

# PANORAMA

WINTER ISSUE 2026



**ANASTASIA**

SEE PAGE 58

**KAPA HAKA**

The Wairua and Growth  
of Pinehurst Kapa Haka

SEE PAGE 54

**SHIP AHOY!**

Celebrating the arrival of a  
new Pirate Ship in Primary

SEE PAGE 30



Celebrating highlights from around our school in Term One and Two





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

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# EXECUTIVE PRINCIPAL MESSAGE

The middle of the year is a natural time to pause and reflect on the moments, both big and small, that make Pinehurst such a special community. Each year, it is surprising how quickly time passes, with every term bringing new learning, challenges, achievements, and stories.

Although the most visible moments are often the major events, performances, competitions, and celebrations, it is the quieter moments within the everyday rhythm of school life that often matter most. This issue of *Panorama* captures both: the significant milestones and the smaller experiences that together shape our community.

Early in Term Two, we celebrated Pinehurst's 35-year journey, from its earliest beginnings to the school we know today. Anniversaries are important because they give us an opportunity to reflect on where we have come from and to look forward with purpose. The Pinehurst story has always been one of vision, commitment, and people working together to build something greater than themselves. That same spirit continues to shape our next chapter.

Academic achievement remains an important part of our story, and this edition rightly celebrates the outstanding results achieved by our students in 2025. These outcomes reflect talent, hard work, expert teaching, and the support of families. They also remind us that excellence is built

over time through strong habits, sustained effort, and high expectations.

At the same time, we know that education is about much more than results alone. True success can also be seen in the development of character, kindness, resilience, and a willingness to contribute to the lives of others.

That broader view of education is evident throughout this edition. In Primary, you will read about the deliberate work being undertaken to strengthen attention, learning routines, and classroom practice. There is a strong focus on helping our youngest learners develop confidence, independence, and curiosity. From Conscious Kids and Tread Lightly to camps, Grandparents Day, the House system, and the new Pirate Ship playground, our Primary students have enjoyed rich opportunities to learn through experience.

In the College, the same commitment to holistic growth is clear. Our students continue to embrace leadership, service, and the many opportunities available to them. The Duke of Edinburgh's Hillary Award, student clubs, kapa haka, sport, music, and the production of *Anastasia* all highlight the breadth of experiences on offer. These experiences matter because they help students discover who they are, what they value, and how they can contribute positively to the world around them.



# RESPECT FOR SELF, RESPECT FOR OTHERS, EXCELLENCE.

Sport has also played a significant role during the first half of the year, with strong participation, impressive performances, and many examples of resilience and sportsmanship. Across swimming, athletics, cross-country, winter codes, and regional competitions, it has been wonderful to see students representing Pinehurst with pride. Just as important as the results are the lessons learned through preparation, teamwork, discipline, and perseverance.

This edition also highlights the central place of wellbeing in learning. The work of our Health Clinic, counselling service, pastoral teams, teachers, and leaders reflects our belief that students learn best when they feel safe, known, and supported. Behind every achievement is a young person navigating the challenges of growing up, and it is our responsibility as a school to provide the care, encouragement, and guidance they need.

Also featured is our new strategic plan, which sets a clear direction for the future of the school. Strategy, however, only has meaning when it is grounded in values and brought to life through culture. At Pinehurst, Respect for Self, Respect for Others, and Excellence remain at the heart of who we are. These values are not simply words in a document; they are reflected in how students learn, how staff teach, how families engage with us, and how we support one another through both success and challenge. They are, quite simply, the Pinehurst Way.

As you read through this issue, I hope you gain a sense of the full life of Pinehurst. You will see academic success, leadership, innovation in the classroom, sport, activities, the arts, and much more. Most importantly, I hope you see the relationships that underpin it all. Schools are about people, and when the Pinehurst triangle comes together, our community thrives.

Thank you to everyone who has contributed to the first half of 2026. This edition of *Panorama* is a celebration of our students, staff, families, and the community we continue to build together. It tells a story of pride in who we are, gratitude for those who came before us, and confidence in what lies ahead.

**MIKE WALLER**  
**EXECUTIVE PRINCIPAL**







**GEORGE HARDY**

**HEAD PREFECT**

In the last 6 months, some of my favourite moments this year haven't happened at major events or assemblies, but in the few minutes between classes. A quick conversation along the science block corridor, a friendly greeting, or hearing about what you have been involved in has shown me just how special the Pinehurst community is.

Each and every one of you reading this should be incredibly proud of yourselves. The school year always has its challenges, I have been proud by the positivity and determination shown by every single one of you. Sometimes it's easy to focus on what's next, but it's just as important for you to recognise how far you've already come. We are all incredibly fortunate to belong to such a special community in which we all look out for each other.

With Term 3 fast approaching, remember to give your full effort to every opportunity that comes your way!



**LILY MCCABE**

**HEAD PREFECT**

I know it's cliché, but I cannot believe we are already halfway through 2026. This year has been filled with countless opportunities to lead, connect with students across year groups, and make the most of my final year at Pinehurst. Being a Head Prefect has not only taught me what it means to lead a group of students through challenges and last-minute deadlines, but it has allowed me to lead alongside an incredible prefect team who share similar goals and aspirations as myself.

The year began with our Valentine's Day serenades and quickly turned into Bubbles Day in the primary, then into a second-place finish in the Pink Shirt Day Fashion show and most recently, a vibrant, and muddy, Cross Country. Each of these events were a chance for students to showcase their spirit and sense of community, making lasting memories with their peers.

After two terms of hard work, everyone should take a moment to reflect on how much they have achieved. Whether it is in leadership, academics, sport, arts, or personal growth, everyone should be proud of their progress over the year. As we move into the second half of the year, I look forward to making more memories and seeing what term three brings!



**DEV DARJI**

**DEPUTY HEAD  
PREFECT**

As we all reach the halfway mark of the 2026 school year, I think that it's important to reflect on our ups and downs, challenges, but most of all, our achievements in the past two terms. I'm sure that we can all agree that this year has been fast paced, full of exciting events and countless unforgettable moments that we can all look back on.

Stepping into the role of Deputy Head Prefect has definitely been a demanding yet rewarding experience that I've been lucky enough to have in my final year of High School. The role has challenged me in many ways that I'd never imagine and has most definitely been nothing but a learning experience. From organising successful events such as Valentines Day for all you guys to enjoy, to helping in the primary school with bubbles day and the opening of the new pirate themed playground, this year has been nothing but a year full of growth and development, not just for myself, but also for the people I surround myself with every day. Seeing everyone getting involved and maintaining school spirit, even when you're out of comfort zone, has truly made this year a memorable one so far and kept us going strong as a community!

As we continue to make our way through the school year, I can't wait to see what the next term has in store for us all, so let's carry the same energy, spirit, and vibrancy into the last half of the year! The best is still yet to come!



**KATRINA GAO**

**DEPUTY HEAD  
PREFECT**

It is remarkable that we are already at the halfway point of the year. Term 1 and Term 2 have flown by. Stepping into this role has been a huge learning curve, but honestly, it has been one of the most rewarding things I have done.

Looking back, we have achieved so much together. Valentine's Day, from cleaning stems to serenading, came together beautifully thanks to everyone who got involved. The House BBQ was full of energy, with good food, loud music, and even louder excitement. The fortnightly news has made a fantastic impact across the school, and it has been brilliant to see so many of you tuning in.

None of this happens without every single person in our school community. Whether you showed up, cheered on your friends, or brought your positive energy to class, you have made this first half of the year special.

We have made it through two big terms together. Take a moment to celebrate how far we have come. Then get ready, because Term 3 is going to be even better.





# TOP IN NZ AND TOP IN THE WORLD

## 2025 ACADEMIC ACHIEVEMENTS

In 2025 Pinehurst students achieved outstanding results, sustaining our place as one of New Zealand's strongest academic schools.

In 2025 Primary Checkpoint, there were outstanding grades awarded across all three subjects and 74 high grades. Of the 66 students entered, 17 scored outstanding, (the highest grade of 5 possible) in all three subjects.

In 2025 Lower Secondary Checkpoint, 96 students sat the Lower Secondary Checkpoint assessments in English, Mathematics and Science. Pinehurst averages were, as expected, were well above international averages in all areas. Forty-two students gained at least one perfect score. Ten students gained three perfect scores, there was 61.196 outstanding grades and 89.3% high or outstanding grades.

In 2025 International General Certificate of Secondary Education (IGCSE) Level Results, the percentage of higher grades increased. 24 students gained at least eight A grades. Of the total students who sat IGCSE, 51.0% achieved grades A\*/A, 75.1% achieved grades A\*-B and 90.2% achieved grades A\*-C.

Our AS and A Level Result were outstanding in 2025. Of the total students who sat Advanced Subsidiary (AS) Levels in 2025, 57% achieved grades A-B, 72% achieved grades A-C and 93% achieved grades A-E. 30 students gained at least three A grades.

In 2025 Pinehurst saw the highest ever Advanced (A) Level Results, with a percentage of 55.2% achieving A/A\* grades. 29 students gained at least three A grades at A Level. There was a pleasing increase in both A\*-B grades this year and the percentage of students gaining University Entrance. 82 of 86 Year Students (95%) attained University Entrance.

## 2025 Cambridge Outstanding Achievement Awards

|                              |                                                 |                    |
|------------------------------|-------------------------------------------------|--------------------|
| <b>Taeyun (Seth) Lim</b>     | AS Level Mathematics                            | Top in World       |
| <b>Si Yuan (Gina) Xiang</b>  | IGCSE Mathematics (Without Coursework)          | Top in World       |
| <b>Yifan Jiang</b>           | IGCSE Mathematics (Without Coursework)          | Top in World       |
| <b>Zhiyuan (Cindy) Cao</b>   | AS Level Environmental Management               | Top in World       |
| <b>Xibei (Percy) Kuang</b>   | AS Level Physics                                | Top in World       |
|                              |                                                 |                    |
| <b>Joel Jansen</b>           | IGCSE Environmental Management                  | Top in New Zealand |
| <b>Joel Jansen</b>           | IGCSE Global Perspectives                       | Top in New Zealand |
| <b>Jiaxin (Linda) Chen</b>   | IGCSE First Language English (Oral Endorsement) | Top in New Zealand |
| <b>Emily Prasetyo</b>        | IGCSE Geography                                 | Top in New Zealand |
| <b>Aayoung Joung</b>         | IGCSE History                                   | Top in New Zealand |
| <b>Aayoung Joung</b>         | IGCSE Physical Education                        | Top in New Zealand |
| <b>Xibei (Percy) Kuang</b>   | AS Level Chemistry                              | Top in New Zealand |
| <b>Xibei (Percy) Kuang</b>   | AS Level English Language                       | Top in New Zealand |
| <b>Yanting (Kelly) Liu</b>   | A Level Biology                                 | Top in New Zealand |
| <b>Yanting (Kelly) Liu</b>   | A Level Chemistry                               | Top in New Zealand |
| <b>Yanting (Kelly) Liu</b>   | A Level English Language                        | Top in New Zealand |
| <b>Oren Dabbach</b>          | A Level Physics                                 | Top in New Zealand |
|                              |                                                 |                    |
| <b>Yizhen (Athena) Jiang</b> | IGCSE Chinese as a Second Language              | High Achievement   |
| <b>Matilda Wells</b>         | AS Level Drama                                  | High Achievement   |
| <b>Cody Burnand</b>          | AS Level Media Studies                          | High Achievement   |
| <b>Wangyu Liang</b>          | AS Further Mathematics                          | High Achievement   |



# UNIVERSITIES ATTENDED BY PINEHURST 2025 GRADUATES

## Class of 2025 Graduate Destinations

| Destination                | # of Students | Percentage of Students |
|----------------------------|---------------|------------------------|
| <b>NZ University</b>       | 53            | 62.3%                  |
| <b>Overseas University</b> | 28            | 33%                    |
| <b>Gap Year</b>            | 2             | 2.3%                   |
| <b>Employment</b>          | 2             | 2.3%                   |

## NZ Universities: 53 students

|                                   |    |
|-----------------------------------|----|
| University of Auckland            | 40 |
| University of Otago               | 2  |
| University of Canterbury          | 3  |
| Victoria University of Wellington | 1  |
| Massey University                 | 4  |
| AUT                               | 2  |
| SAE                               | 1  |

## Australian Universities: 25 students

|                         |    |
|-------------------------|----|
| University of Sydney    | 4  |
| University of Melbourne | 12 |
| Monash University       | 1  |
| UNSW                    | 4  |
| Griffith                | 4  |

## UK/USA/Europe/Asia Universities: 5 students

|                         |   |
|-------------------------|---|
| Imperial College London | 1 |
| University of Cambridge | 1 |
| Stanford                | 1 |
| UCL                     | 2 |



# CLASS OF 2026

# STUDENT LEADERS

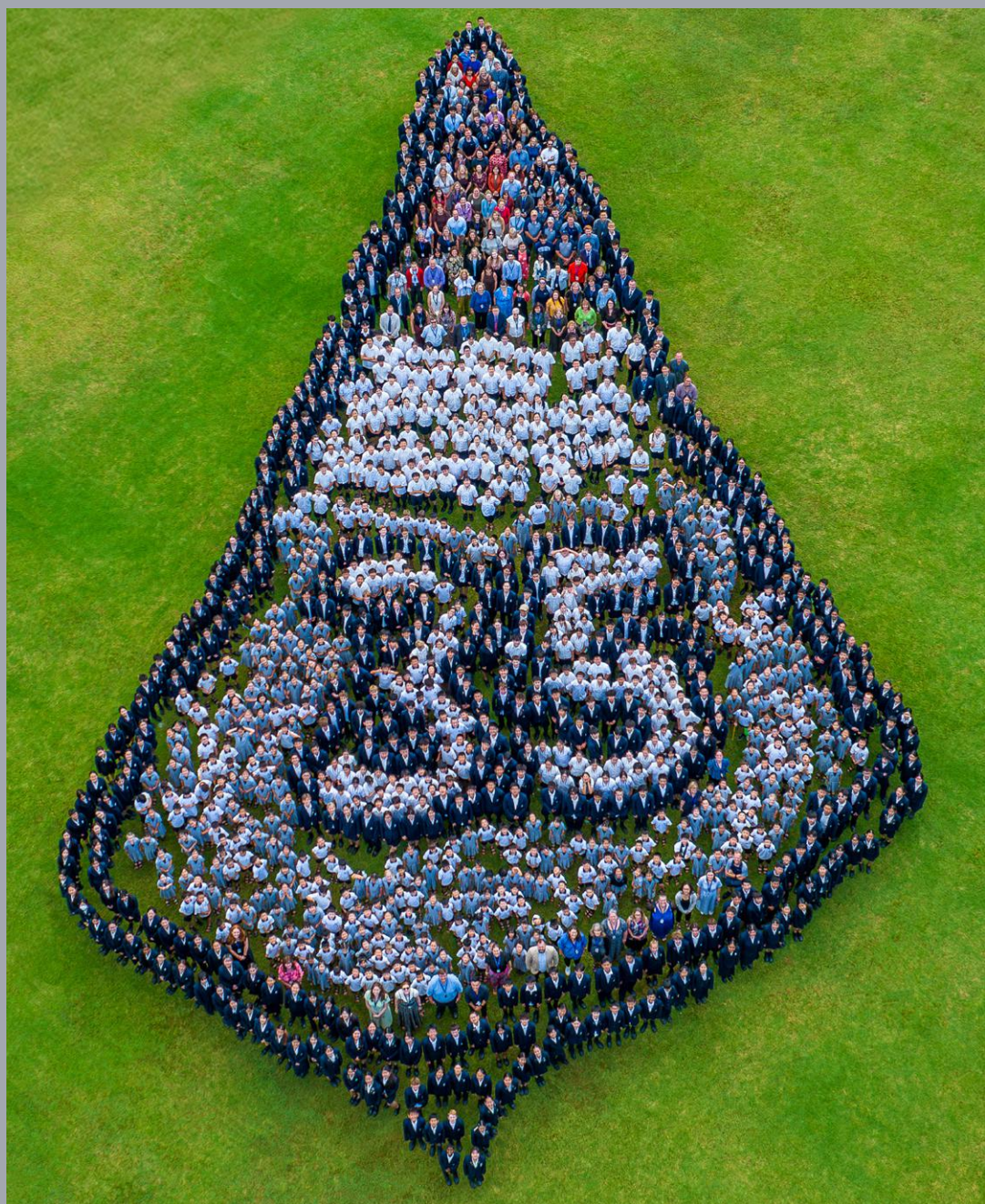
|                          |                                           |
|--------------------------|-------------------------------------------|
| Head Prefects            | George Hardy, Lily McCabe                 |
| Deputy Head Prefects     | Katrina Gao, Dev Darji                    |
| Mataī House Captains     | Lucas Garcia-Curtis, Ashlee Britten       |
| Totoro House Captain     | Jack Zeng, Anaheta Entezary               |
| Kauri House Captains     | Ronald Dwung, Olivia Hanosh               |
| Rimu House Captains      | Sejong Park, Zoe Lloyd                    |
| Arts Council             | Wade Jiang, Tilly Wells                   |
| Sports Council           | Zachary Boss, Ivy Roodt                   |
| Student Council          | Katelyn Campbell, Devin Xu                |
| Citizenship Council      | Jamie Han, Lucia Yin                      |
| Enviro Council           | Julia Xiao, Kevin Qiu                     |
| Librarians               | Alex Shepherd, Crystal Zhang, Eunsae Kang |
| Sharepoint Managers      | Jade Zou, Rahul Gupta                     |
| Busy Bean CEOs           | Gloria Li, Julia Linde                    |
| Scholars Captains        | Linghan Meng, Michelle Hao                |
| Duke Of Edinburgh Leader | Guy Williams, Tilly Dawson                |
| Careers Leader           | Tony Yu                                   |
| Brand Ambassador         | Rena Wang, Yuanli Li, Eric Sun            |
| Cultural Council (New)   | Madisyn Atkinson, Bella Gibson            |





PINEHURST  
SCHOOL

*Celebrating 35 years*









# Celebrating 35 years

Recently the Pinehurst community gathered together in the School Theatre to celebrate a significant milestone in the school's history - 35 years since Pinehurst first opened its doors in 1991.

The evening brought together staff, families, alumni and friends of the school for a warm and memorable celebration reflecting on the journey of Pinehurst over the past three and a half decades. With live entertainment, canapés, shared stories and moments of reflection, the occasion honoured both the rich history of the school and the strong sense of community that continues to shape Pinehurst today. Mrs Catherine Jones-Hill shared her memories of the early days at Pinehurst as part of the evening's celebrations:

It all started with 34 students, 3 teachers, a principal (Sherida), a secretary and three relocatable classrooms. We fondly referred to those classrooms as 'tinnies' - blazing hot in the summer, freezing cold in the winter and when it rained you couldn't hear yourself think.

By the end of the first year, the roll had doubled, a testament to the remarkable trust and belief our foundation parents had in the school. By the following year, our numbers had already reached 90 students.

When I got the teaching position at Pinehurst, Wayne and I excitedly drove up to see the school .... Well... there was a solitary sign sitting in a big overgrown paddock with grass so tall it reached over my head. Wayne turned to me and asked, "What have you done?"

It is hard to imagine now but we truly were a country school surrounded by orchards, paddocks and farms. Our first playground was .....creative. We had a collection of huge wooden cable reels, a few planks of wood, and some old ladders. During the summer months families brought in paddling pools and beach umbrellas. Lunchtimes saw the students drag branches and bits of wood to build the forts and bivouacs.

Cross country at Pinehurst was the definition of an outdoor event. Students had to run down the bank of the creek, then wade through water and mud to reach the other side—many a running shoe never made it out alive. From there, they clambered over logs and fallen trees, all the while being dive-bombed by swooping magpies overhead. Adding to the drama, the horses in the bottom paddock cantered back and forth, spooked by the noise and excitement. The students were utterly terrified of the magpies, so we told them that if they were worried, they could run with an ice-cream container on their heads. And yes—they absolutely did.

Thanks to the horses the bottom paddock was a great supply of field mushrooms which we cooked up in the staffroom with garlic and butter – with a side order of watercress we collected from the creek. We really were a country school!

EOTC in the early days consisted of the entire school going camping on the bottom field. We set up tents and used fallen tree branches to build the biggest





bonfire you have ever seen (I don't think we had health and safety forms in those days). The local police would join in the fun; patrolling the local roads around the school and then driving over the paddocks in their patrol cars, to sit by the bonfire and cook marshmallows with us.

I do also need share something that has happened to me on numerous occasions, but this one really sticks to mind. Our original music teacher, Sheryl Davies, came to me to tell me that the lovely couple (Anna and John) Lisa Jones' parents who delivered fresh fruit and vegetables to our staffroom each Monday had sold their land and we would no longer be able to purchase fresh produce. To which I replied, I know Sheryl because Anna and John are also my parents. Sheryl had worked here for 17 years and had never realised that Lisa Jones and I are sisters. To this day many staff have still not made the connection. It never fails to amuse us.

Sometimes I drive past the school in the weekend, and I am genuinely taken aback by what it has become. Pinehurst has provided me with incredible opportunities. I have had many different roles, worked in both the primary and the college and been thrown in the deep end more times than I can count.

I still remember walking down the hallway one day after Sherida asked me to take on a new position. I said, "I am not sure I know how to do that?" She replied, "Catherine, I wouldn't ask you if I didn't think you could." Her belief in me reflects the very spirit of this school — see potential in others and support them to get there.

When I think about the three Executive Principals who have guided Pinehurst over the years, I think of this school as a tree. Each principal has played a distinct and vital role. Sherida set the foundations, values, and direction that allowed the school to take root. Alex nurtured the school's next phase and helped Pinehurst grow taller and stronger, steadying it through seasons of growth and challenge (teaching all day on Teams springs to mind during Covid). Mike, our current leader continues to extend Pinehurst — creating space for new ideas, new learners, and new opportunities to flourish.

Though their seasons have been different, each leader has contributed to the same living thing. Because of their vision and leadership, Pinehurst has grown deep roots, a strong core, and wide branches — sheltering, supporting, and inspiring generations of students and staff.

Like any strong tree, this school began with a seed. That seed was planted by our foundation parents—in particular Peter and Daphne Davies. You believed in an idea not yet fully visible, trusting that with care, commitment and time, it would grow into something remarkable – and it did.

I can't possibly name all of the extraordinary people I've worked alongside over the years but I do need to say that Sian Coxon and I, who have worked together for more years than I would like to disclose, are like two pieces of a puzzle. We just fit. I like to say I am the ping to her pong – although sometimes it's hard to be sure who's the paddle and who's the ball.

And if you really want to know why I am still here after all of these years... it appears I have a rather long list of overdue library books dating back to 1991 and quite frankly, I can't afford the fines!

So happy 35th birthday to this remarkable school – a place that began with tinnies, paddocks, and ice-cream containers on heads, and has grown into something truly special.







# A MESSAGE FROM PRIMARY

There are many distractions in our lives today, and this is especially true for young children. From busy schedules to digital devices and constant stimulation, these influences shape how students arrive at school each day and ultimately what they are ready and able to learn. As teachers, this has prompted us to look closely not just at what we teach, but at how we prepare students for learning in each lesson.

Throughout my career, working mostly in primary schools here and overseas, it is fair to say that researching the most impactful ways of teaching has been a passion extending well beyond the classroom. I must confess, I have often been known to curl up on a rainy Sunday afternoon and watch back-to-back education videos. After all these years, I thought I knew almost everything there was to know about managing learning behaviour to get the most out of lessons. This year, however, we began to explore the idea of securing attention more deliberately. While the techniques themselves were familiar, what we had not fully appreciated was the impact they could have when used consistently across the whole school.

Our thinking has been guided by the science of learning, including Daniel Willingham's simple model of the mind. This reminds us that attention is the gateway to learning: we remember what we think about. If a child's attention is scattered, their ability to process and retain new information is reduced. As part of our professional learning this year, the Primary team has focused on how we secure students' attention not for behaviour, but for learning.

A key question has been: how do we support students to transition from a lively, social playground into a calm, focused classroom environment? The answer lies in consistency and clarity. By establishing predictable routines, we reduce cognitive overload and create the conditions for learning to begin immediately.

One way we do this is through the STAR technique: Sit up, Track the speaker, Appreciate what is being said, and Rephrase key ideas. This gives students a simple, shared structure for listening and engaging. We also begin each lesson with a Do Now, a short, low-stakes task that students can complete independently as soon as they enter the classroom. This routine removes uncertainty and ensures that every student can begin learning straight away.

# ATTENTION EVERYONE!

The Do Now plays an important role in setting the tone for the lesson. When carefully designed, it revisits prior knowledge, strengthens recall, and prepares students for new learning. It may take the form of a quick retrieval task, a problem to solve, or a thinking prompt. Because it is low-stakes, students can engage without pressure, while teachers can quickly gauge understanding and readiness. Over time, this consistent start helps students build focus, independence, and positive learning habits.

Our approach is further supported by teaching strategies that include clear lesson openings, active participation, and minimising distractions. Rather than long periods of passive listening, students are regularly asked to respond, think, and contribute. This ensures attention is maintained and learning remains active.

The impact of every teacher using consistent techniques across the Primary school has been significant. Classrooms have become predictable, calm, and purposeful spaces. Students know what to expect, which reduces uncertainty and builds confidence. Most importantly, they can focus their energy on learning.

Securing habits of attention and establishing consistent expectations for listening and thinking also plays a powerful role in reducing anxiety for students. When routines are predictable and well-practised, students know exactly what to do and what is expected of them. This reduces uncertainty and frees up mental space, allowing them to focus on learning rather than worrying about what comes next. Strong attention habits also support a calm classroom environment, where transitions are smooth and distractions are minimised, helping students feel safe and settled. Over time, this sense of structure builds confidence and self-regulation, as students develop the ability to direct their own attention and engage more independently.

By intentionally shaping these routines and practices, we are creating environments where all students can thrive, where attention is secured, thinking is prioritised, and learning can flourish. In short, everyone learns!

**SIAN COXON**  
**PRINCIPAL OF PRIMARY**





# VALUES IN ACTION: RESPECT & ASPIRE



**CATHERINE  
JONES-HILL**

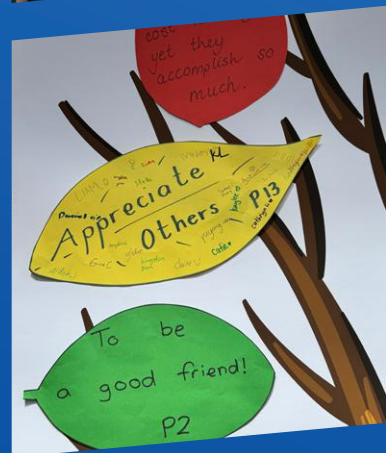
**DEPUTY PRINCIPAL  
OF PRIMARY**

This year, our Primary School has placed a strong focus on our core values of Respect and Aspire, embedding them meaningfully into everyday learning and school life. In Term 1, students explored what Respect looks like in action — showing care for others, using polite language, listening attentively, and demonstrating responsibility within the classroom and playground. Teachers modelled respectful behaviours and created opportunities for students to reflect on how their actions impact others.

In Term 2, the focus shifted to Aspire, encouraging students to set goals, persevere through challenges, and take pride in their personal growth. Assemblies, classroom discussions, and learning activities highlighted the importance of effort, resilience, and having a positive mindset. Students were supported to recognise that aspiration is not just about achievement, but about striving to do their best and learning from mistakes.

Across the Primary school, these values have been brought to life through shared language, celebrations of success, and opportunities for student leadership. By consistently reinforcing the values of Respect and Aspire, we are helping to build confident, thoughtful learners who contribute positively to our school community and take ownership of their learning journey.

*"He aroha whakatō, he aroha ka puta mai."* -  
*If kindness is sown, then kindness will be received.*





# ENCOURAGING CONSCIOUS KIDS



## Junk Play: Creativity, Curiosity and Fun for Our Youngest Learners

In Term 1, our Year 0–2 learners enjoyed a fantastic on-site EOTC experience with Conscious Kids, taking part in their Junk Play programme. This hands-on session was all about learning through play, giving children the chance to explore, create, and discover using a wide range of loose parts and recycled materials.

The Year 3–4 field area was transformed into a vibrant play space full of interesting materials like boxes, tubes, ropes, golf balls and fabric. Children were free to move around, pick things up, stack, carry, and experiment in their own way. It was wonderful to see even our youngest learners so engaged as they explored, tested ideas, and made sense of how things worked.

Junk Play is all about learning through doing, and this really came to life during the day. Children were busy building shelters under the trees that quickly became cosy spaces for tea parties, while others experimented with connecting tubes to roll golf balls down hills, watching carefully to see what would happen next. Some even turned kayaks into makeshift wagons, happily pulling

their teachers along! Through these playful experiences, children naturally began developing early problem-solving skills, exploring cause and effect, and using their senses to guide what they did. With no right or wrong way to use the materials, they were free to follow their curiosity and learn in their own way.

A big part of the experience was also about building confidence. Children had opportunities to try new movements like lifting, balancing, climbing, and navigating over and around different materials in safe and supported ways. These small but meaningful challenges helped develop their coordination and strength, while also building a growing sense of “I can do this!”

We also saw some lovely social interactions. Children played alongside each other, watched what others were doing, and started to share spaces and ideas. These moments help build important skills like cooperation and connection with others.

Another great aspect of Junk Play is the focus on sustainability. By using recycled and repurposed materials, children begin to understand that everyday items can be reused in creative ways. This helps build an early awareness of caring for our environment.

Overall, the session was full of energy, imagination, and joy. It was a great reminder of how powerful open-ended, unstructured play can be - especially for our youngest learners. Experiences like this support children to grow in confidence, curiosity, and creativity, all while having lots of fun. A big thank you to Conscious Kids for bringing such a special and engaging experience to our school!



**GRACE OSBOURNE**

**SYNDICATE LEADER -  
YEARS 1 AND 2**





# TEACHING & LEARNING

## A deeper understanding of student potential through Cambridge Insight Assessments

Most parents wonder at some point: Is my child being stretched enough? Are there gaps we have not yet seen? Are they where they should be in their learning journey? These are exactly the questions we want to answer well.

At Pinehurst, we use a range of assessment tools to build a clear understanding of each child's learning. In 2025, Years 5 and 6 completed Cambridge Insight, and this year we have extended these to Years 3 and 4.

Cambridge Insight assessments have been developed over many years and are now used in schools around the world. They cover key areas such as reading, mathematics, spelling, arithmetic, and reasoning. What makes them distinctive is their adaptive design. Questions adjust in difficulty based on each response, ensuring that every child is appropriately challenged and supported throughout the assessment.

One of the most valuable aspects of these assessments is the detailed insight they provide. A child may be achieving strongly in reading but need further support in mathematics. Another may show high reasoning ability, even if this is not yet fully reflected in other areas. These patterns help us to identify both strengths and next steps, allowing us to respond with greater precision.

For our Years 5 and 6 students, we are now beginning to see trends over time. This allows us to reflect not only on individual progress but also on how well we are supporting cohorts across the school. As our Years 3 and 4 students build their assessment history, this picture will become even richer.

For families, this provides something very valuable. Rather than a general sense that your child is making progress, we can share a clearer and more detailed understanding of their learning. This strengthens our conversations with you and helps us plan meaningful next steps tailored to your child.

Most importantly, this information directly informs teaching. It may guide us to extend a student's thinking in reasoning tasks, while also providing targeted support in areas such as spelling or number fluency.

We believe that when teachers understand each child deeply, they can teach them more effectively. Cambridge Insight assessments are one of the ways we build that understanding, and we look forward to working in partnership with you to support every child's growth this year.





**SOPHIE BERRY**

HEAD OF PRIMARY  
CURRICULUM & PROGRESS -  
YEARS 3 AND 4



# LEARNING TO TREAD LIGHTLY IN PRIMARY



**CRAIG RHODES**

**SYNDICATE LEADER -  
NEW ENTRANTS**

Early in Term 2, students across Pinehurst School, from Year 0 through to Year 6, engaged in learning connected to Tread Lightly, an environmental education experience that prompted students to think carefully about how everyday actions can impact the world around them. Although the experience itself was short, the learning it sparked continues to shape conversations and choices across the school.

Rather than focusing on information alone, the programme encouraged students to reflect on responsibility, sustainability, and the idea that even small actions can contribute to meaningful change. Learning was thoughtfully framed within the classroom before and after the sessions, ensuring students were supported to make sense of ideas in ways that were appropriate to their age and stage of development.

For junior learners, this began through pre lessons as part of their Global Perspectives curriculum. Shared

stories, including *The Lorax*, provided a familiar and accessible starting point for discussing care, choice, and responsibility. These conversations helped students consider how humans interact with the natural world and how their own actions, even at a young age, can make a difference. This foundation enabled younger children to engage confidently and thoughtfully with the experience.

Students in Years 3 to 6 extended this learning through deeper exploration and discussion. Pre learning encouraged them to think more critically about sustainability and the impact of everyday decisions. Students reflected on how resources are used, how waste is managed, and how individual choices connect to wider environmental outcomes. These discussions supported learners to move beyond awareness, towards understanding their role within a community and the importance of collective responsibility.

Across all year levels, discussion and reflection were central. Students were encouraged to share ideas, listen respectfully to different viewpoints, and explain their thinking. This emphasis on dialogue not only strengthened understanding but also supported the development of communication and collaboration skills, helping learners express their ideas with increasing confidence.





The hands-on nature of the experience was particularly engaging for students. The interactive caravan provided opportunities for close observation and exploration, with many learners showing deep curiosity and sustained interest in the activities. In one class, a student became so absorbed in examining specimens through the microscope that he had to be encouraged to move on to the next activity, demonstrating the level of engagement the experience inspired.

Teachers have already noticed the impact of this learning across the school. Students are demonstrating greater awareness in their day to day actions, showing increased care for shared spaces and making more thoughtful choices. These small but meaningful shifts highlight how learning, when carefully framed, can influence behaviour beyond a single experience.

The learning connected to Tread Lightly aligns closely with Pinehurst's values of respect, responsibility, and aspiration. By encouraging students to reflect on their impact and empowering them to act thoughtfully, we continue to support the development of learners who care for their world and for one another.

As winter continues and learning takes place both indoors and outdoors, these ideas remain an important foundation, reinforcing that caring for the environment is a shared and ongoing responsibility.



**Tread  
Lightly  
Charitable Trust**



# PRIMARY SPORT

## HIGHLIGHTS

Term 1 began with a strong sense of energy and enthusiasm, as students took part in trials across all winter sports codes. It was fantastic to see such high levels of participation and commitment from our young athletes as they prepared for the season ahead.

One of the early highlights was our Interhouse Swimming event in Week 6. The day showcased the depth of talent across the school, with an impressive seven records broken. It was wonderful to witness students giving their all in the pool while demonstrating excellent house spirit and sportsmanship.

Our Year 5–6 tennis team also enjoyed a very successful Super Cluster event. The team finished first overall, with standout performances including a boys' singles win, a second placing in the girls' singles, and both doubles teams winning their respective events. This was a fantastic achievement and a reflection of the team's skill.

The Midbays Swimming competition, held in the final week of Term 1, continued this success. Our swimmers delivered an outstanding performance, achieving podium finishes in all events, breaking 14 records, and securing first place overall.

In Term 2, our swimmers stepped up once again to compete at the North Shore Swimming Championships against 37 other schools.

They produced another exceptional team performance, finishing first overall and bringing home 20 gold, 14 silver, and 19 bronze medals. This result highlights not only their talent but also their dedication.

Our Year 1–6 Interhouse Cross Country event was held in Week 4 of Term 2, and was another memorable occasion. Blessed with a beautiful day, students embraced the challenge with enthusiasm, demonstrating determination and resilience as they tackled the course. It was especially pleasing to see all students participating and encouraging other runners.

Across both terms, our students have represented the school with pride, enthusiasm, and excellent sportsmanship. We look forward to building on these successes as the year continues.



**CAROL JAMES**

**SPORTS COORDINATOR -  
YEARS 1-6**









# OUR HOUSE SYSTEM

## BUILDING EXCELLENCE, BELONGING AND RESPECT



**JACK TAYLOR**

**SYNDICATE LEADER -  
SPECIALISTS PRIMARY  
CURRICULUM**

At Pinehurst, our House system plays an important role in shaping a positive, connected, and values-driven school culture. Matai, Totara, Kauri and Rimu are more than just team names — they represent opportunity, belonging, and the shared responsibility we all have to contribute to the life of our school.

Throughout the year, students proudly represent their House through sporting events, challenges, assemblies, leadership opportunities, and everyday school life. The House system encourages students to step outside their comfort zones, try new experiences, and strive for Excellence. Whether it is giving their best on the sports field, supporting a younger student, or showing leadership during House events, students are challenged to push themselves and take pride in their achievements.

Equally important is the way our House system promotes Respect for Self. By being part of a House, students develop confidence, resilience, and a sense of identity. They learn to set goals, persevere when things are

challenging, and recognise that personal growth looks different for everyone. Participation is valued just as much as performance, reinforcing the idea that effort, commitment, and attitude matter.

Our Houses also provide powerful opportunities to show Respect for Others. Students work alongside peers across year levels, learning to collaborate, encourage, and support one another. Older students take on leadership roles, modelling positive behaviour and helping younger House members feel welcomed and included. These interactions foster empathy, teamwork, and a strong sense of community.

Matai, Totara, Kauri and Rimu each bring their own energy and spirit, yet together they form one united school community. Healthy House competition builds motivation and excitement, while reinforcing sportsmanship, fairness, and mutual respect. Win or lose, students are encouraged to celebrate effort, acknowledge others, and uphold our shared values.

Our House system is a powerful way we bring our values to life every day. It strengthens connection, promotes wellbeing, and reminds our students that when they strive for excellence, respect themselves, and respect others, they are contributing to something bigger than themselves.

**MATAI HOUSE CAPTAINS:**  
Lucas Garcia-Curtis, Ashlee Britten

**TOTORA HOUSE CAPTAINS:**  
Jack Zeng, Anaheta Entezary

**KAURI HOUSE CAPTAINS:**  
Ronald Dwung, Olivia Hanosh

**RIMU HOUSE CAPTAINS:**  
Sejong Park, Zoe Llyod











# GRANDPARENTS DAY

A SHARED LUNCH AND ACTIVITIES IN PRIMARY



On 5 June, Pinehurst Primary welcomed grandparents and special family members for one of the most cherished events on the school calendar. The afternoon began with a shared lunch before guests joined students in their classrooms for a range of activities designed to celebrate family connections and create lasting memories.

Students enjoyed interviewing their grandparents to learn more about their lives and experiences, before working together on creative projects including portraits, crowns, bracelets and artwork. Filled with laughter, conversation and creativity, the day was a wonderful celebration of the special relationships that enrich our school community and connect generations.











# SHIP AHOY!

BUILDING EXCELLENCE, BELONGING AND RESPECT  
PRIMARY RIDE THE WAVES WITH A NEW PIRATE SHIP



## Pirates, Kindness and a New Playground

One of the highlights of the year for our younger students was the official opening of the new Pirate Ship playground and Crossbones Creek. Designed and constructed by Pinehurst's own property team, the playground has quickly become a favourite destination during break times, sparking imagination, adventure and creative play.

The playground was officially christened during a fun-filled Non-Uniform Day, which also supported Youthline's One Act Pact initiative. The day served as a reminder that one simple act of kindness can make a meaningful difference in the lives of others.

Dressed as pirates, explorers and adventurers, students eagerly took to their new playground, bringing the space to life with laughter, energy and enthusiasm. It was wonderful to see the school community come together to celebrate both a significant addition to the campus and an important message of kindness and connection.

As part of Pinehurst's wider property development plan, the Pirate Ship playground reflects our ongoing commitment to enhancing the daily experience of our students. The joy it has brought to our Primary students is evident every day as they climb aboard, create new adventures and make lasting memories with friends.









# YEAR 3 CAMP

## Camp Maynard

The Year 3 students enjoyed an unforgettable two-day camp at Camp Maynard, filled with exciting challenges, creative activities, and meaningful learning experiences. Camp provided a wonderful opportunity for students to build independence, strengthen friendships, and develop confidence while having lots of fun.

One of the most popular activities was water archery, which gave students a fun and refreshing challenge. Using water pistols, students aimed at targets, earning points for each bullseye hit. Scores were recorded, encouraging focus, hand-eye coordination, teamwork, and good sportsmanship. Once the winners were announced, the activity ended with a full-on water fight, creating plenty of laughter and excitement.

Creativity shone during bush art, where students explored the forest and collected natural materials such as leaves, flowers, sticks, and foliage. They used these items to create imaginative artworks, each one unique. This activity encouraged creativity, imagination, and an appreciation of the natural environment.

The obstacle course tested students physically and mentally. Working together, they showed resilience and perseverance as they tackled each challenge. Students encouraged one another throughout, finishing the course with a strong sense of pride and accomplishment.

Cultural learning was an important part of camp, especially during the pouwhenua activity. Students learned about the significance of pouwhenua to Māori culture and then created their own to tell the story of their family, including parents, grandparents, and siblings. Using apples, oranges, grapes, and marshmallows, students carefully designed their pouwhenua, combining cultural understanding with personal storytelling.

Another highlight was making manu tukutuku (kites). Students learned that the word manu means both kite and bird, and explored how kites were traditionally used for fun, communication, predicting success in battle, and finding enemies. They also discovered the importance of kites during Matariki, the Māori New Year. After listening to *The Seven Kites of Matariki*, students created their own kites using bush materials and brown paper bags, then enjoyed flying them.

Students also learned valuable survival skills during bivvy building, led by Emma from Big Foot Adventures. They were taught how to create a basic shelter using



**ANITA SNELLAERT**

**PRIMARY TEACHER**

bush materials in case they ever needed one. This activity focused on survival skills, listening carefully, and working as a team. The camp concluded with a treasure hunt, where teams used communication and cooperation to solve clues and move closer to the final treasure - a sweet reward. Camp Maynard was a memorable experience that fostered teamwork, resilience, creativity, and joy, leaving Year 3 students with lasting memories and new skills.





# YEAR 4 CAMP



## Peter Snell Youth Village

The Year 4 Camp at Peter Snell Youth Village, held for three days and two nights at the end of Term One, was fantastic. Camp provides a valuable opportunity for children to learn outside the classroom while developing independence, resilience and teamwork in a supportive environment.

Despite a storm that meant we needed to change parts of the planned programme, the children adapted incredibly well. Their positive attitudes and flexibility really stood out and helped set the tone for the camp. Over the three days, students took part in a wide range of activities including cooking, team-building challenges, hill sledging, frisbee golf, bivouac building, archery and riflery. Each activity encouraged children to work together, solve problems and support one another.

A particularly memorable moment for many was tackling the water slide, from the very top, in the rain. For some students, this was well outside their comfort zone, but the majority decided to give it a go, showing real bravery and

determination despite the weather. The encouragement from peers made a huge difference, and it was wonderful to see students celebrating each other's efforts and successes.

The evenings were just as fun. A movie night allowed everyone to wind down together, while the talent show was a highlight of the camp. Watching students stand up in front of each other to share their talents, whether performing, dancing, joking or demonstrating skills, was amazing. The supportive atmosphere was clear as the audience clapped and cheered throughout the evening, creating a sense of pride and belonging for everyone involved. It will definitely be a core memory that they remember for a long time.



**GEORGIA GREEN**

**SYNDICATE LEADER -  
YEARS 3 AND 4**





# YEAR 5 & 6 CAMP

## A Camp to Remember!

What an incredible week we had at our Year 5 and 6 Camp! From exciting activities to memorable evening events, it was a week full of challenge, teamwork, laughter, and fun.

Firstly, a huge thank you to our wonderful parent helpers who so generously volunteered their skills and time to come along with us. We simply could not have run camp without your support, generosity, and enthusiasm. Your time and energy helped make this such a special experience for our students.

On 2nd February 2026, our Year 5 and 6 students headed off to Carey Park in Henderson, ready for adventure. From the moment we arrived, the excitement was clear, and students eagerly threw themselves into every activity.

Kayaking was a standout experience. Whether it was a student's first time on the water or not, everyone embraced the challenge. Students paddled together, encouraged one another, and built confidence as they navigated the river.

The river games were another favourite, filled with splashing, teamwork, and problem-solving. From balancing challenges to team tasks, students showed fantastic cooperation and determination.

One of the most talked-about activities was the Swingshot. For many, it meant facing nerves head-on and stepping well outside their comfort zones. It was amazing to see students challenge themselves, cheer each other on, and celebrate their bravery afterwards.

Students also enjoyed the Centipede, where teamwork and communication were key. Working together to balance and move as one giant "totem pole" created plenty of laughs, challenges, and memorable moments.

Camp food was, as always, a highlight! Delicious meals kept everyone fuelled for our action-packed days, and students impressed us with their manners and appreciation.

Evening activities brought even more fun, with group games, the Burma Trail, and a campfire helping to round off each busy day. The Burma Trail was a particular favourite, requiring students to trust and guide one another through the challenge.

We could not be prouder of our students. Throughout the week, they showed resilience, positivity, teamwork, and a willingness to try new things. They supported their peers, embraced challenges, and made the most of every opportunity.

Congratulations to all our Year 5 and 6 students on an unforgettable week — we are so proud of you and look forward to many more adventures together!



**KEEVA SHAW**

**SYNDICATE LEADER -  
YEARS 5 AND 6**





# SOUTH KOREA SCHOOL EXCHANGE

In Term 1, we were delighted to welcome a group of students from GIA in Seoul, South Korea, to Pinehurst School for a two-week experience programme. The visit, coordinated through Edutory One, created a wonderful opportunity for connection, learning, and cultural exchange within our school community.

From the moment they arrived, our visitors were embraced with a warm Pinehurst welcome. Our Kapa Haka group greeted them in the theatre with a powerful haka and a beautiful waiata, sharing a meaningful expression of Aotearoa New Zealand's culture. It was a special and heartfelt moment that brought everyone together and set the tone for the days ahead.

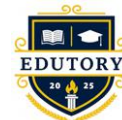


**NICOLE CHEN**

**ADMISSION MANAGER  
- DOMESTIC AND  
INTERNATIONAL**

During their time with us, the students became part of everyday life at Pinehurst - attending classes, forming new friendships, and experiencing the rhythm of learning in a New Zealand school. Among them was Year 8 student Heather Y, who joined College classes alongside her buddy, following their timetable and quickly settling into the classroom community. What made the visit particularly memorable was the genuine connection formed between students, staff, and families. We received kind messages from parents expressing their appreciation for the care and support provided throughout the visit. Heather's experience, in particular, touched us all - she found it so difficult to leave that she was in tears before returning home, a reflection of just how much her time here meant to her. She is already hoping to return in the future.

We were very pleased to host the GIA group and proud to share our school with them. Experiences like this reflect the strength of our community and the lasting friendships that can grow from it.





# MUSIC DEPARTMENT UPDATE

## PRIMARY

### An Exceptional Start for Pinehurst Primary Music

The Pinehurst Primary Music Department has had an exceptional start to the year, with our extension music groups demonstrating impressive growth in both participation and musical capability. It has been particularly encouraging to see the increasing number of students engaging in our programmes, alongside the continued development of their performance skills and musical confidence.

This year, we are working towards a number of high-level performance opportunities, with the goal of representing Pinehurst at professional events and showcasing the excellence of our students. These experiences provide valuable performance platforms and allow students to engage meaningfully within the wider musical community.

In Term 3, our Year 4–6 Choir will represent Pinehurst at the Voco Festival, performing at the Auckland Town Hall. Students will present three prepared works for adjudication, an exciting opportunity to perform in a prestigious venue. Later in the term, the choir will also participate in the Little Sing Festival in September. This marks the first time Pinehurst has been involved in both festivals, and we are extremely proud and excited to be part of these significant choral events. In addition, our Year 2–3 Choir continues to develop, providing younger students with valuable early ensemble experience and opportunities to build confidence in performance.

The Primary Orchestra continues to thrive, with approximately 50 students involved this year. The ensemble is sounding fantastic, demonstrating strong musical progress and ensemble cohesion. They have already performed three times this year and are looking forward to further performance opportunities. In addition, we are planning a collaborative workshop with the College Orchestra, which will provide valuable mentorship and extension for our students.

Our Marimba Group is also enjoying a successful year, with multiple performances already completed. The group continues to demonstrate both enthusiasm and musical excellence, and we are looking forward to representing Pinehurst at the Auckland Marimba Festival in September.

Our Primary Rock Band and Chamber Ensembles are also performing regularly throughout the year, providing students with further opportunities to develop their musicianship in smaller, specialised groups. These ensembles allow students to refine their skills, collaborate closely with peers, and experience a range of performance contexts.

A particularly exciting highlight for 2026 is Pinehurst's selection to represent New Zealand schools at the International Principals' Conference, to be held at the new SkyCity International Convention Centre. Both the choir and marimba group will perform as part of this prestigious event, showcasing the talents of our students on an international stage.

The Year 5 and 6 syndicate are also eagerly anticipating their Term 3 production of *Mary Poppins*. This promises to be a truly inclusive and vibrant performance, with every student involved—singing, dancing, and performing on stage in full costume. The excitement is already building as students prepare to showcase their talents in what is sure to be a supercalifragilisticexpialidocious experience for both performers and audiences alike.

Looking ahead, Pinehurst will also host the North Shore Ukulele Festival in November. This event will bring together schools from across the region and further strengthen our commitment to music education and community engagement.

With so many opportunities ahead, it is shaping up to be an action-packed and highly rewarding year for music at Pinehurst Primary. We are incredibly proud of our students' dedication and achievements, and we look forward to sharing their continued success throughout the year.



**EUGENIE  
MIDDLETON**

**PRIMARY TEACHER  
- VISUAL AND  
PERFORMING ARTS**









# A MESSAGE FROM COLLEGE

At Pinehurst, our values are at the heart of everything we do. They shape the culture of our school and help to define the kind of people we hope our students will become. One of these values is Excellence, alongside Respect for Self and Respect for Others. But what exactly do we mean when we talk about excellence?

For many people, the word immediately brings to mind academic achievement and top, prizewinning grades. While academic success is certainly something to celebrate, it is not the full picture of excellence. At Pinehurst, we believe that excellence is far broader, deeper, and more personal than a collection of grades. Excellence in academic achievement is, of course, important, but there is so much more to striving for excellence that can have just as much impact on a young person's life.

I challenge our students to think in terms of personal excellence. That is, striving to be the best possible version of yourself, whatever your starting point may be. It is not about being perfect, nor is it about comparing yourself to others. Instead, it is about growth, effort, resilience, and the willingness to continually improve.

Education should never reduce a young person to a set of numbers or grades. True education develops the whole person. It nurtures character, curiosity, creativity,

confidence, and compassion. It encourages students to discover who they are, what they value, and how they can contribute positively to the world around them.

This means that excellence can be found in many different places across our school community. We see excellence in the student who perseveres through challenges and refuses to give up when learning becomes difficult. We see it in the athlete who demonstrates commitment, discipline, and teamwork on the sports field. We see it in the student leader who serves others with humility and integrity. We see it in acts of kindness, empathy, and inclusion that make our school a better place for everyone.

Excellence is present when a student supports a classmate who is struggling, when someone has the courage to stand up for what is right, or when a young person shows maturity in managing their emotions and relationships. These achievements may never appear on a transcript, yet they are often the qualities that have the greatest impact on both personal success and the wellbeing of others.

As educators and parents, it is important that we recognise and celebrate these forms of achievement. If we focus exclusively on grades, we risk sending the message that academic performance is the only measure of success. In reality, the qualities that help young people thrive in life extend far beyond the classroom.



# EXCELLENCE BEYOND GRADES

Research consistently shows that attributes such as resilience, collaboration, adaptability, emotional intelligence, and perseverance are essential for long-term success and fulfillment. These qualities are developed through experiences, challenges, relationships, and opportunities to reflect and grow. They are every bit as important as academic knowledge.

This is why we place such a high value on the learning process itself. Learning is not simply about reaching a final destination or achieving a particular mark. It is about the journey. It is about asking questions, making mistakes, embracing feedback, and developing the confidence to tackle new challenges.

When students focus solely on outcomes, they can become fearful of failure and reluctant to take risks. Yet some of the most valuable learning occurs when things do not go according to plan. Growth often emerges from setbacks. By valuing the process, we encourage students to develop a mindset that sees challenges as opportunities rather than obstacles.

At Pinehurst, excellence is not reserved for a select few. It is something every student can pursue because it is measured against their own potential rather than against the performance of others. It is found in effort as much as achievement, in character as much as capability, and in personal growth as much as academic success.

Ultimately, excellence is about becoming the very best version of ourselves while remaining grounded in respect for self and respect for others. When we view excellence through this wider lens, we create a community where every student has the opportunity to flourish, contribute, and succeed in their own unique way.

That is the kind of excellence we aspire to nurture at Pinehurst.

**DAWN SULLIVAN**  
**PRINCIPAL OF COLLEGE**







# DOE: BEYOND THE CLASSROOM

## ADVENTURE, SERVICE AND LEADERSHIP

The Duke of Edinburgh's Hillary Award at Pinehurst School provides students with a unique opportunity to develop essential life skills beyond the classroom. Building on the Service and Leadership programme introduced in Years 7–9, the Award extends these foundations into an internationally recognised and formally administered framework. Through a combination of outdoor adventure, service, physical activity, and skill development, students are encouraged to build resilience, demonstrate commitment, and grow as leaders. At its core, the Award challenges students to step outside their comfort zones, work collaboratively with peers, and persevere through both physical and mental demands. These experiences help foster independence, self-confidence, and a strong sense of responsibility, qualities that benefit students well beyond their school years.

At Pinehurst, all Year 10 students have the opportunity to complete the Bronze Award. The Bronze Practice Journey takes place in Term 1 at Tāwharanui Regional Park. The two day trip involves a night of camping, surfing lessons and a coastal hike. This initial experience introduces students to expedition skills in a supportive, structured environment. The Bronze Qualifying Journey builds on this, with students travelling to Rangitoto Island and hiking across to Motutapu Island, again camping overnight.

This journey requires greater independence and teamwork, as students begin to take more ownership of navigation and group organisation.

Students who complete their Bronze Award have the opportunity to move onto the Silver Award from Year 11 upwards. It presents a more demanding challenge, both physically and mentally. The Silver Practice Journey is held in the Hunua Ranges Regional Park during Term 1, where students spend two nights camping while developing more advanced tramping and expedition skills. The Qualifying Journey follows at the start of Term 2 in the Kaimai Mamaku Conservation Park, also involving two nights of camping. At this level, students are expected to show greater self-sufficiency, communicate effectively under pressure, and contribute consistently to the success of their group.

For students seeking the ultimate challenge, the Gold Award is available from Year 12. This prestigious level requires a high degree of perseverance and leadership. The Gold Practice Journey takes place in the Whirinaki Te Pua-a-Tāne Conservation Park during Term 1, where students undertake a three-night expedition in a remote and demanding environment. The Gold Qualifying Journey varies each year, offering a diverse range of experiences across New Zealand.





Recent expeditions have included the Round the Mountain Track, Abel Tasman, Heaphy Track, and, this year, the Queen Charlotte Track. These journeys test students' planning, endurance, and teamwork at the highest level.

Alongside the adventurous journey component, students also complete sections in Physical Recreation, Skills, and Voluntary Service, allowing them to tailor the Award to their own interests. For Physical Recreation, many students build on their involvement in school sports, while others take the opportunity to develop independent fitness programmes or try something entirely new. The Skills section often sees students continue with existing pursuits such as music, art, or extra-curricular academic activities, although many embrace the chance to explore new areas, including photography, baking, chess, or coding. The Voluntary Service component encourages meaningful contribution to the community. While some students participate in school-based initiatives such as Volunteer Club, UNICEF Club, or Road Patrol, others choose to engage more broadly, supporting local charities through activities like volunteering at an op shop or taking part in beach clean-up events.

Overall, the Duke of Edinburgh's Hillary Award at Pinehurst School is a transformative experience, equipping students with both practical skills and a sense of achievement through shared challenge and adventure.



**GEORGI RIDLER**

**COLLEGE TEACHER -  
HEALTH AND PHYSICAL  
EDUCATION**











## LAURA CURWOOD

### HOD SOCIAL SCIENCES

For Laura, Media Studies brings together everything she enjoys most about teaching — creativity, storytelling, analysis, and popular culture.

“It’s the perfect combination of creativity, arts, and critical thinking,” she says. “And I love that I get to use my pop culture knowledge too.”

Her interest in media began long before teaching. Growing up involved in dance and drama led to opportunities working on television shows and films as a teenager, giving her firsthand experience of film sets, auditions, and production environments. While at university, she also worked in promotions and later ran her own beauty blog during the early days of online content creation.

“It was before influencers became such a huge thing,” she says. “Blogs were where people went for recommendations and reviews.”

Today, those experiences help shape the way she teaches Media Studies at Pinehurst. Unlike many traditional subjects, Media Studies constantly evolves alongside the world students are living in, allowing classroom discussions to connect directly to current events, social media, entertainment, and digital culture.

“It’s so connected to students’ everyday lives,” Laura explains. “Students naturally engage because they can immediately see the relevance.”

**Creativity, storytelling,  
and helping students see  
the world differently.**

One of the things Laura values most about the subject is the way it allows students to express their own ideas creatively while also developing a deeper understanding of how media works.

“If students don’t like what they see in media or the way things are being presented, they actually have power,” she says. “They can choose what they support with their views and engagement.”

Outside the classroom, Laura’s own watch list is always growing. Alongside current streaming favourites, one film she believes every New Zealander should watch is *Boy* by Taika Waititi.

“It’s such a powerful New Zealand story,” she says. “Watching it was genuinely eye-opening for me.”

And if parents were ever to sit in on a Media Studies lesson?

“I think they’d probably be surprised by just how in-depth the subject really is.”





# MUSIC DEPARTMENT UPDATE

## COLLEGE

### College Orchestra: A Year of Commitment and Excellence

The College Orchestra has demonstrated outstanding dedication and musical growth throughout the year, with students committing wholeheartedly to their rehearsals and performances. Weekly Wednesday rehearsals have been exceptionally well attended, reflecting the ensemble's strong sense of responsibility and shared commitment to achieving musical excellence.

Looking ahead, the orchestra is eagerly preparing for its upcoming performance at the prestigious KBB Music Festival later in the year. This event provides an exciting platform for students to showcase their progress and musicianship, and the ensemble is working diligently towards presenting a refined and expressive programme.

A particular highlight of the year has been the opportunity for students to learn from professional musicians. The orchestra has benefited from two sectional workshops led by members of the Auckland Philharmonia Orchestra, offering valuable insight into instrumental technique and ensemble performance. In addition, students participated in an intensive weekend workshop with renowned conductor Michael Joel, whose expertise and musical leadership provided further inspiration and refinement.

In Term 2, the College Orchestra collaborated with the Primary Orchestra in a vibrant performance of *Carnival of the Animals* by Camille Saint-Saëns. This concert was a true celebration of the Arts, showcasing not only musical talent but also creative expression. Primary students, who had studied the work in class, contributed artwork inspired by each movement, which was displayed during the performance. This integration of visual art and music created a dynamic and engaging experience for both performers and audience members.

The College Orchestra continues to be a cornerstone of the school's music programme, fostering excellence, collaboration, and a deep appreciation for the performing arts.



**EUGENIE  
MIDDLETON**

**PRIMARY TEACHER  
- VISUAL AND  
PERFORMING ARTS**





## College Concert Band: A Promising New Addition

This year marks an exciting milestone in Pinehurst College's music programme, with the introduction of the College Concert Band for the very first time. This new ensemble has provided students with a valuable opportunity to develop their musicianship within a full band setting, fostering both individual growth and collective achievement.

Since its inception, the Concert Band has been rehearsing consistently throughout the year, demonstrating steady and impressive progress in ensemble playing. Students have developed greater confidence in their performance, alongside improved skills in balance, blend, and musical interpretation. Their commitment to rehearsals and willingness to engage with new challenges have been key to the ensemble's success thus far.

Looking ahead, the Concert Band is currently preparing for participation in the KBB Music Festival later in the year. This will be a significant and rewarding opportunity for students to showcase their development on a wider stage, while gaining valuable experience in a formal performance setting.

The establishment of the College Concert Band reflects the continued growth and strength of the music programme at Pinehurst. It is exciting to see students embrace this new opportunity with enthusiasm and dedication, and the ensemble is well-positioned to become a cornerstone of the school's co-curricular music offerings in the years to come.





# ART EXPOSÉ

## TERMS 1&2

Jenny Ren Y11



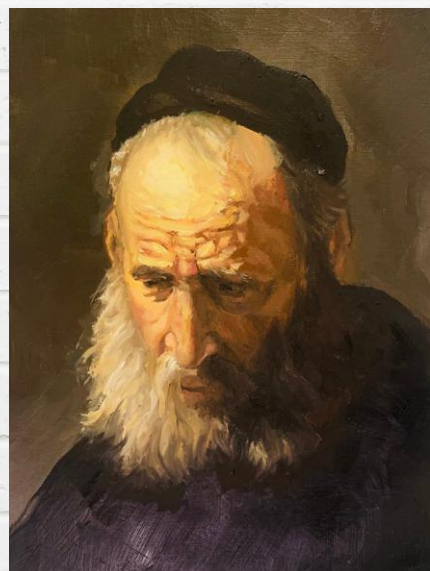
Jenny Ren Y11



Emily Ye Y13

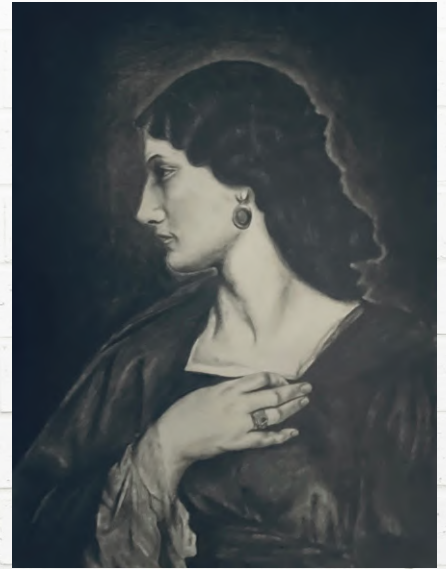


Emily Ye Y13





Crystal Zhang Y13

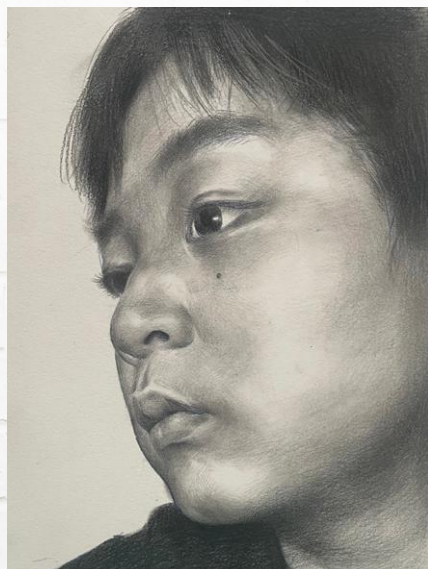


Felisha Zhao Y11

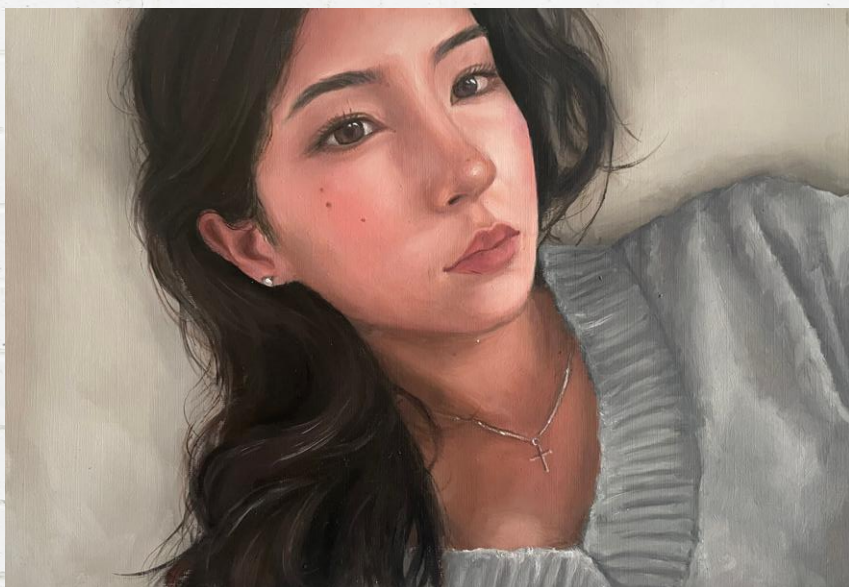




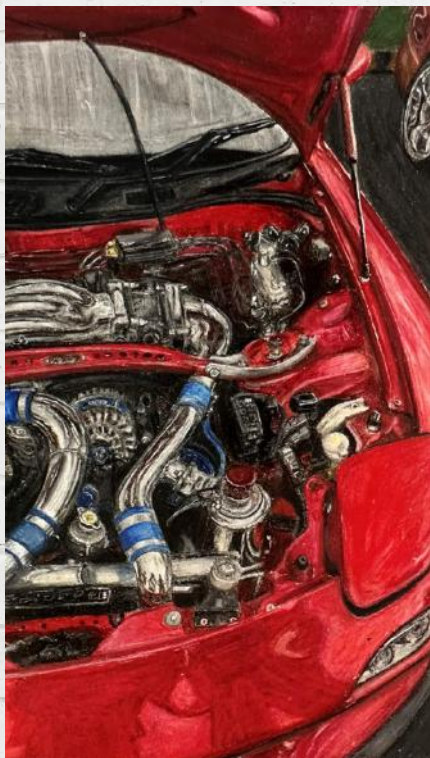
Alice Zhang Y13



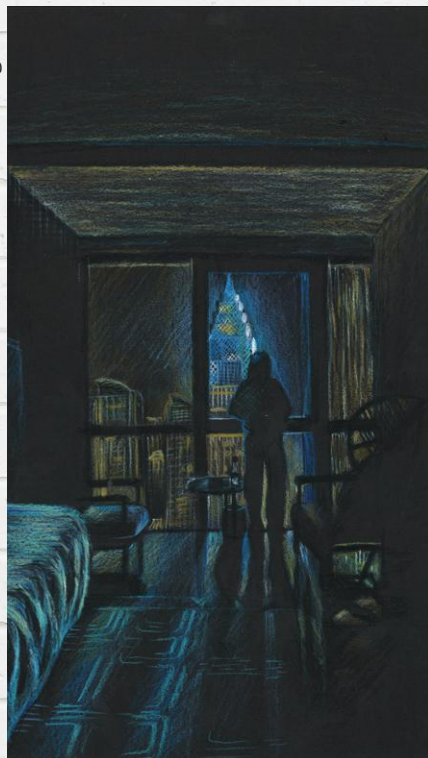
Ashley Hong Y12



Angela Li Y11



Bella Liang Y11





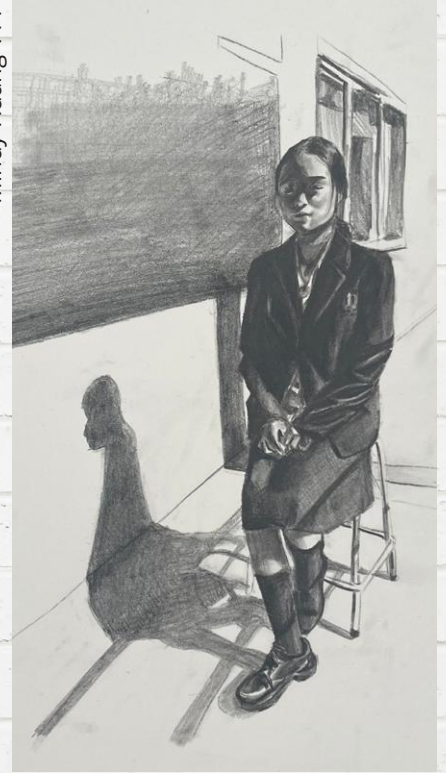
Angela Zhang Y 13



Claire Zheng Y11



Mindy Huang Y11



Nicole Huo Y12



Inyoung Joung Y11





# COLLEGE SPORT

## HIGHLIGHTS

The 2026 sporting year at Pinehurst began with real energy and excitement, building on the strong foundation established in 2025. Term 1 saw our summer sports programmes in full swing, including volleyball, tennis, and orienteering, alongside the early stages of preparation for the winter season. Across all codes, it was encouraging to see strong participation numbers, with several programmes growing and fielding more teams than in previous years.

A standout feature of Term 1 was our Interhouse Athletics event, held at AUT Millennium. Despite the hot conditions, the day was filled with enthusiasm, competitiveness, and house pride. It was particularly special for our Year 13 students, many of whom were competing in their final Interhouse Athletics, with several aiming to make their mark in the record books. This was followed by our Interhouse Swimming Sports, where students delivered impressive performances in the pool, with a number of school records broken and a great atmosphere poolside.

Term 2 continued this momentum, beginning with our Interhouse Cross Country. For the first time, we were able to run a full Year 7-13 programme, with students embracing the challenge and showing determination and resilience. These Interhouse events continue to be a highlight of the calendar, providing opportunities for students to connect, compete, and represent their houses with pride.



**ETHAN AGI**

**SPORTS COORDINATOR -  
YEARS 7 TO 13**

The winter sports season officially began in Term 2, following trials and grading processes across all codes. It has been pleasing to see a number of teams move up grades, reflecting both individual development and the overall strength of our programmes. We have also celebrated a wide range of individual and team successes, including regional representation, national achievements, and New Zealand honours across sports such as netball, volleyball, badminton, and golf.

Our senior students have also taken part in leadership and coaching opportunities, including regional sports leadership days. These experiences continue to develop their ability to contribute positively within their teams and act as role models across the school.

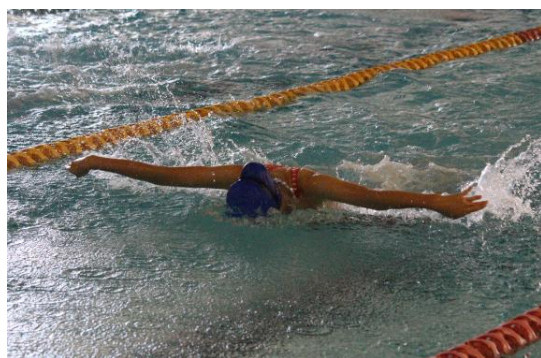
Year 7-8 Zone Days remain an important part of our junior programme, providing regular opportunities for participation and competition, with more events to come across the year.

As we look ahead, there is growing excitement around Winter Tournament Week and the upcoming AIMS Games. We thank our students, staff, coaches, and wider community for their ongoing support in making Pinehurst sport such a positive and rewarding experience.

We would also like to acknowledge and thank Mel Reid for her contribution to sport at Pinehurst. Her organisation and dedication have had a lasting impact, and we wish her all the very best.











# FINDING YOUR PLACE

## STUDENT CLUBS AT PINEHURST

Walk through Pinehurst at lunchtime and you'll find far more happening than students simply eating lunch and heading to their next class. Across the school, students gather to discuss Formula One, build robots, play chess, write magazine articles, debate current issues, learn coding, volunteer in the community, practise dance routines, explore history, and much more.

What might look like a collection of lunchtime activities is something much bigger. Student clubs have become an important part of school life, helping students build friendships, develop leadership skills, pursue their interests, and strengthen their connection to the Pinehurst community.

This year, Pinehurst offers 25 different clubs, with an impressive 84% being student-led. Many begin with a simple idea from a student who wants to share an interest with others. After discussing their vision and developing a proposal, students take ownership of bringing their club to life, shaping its direction and leading its growth.

The variety on offer reflects the diverse interests of our students. From Robotics and Coding to Walking Club, Formula One, XR Club, Creative Writing, and Readers Cup, there is something for almost every interest. It is a reminder that learning and growth don't stop when the bell rings.

One of the most encouraging trends in recent years has been the growth of service-focused clubs. The Volunteer Club, which began two years ago, has grown rapidly to more than 70 members from across the College. Students regularly visit local retirement villages, walk residents' dogs, perform music, assist with community events, and more recently have begun supporting younger children through volunteer tutoring at the Albany Village Library.

These opportunities allow students to develop empathy, leadership, and a genuine sense of service while making a meaningful contribution beyond the school gates.

Other clubs provide opportunities for students to explore passions in greater depth. PinePress, one of the school's newer clubs, has quickly established itself as a successful student publication. Its team of young writers produces articles that explore student perspectives on growth, leadership, responsibility, and life at Pinehurst. History Club has also developed a loyal following, with students meeting to explore topics well beyond the classroom curriculum through lectures and discussions led by students.

What makes clubs valuable is that they provide something different from both the classroom and the sports field. Without the structure of lessons, assessments, or competition, students often feel more comfortable stepping outside their usual social circles, trying something new, and sharing ideas in a relaxed environment.





For many students, clubs become a place where they find people who share their interests. They build confidence, develop initiative, discover new passions, and learn that leadership often starts by simply getting involved.

Behind every club is a significant amount of commitment from both students and staff. While launching and sustaining a programme of this size takes time and energy, the benefits are clear. Many clubs have now been running for several years, developing their own traditions and succession plans as younger students step forward to continue what others have started.

Most importantly, the clubs programme reflects something special about Pinehurst itself. Our students are curious, creative, community-minded, and willing to take ownership of their ideas. Whether they are creating films, writing articles, solving coding challenges, serving others, or sharing a love of history, they are building skills and connections that extend far beyond their school years.



**JOE JOHANSEN**

**DEPUTY PRINCIPAL OF COLLEGE -  
STUDENT WELLBEING  
AND LEADERSHIP  
DEVELOPMENT**



# KAPA HAKA GROUP

## The Wairua and Growth of Pinehurst Kapa Haka



The Pinehurst Kapa Haka group holds a special place within our school community, rich in both history and mana. Re-established around seven years ago, the group has grown into a strong and vibrant rōpū, offering students meaningful opportunities to connect with te ao Māori while developing confidence, leadership, and pride in performance.

Kapa haka at Pinehurst is more than just a performing group, it is a space where culture is lived and shared. Students learn a range of traditional practices, including poi and rākau, while also strengthening their use and understanding of te reo Māori. Through consistent practice and commitment, students not only develop their performance skills but also deepen their appreciation of tikanga and the stories that sit behind each waiata and action.

The group plays an important role in many key school events throughout the year. Each term, they lead our pōwhiri, warmly welcoming new students and whānau into the Pinehurst community. They also represent the school at significant occasions such as prizegivings, assemblies, Matariki celebrations, and by opening the cultural festival. The group is often called upon to welcome international visitors, giving students the opportunity to share Aotearoa's culture on a global stage.

Behind the scenes, there is a strong sense of dedication and teamwork. Practices take place every Tuesday lunchtime in the dance studio, where students come together to learn, refine, and support one another. The group is guided by Dr Waddel and Mrs Thomson, while our college students take on leadership roles, passing on knowledge and building tuakana-teina relationships. This creates a positive and supportive environment where students feel empowered to step forward, take risks, and grow.

Being part of Pinehurst Kapa Haka is an enriching experience that fosters belonging, builds confidence, and celebrates culture. It is a group where students' voices are strengthened, connections are formed, and pride in identity is nurtured.



**SHARON  
THOMSON**

**PRIMARY TEACHER -  
NEW ENTRANT**





## Join the Kapa Haka Group!

We encourage new members to get involved! Kapa Haka is open to all students Years 3-13 who are willing to learn, participate, and be part of a supportive team.

**Practices are Tuesday lunchtimes in the dance studio.**

Lead by college students and supported by Dr Waddel and Mrs Thomson. You will learn waiata, poi, rākau, te reo Māori, and performance skills. If you are interested in joining, please speak to Mrs Thomson or Dr Waddel.

*Nau mai, haere mai.*  
We would love to have you  
as part of our whānau!





# SUPPORTING THE WHOLE STUDENT

Behind every school day are the people quietly helping students navigate both the visible and invisible challenges of growing up.

At Pinehurst, student wellbeing is supported in many ways, often through the people students naturally turn to during the school day. Sometimes it begins with a visit to the Health Clinic for a sore stomach, headache, or grazed knee. Other times, it starts with a conversation when life feels overwhelming or something just doesn't feel right.

Together, Anna Shaver, our Health Clinic First Aider, and Debbie Stanaway, our School Counsellor, provide an important layer of care that supports students from Primary through to College. Though their roles are very different, both work toward the same goal - helping students feel safe, supported, and ready to return to learning.

## ANNA SHAVER HEALTH CLINIC FIRST AIDER

For many students, Anna is a familiar and reassuring presence in the middle of a busy school day. From cleaning cuts and changing dressings to checking temperatures, administering medication, and responding to emergencies, no two days in the Health Clinic are ever quite the same.

On average, Anna sees between 20 and 30 students a day, with particularly busy days reaching close to 50 visits. Even in Term 1 — traditionally the quietest term of the year — the Health Clinic recorded more than 1,000 visits.

While many visits involve bumps, scrapes, sore throats, or playground collisions, the role also requires calm judgement and experience. Sometimes students insist they feel fine when they clearly don't. Other times, what begins as a physical complaint can point to something more emotional underneath.

It's also important for families to understand the difference between a First Aider and a registered nurse. Anna's role is to provide immediate care and first response support during the school day, while more complex medical assessments and ongoing care sit outside the scope of the Health Clinic.



"Sometimes students say they're fine... but you can clearly see they're not well."

Despite the pace of the role, it's often the small things that matter most — calming a worried child, easing tears, creating a welcoming environment, or having a special tooth bag ready when a baby tooth unexpectedly falls out.

For many students, the Health Clinic is more than somewhere to get an ice pack or plaster. It is a place they know they will be looked after, listened to, and helped through whatever the moment brings. Whether it's a bumped head, a difficult morning, or simply needing a quiet moment to regroup, Anna's calm presence is often what helps students feel ready to return to their day.





## DEBBIE STANAWAY SCHOOL COUNSELLOR

Just down the corridor, Debbie Stanaway's work focuses on another side of student wellbeing — the emotional and mental load many young people quietly carry.

As Pinehurst's counsellor, Debbie supports students across both Primary and College, often running up to eight counselling sessions a day alongside meetings with families, staff, and external providers. Students may self-refer, while others are guided toward support through teachers, Deans, parents, or the wider pastoral team.

Over recent years, Debbie has seen increasing numbers of students seeking support for anxiety, academic pressure, friendship challenges, social comparison, and the impact of excessive gaming and online pressures.

"Wellbeing is not separate from learning," Debbie explains. "When students feel safe, heard, and supported, their capacity to cope and succeed increases."

For younger students, support may centre around emotional regulation or family-related concerns. In College, many students are navigating identity, relationships, achievement pressure, and the growing demands that come alongside adolescence.

Debbie and Anna work closely together, particularly when concerns around wellbeing overlap. Physical symptoms such as headaches, stomach aches, or repeat visits to the clinic can sometimes be linked to stress or emotional strain. Through regular communication and shared pastoral care, students are able to access support earlier and more seamlessly.

**"Early intervention helps prevent difficulties from becoming deeply entrenched."**

For Debbie, one of the most meaningful parts of her role is seeing students grow over time.

"Walking alongside students who were once at significant risk and seeing them graduate is incredibly meaningful," she reflects. "It represents resilience, trust built over time, and the power of compassionate support."

Her path into counselling began from personal experience. After receiving support from a social worker and counsellor during a difficult period in her own childhood, she knew she wanted one day to support others in the same way. Following time working as an international air hostess, she retrained as a social worker before becoming a registered counsellor. Today, alongside her work at Pinehurst, she also supervises counselling students entering the profession.

For Debbie, the most rewarding part of the role is often found in the quieter moments — seeing a student gradually regain confidence, helping families navigate difficult periods, or watching students she once supported walk across the graduation stage years later. Much of the work happens behind closed doors and out of public view, but its impact is often felt long after students leave school.





# ANASTASIA

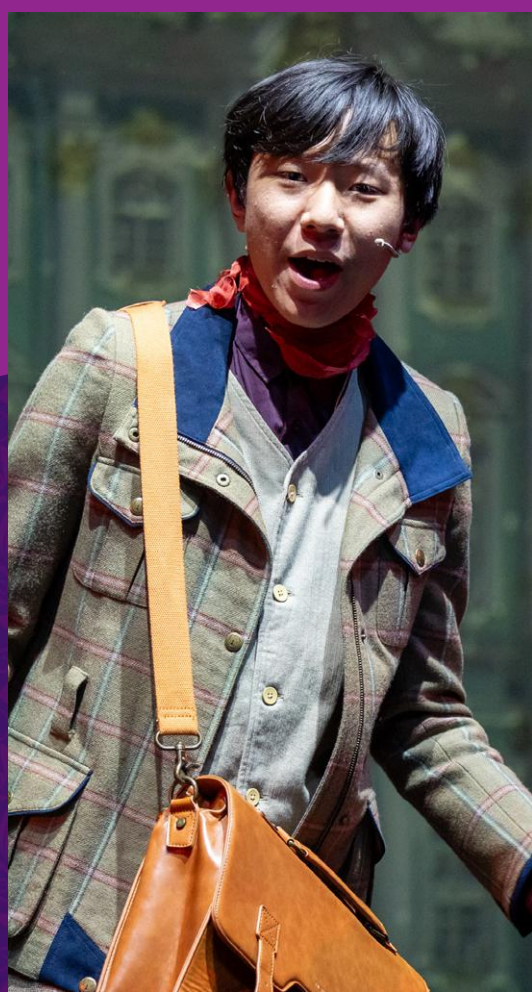
The Musical

















# BUILDING TOMORROW, TOGETHER

MIKE WALLER, EXECUTIVE PRINCIPAL

This year, Pinehurst celebrated a significant milestone, marking 35 years since the school welcomed its first families. This anniversary is an opportunity for us to reflect on the journey from humble beginnings to one of the top schools in New Zealand and to acknowledge all those people whose vision, commitment, and hard work have shaped the school we know today.

While anniversaries are important moments to celebrate the past, they are equally important opportunities for us to consider the next steps in our evolution and what Pinehurst might look like for future generations of students.

A successful school cannot stand still. It must continually evolve to meet the needs of young people and the demands of an ever-changing world. These changes result in growing demands on education to ensure that young people are ready for a future that is filled with uncertainty. For that reason, one of the most important pieces of work is our new strategic plan, which is a roadmap for the future. While the plan provides direction for the years immediately ahead, its purpose reaches much further. It is about establishing a pathway to shape Pinehurst over the next 35 years.

At Pinehurst, our strategy begins with something even more important than aspirational statements. It begins with our values, as they are central to who we are as individuals and a community. Simply, they represent the 'Pinehurst Way'.

Respect for Self, Respect for Others, and Excellence have always been central to the Pinehurst experience. These are not merely words displayed on walls or printed in documents. They are the principles that shape how we learn, how we work together, and how we conduct ourselves as a community. Any meaningful strategy must be grounded in values because they provide the foundation for every decision that follows.

The plan is organised around five key strands. These are Teaching and Learning, Holistic Growth, Community, Our People, and Operations and Facilities. The responsibility for bringing these priorities to life is shared across our community, with every member of staff playing an important role in achieving our collective goals.

These strands reflect our belief that an outstanding school is about much more than academic achievement alone. Of course, academic success remains central to our purpose. We want every student to achieve their very best and to leave Pinehurst with the knowledge, skills, and qualifications that will open doors for them in the future.

At the same time, we recognise that education is about developing the whole person. Young people need opportunities to grow physically, socially, emotionally, creatively, and ethically. They need experiences that help them discover who they are and what they are capable of achieving. They need to develop resilience, confidence, and character alongside academic knowledge.

It is equally important that we continue to invest in our people. Outstanding schools are built by outstanding staff. Creating opportunities for professional growth, developing leadership capacity, and attracting and retaining talented educators will ensure that our students continue to benefit from the very best teaching and support. The success of any strategy ultimately depends on the people responsible for bringing it to life.







The plan also places considerable emphasis on community. One of Pinehurst's greatest strengths has always been the quality of the relationships that exist across the school.

The Pinehurst Triangle, which highlights the partnership between students, staff, and parents, remains central to our thinking. When these relationships are strong, students thrive. Trust grows, communication improves, and a genuine sense of belonging develops.

Yet even the best strategy will fail if it exists only on paper. Schools are ultimately about people. Buildings matter. Resources matter. Systems matter. But culture matters most.

Culture is often described as "the way we do things around here". It is reflected in the daily interactions between students, teachers, and families. It can be seen in how staff and students support one another, how challenges are approached, and how success is celebrated. It influences how people feel when they walk onto our campus each day.

A positive culture is built through countless actions and conversations over time. It requires consistency between what we say and what we do. It requires leaders to model the values they expect to see in others. Most importantly, it requires every member of the community to play their part.

As a school, we have ambitious goals, but without a positive culture, it will be difficult to achieve them. Equally, even the strongest culture can lose direction without a clear strategy. The most successful organisations in any field bring both together, and that is exactly what we are seeking to do at Pinehurst.

As we look ahead, I am excited by the opportunities that lie before us. Pinehurst enters this next chapter from a position of strength. We have talented students, dedicated staff, supportive families, and a strong reputation built over many years. We also have a clear sense of purpose and a shared commitment to continuous improvement.

The Strategic Plan is not a finish line. It is the beginning of the next stage of our journey. It will guide our decisions, shape our priorities, and help ensure that every action we take contributes to a stronger future for our students and our community.

Thirty-five years ago, a small group of parents had the courage and vision to create something special. Today, we have the responsibility of building on that legacy. By combining a clear strategy with a positive and enduring culture, we can ensure that Pinehurst continues to flourish for generations to come.

As we shape the school for the future, we do so with a deep sense of pride in who we are, what we know, and what we can achieve together.





**PINK  
SHIRT  
DAY '26**

# Standing Together Through Kindness



**Kōrero Mai, Kōrero Atu,  
Mauri Tū, Mauri Ora**

**Pink Shirt Day brought our Pinehurst community together in support of creating a safe, inclusive, and respectful environment for all.**

Led by the Citizenship Council, the day featured a range of activities designed to promote positivity and connection. Students enjoyed team-building games on the field, a fashion show in the Study Room, a photo booth, and a crafts station for younger students. Sweet treats sold throughout the day helped add to the festive atmosphere while supporting the wider Pink Shirt Day initiative.

Most importantly, the day encouraged students to reflect on the impact of kindness, respect, and inclusion in everyday life. It was wonderful to see so many students wearing pink and getting involved, helping to reinforce the message that everyone has a role to play in creating a community where people feel valued, supported, and able to be themselves. A big thank you to the Citizenship Council and staff who helped make the day such a success.





# STAFF UPDATE

## DEPARTURES

### PRIMARY

**Hana Lee**  
Primary Teacher

**Kirsten Smith**  
Art Teacher

**Chris Stafford**  
HoD Science

### COLLEGE

**Lauren Campbell**  
HoD English

**Katrina Lauchlan**  
HLTA

### SUPPORT STAFF

**Elaine Bailey**  
Examinations Coordinator  
and Timetable Administrator

**Carmen Stella**  
Events Lead

## ARRIVALS

### PRIMARY

**Josip Martincic**  
HLTA

**Andrew Mills**  
Primary Teacher

**Ali Ibachirene-Firth**  
English Teacher

**Ji Jin**  
Mathematics Teacher

**Jessica Lane**  
HoD English

### COLLEGE

**Morgan Beck**  
Social Sciences Teacher

**John Curwen**  
Health and PE Teacher

**Jenny Staite**  
Economics Teacher

**Shuaiqi Xiong**  
Mathematics Teacher

**Chris Elder**  
Teacher Aide

**Mariee Guinibert**  
Art Teacher

**Su Huang**  
Chemistry Teacher

### SUPPORT STAFF

**Jane Henderson**  
Events & Marketing Lead

**Lisa Tobler**  
Library Manager



# EVENTS CALENDAR

## TERM 3

JULY

### COFFEE CONNECT

Tuesday 28 July

Reception, 8.15–9.15am

### PŌWHIRI

Wednesday 29 July

Arena / Dance Studio, 9.00–11.00am

### PARENT TALK: JAKE BAILEY - THE MINDSET FOR SUCCESS

Thursday 30 July

Theatre, 6.00–7.00pm

Parent Evening - Inform | Inspire | Support



REGISTER NOW

**The Mindset  
for Success**  
REACH YOUR POTENTIAL

*Jake Bailey*  
30 JULY 2026

AUGUST

### PARENT EVENING: SUPPORTING YOUR TEEN THROUGH EXAMS

Tuesday 11 August

Theatre, 6.00–7.00pm

### NEW PARENT WINE & CANAPÉS

*Date to be confirmed*

Theatre Foyer, 6.00–8.00pm

### MARY POPPINS PRODUCTION



Tuesday 25 –

Thursday 27 August

Theatre, Multiple performance times

### COFFEE CONNECT

Friday 28 August

Reception, 8.15–9.15am

SEPTEMBER

### COFFEE CONNECT

Wednesday 23 September

Reception, 8.15–9.15am

### YEAR 13 GRADUATION PARADE

Friday 25 September

School Grounds, 11.00am–1.30pm





# EVENTS CALENDAR

## TERM 4

### PŌWHIRI

Wednesday 14 October

Arena / Dance Studio, 9.00–11.00am

### COFFEE CONNECT



Friday 30 October

Reception, 8.15–9.15am



OCTOBER

### YEAR 13 GRADUATION DINNER

Monday 16 November

Markovina Estate, 6.00–10.00pm



### YEAR 7 & 8 FORMAL

Monday 23 November

Soljans Restaurant, 5.00–9.30pm

### PARENT HELPER MORNING TEA

Friday 27 November

Takapuna Boating Club,  
10.00am–12.00pm

NOVEMBER



### CHRISTMAS PICNIC

Wednesday 2 December

Back Fields (Rosedale Road),  
5.00–8.00pm

## PANORAMA

WINTER ISSUE 2026

DECEMBER



# PANORAMA

WINTER ISSUE 2026



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