TIME IN PINEHURST, COULD YOU SHARE A FOND MEMORY OR A PARTICULAR MOMENT THAT STANDS OUT TO YOU?**

All of the outdoor activities such as camps and Duke of Edinburgh trips, although tiring at the time, have been extremely significant in my character development today. The memories I have of pitching army-style tents and climbing up muddy hills on Waiheke Island are stories I continue to tell today, and reinforce to me that even when things are a bit rough, they will be fun memories to reflect upon down the line. They also made me realise, albeit three years later, how important being able to disconnect and surrounded by nature is, where academics is not the only important part of school and university.

**HOW DO YOU THINK THE VALUES AND LESSONS YOU LEARNED AT PINEHURST HAVE CONTRIBUTED TO YOUR SUCCESS AND EXPERIENCES AT UNIVERSITY?**

I am endlessly grateful to all of my teachers at Pinehurst, they were essential to supporting and encouraging me to have confidence in my academic ability during stressful exam periods, and even in university today, I have found that developing friendly relationships with professors to be extremely helpful, especially in difficult courses. I also believe that Pinehurst's interdisciplinary approach to learning, through academics, arts, and physical education is vital to creating well-rounded graduates, and I have implemented a similar system in my personal life where I have hobbies that meet each of these elements, allowing myself to continue learning and challenging myself beyond my courses at university. I am also extremely grateful for the friendships that Pinehurst helped to foster, some of my best friends today have been since Year 4 at Pinehurst, and they have taught me that having a support network who you can rely on is just as important as studying hard at university.

## ADVICE FOR CURRENT STUDENTS:

**AS A SUCCESSFUL PINEHURST ALUM, WHAT ADVICE WOULD YOU OFFER TO CURRENT STUDENTS?**

Looking back at myself in Year 12 and applying to uni, I never would have imagined myself in my current situation, and although I applied to NYU Abu Dhabi on a whim, I highly encourage current students to look beyond what they can visualise in front of them, and to take the risks and leaps that they might be afraid to, because you never know what's coming in the next few years. I still think back to my last few months of Year 13 and remember the stress I felt graduating, and I would tell students that although it's great to care about your studies, we're still very young and not having things figured out at the time before graduating is perfectly okay, we have so much life ahead of us and so much to explore!

**STAFF****UPDATE**

Please join us in extending a warm welcome to the newest members of our dedicated Pinehurst team next year, each bringing unique skills and perspectives to enrich our educational community:

**ALEX CONN**

*PE Teacher*

**BOB DOBSON**

*Security & Systems Technician*

**BRYONY AISTON-ROSS**

*Primary Teacher*

**CHLOE XU**

*Mandarin Teacher*

**COLIN BANYARD**

*Academic Learning Assistant*

**ERIN EDWARDS**

*Sports Assistant*

**HOLLY WOODALL**

*English Teacher*

**KEN SNEDDON**

*Mathematics Teacher*

**LILA PULSFORD**

*Careers Counsellor*

**NICOLE LORIMER**

*Social Studies Teacher*

**STEPHANIE CURTIS**

*English Teacher*

**TONG JIN**

*Mandarin Teacher*

**TONY BERGHUIS**

*Deputy Principal – Teaching and Learning*

As we bid farewell to valued members of our Pinehurst team, we express gratitude for their contributions and wish them continued success in their future endeavours:

**CHANTELLE WANG**

*Mandarin Teacher*

**CHENG XU**

*Mandarin Teacher*

**CHERRIE LEEFE**

*Primary Teacher*

**COURTNEY VAN RAALTE**

*English Teacher*

**DAVID SHAW**

*English Teacher*

**HEIDI BELL**

*Sports Assistant*

**HELEN EASSON**

*English Teacher*

**KATIE MCCULLOCH**

*Primary Teacher*

**KAYE GRIFFITHS**

*Careers Counsellor*

**LUCY YIN**

*Mandarin Assistant*

**NA WEI**

*Counsellor*

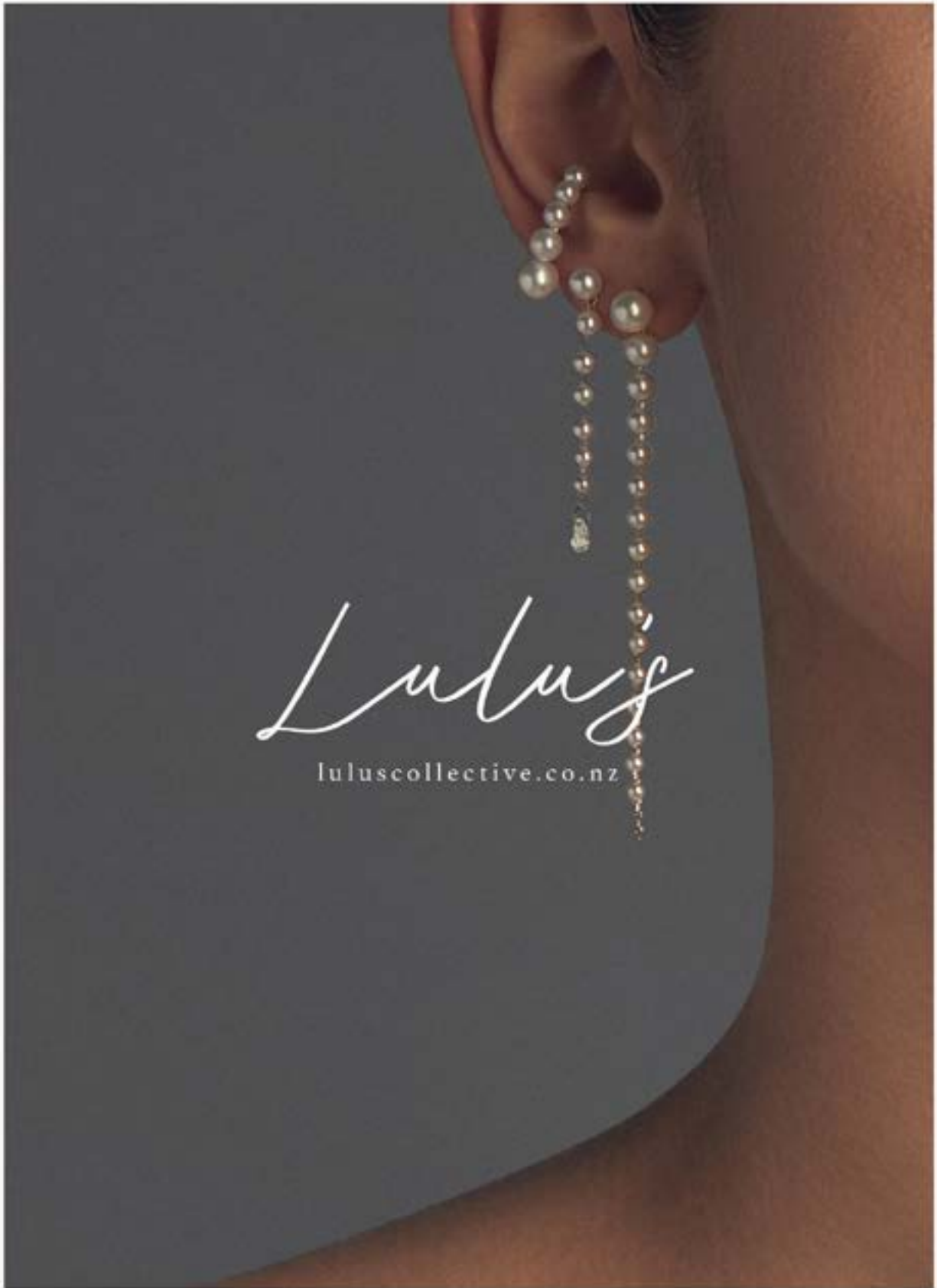
**SUSAN BONIFACE**

*Primary Teacher*

**SUSAN CONNOLLY**

*Higher Level Teacher Aide*





*Lulus*

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# PANORAMA

SUMMER ISSUE

2023

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