



Hearts and Wings

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HaileyburyAstana



University Bootcamp Article

Written by Eva



Towards the end of this summer, students participated in the “University Bootcamp” which was instructed by the college counselors Steve Stockermans and Ana Isabel Munoz Lopera, along with our alumni Alikseniia, Amalia, and Alinur. Each of these alumni has been accepted into many different prestigious universities. Alinur was accepted into UCLA in the USA, Amalia was accepted into the University of Manchester in the UK, and Alikseniia was accepted into Harvard in the USA. Fortunately, they have kindly returned back to Haileybury Astana to guide our sixth-form pupils on how to obtain admission letters from prestigious colleges. Throughout this two-day rigorous boot camp, students were fully immersed in focused work, intensive planning, and strategizing, utilizing every opportunity to further develop their abilities and prepare for success. At the end of this article, you will know everything about university applications, and extracurriculars. One could say that your application is the most important part of getting into university.



To have an impeccable application, you must know what college admission officers are looking for. Two of the most important factors are academics and extracurriculars. Universities in the United States, especially top-tier institutions, value a strong GPA and challenging coursework like AP or IB classes to a certain extent. They want to see that students are intellectually curious and ready for the academic demands of higher education. American universities are not just looking for students with perfect grades. The significance of extracurricular activities and personal statements/essays is simply that they want to know about yourself and how you will contribute to their school community.

Meanwhile, universities in the UK, such as Oxford and Cambridge, also focus heavily on academic excellence, but they place even more emphasis on subject-specific knowledge. For example, A-levels or equivalent qualifications are critical for demonstrating your proficiency in your chosen field of study. They also care about extracurriculars and the students' personalities but do not hold as much importance on it as much as American universities. With academics, extracurricular activities also hold a major significance in the admission procedure. Universities in the US are especially interested in students who have shown leadership, commitment, and impact through their extracurricular activities. Starting a new club, the admissions officers want to see that one is not just participating but making a difference.



You can show these skills in different activities at Haileybury Astana such as MUN, sports teams, and different clubs. UK universities do not emphasize extracurriculars as much, but a well-rounded profile will strengthen your application for competitive programs. If you want to apply to UK universities, you should focus on participating in clubs/CCAs that are related to the major you want to study. If you want to study engineering, maybe robotics CCA will be a good option, or if you would like to study law/diplomacy then MUN would be another great option. Furthermore, in both countries, the personal statement or essay is considered quite important. This is where you tell your story, express your passions, and explain why you are a perfect fit for the university. In US applications, a well-penned memorable essay often tips the scale in your favor, whereas in UK applications, the personal statement needs to be on academic interests and career aspirations. Whichever it is, this is your voice, so make it count!



Interview with Deputy Head, Miss Dominguez

Written by Darina

1. What excited you the most about joining our school community as Deputy Head?

What really excited me was the chance to be part of a community that values both academic success and personal well-being. I love how this school isn't just about the grades but about making sure everyone feels supported and heard. I was also thrilled about working with such talented professionals and students.

2. What do you like about the school?

I love the energy here—everyone seems genuinely excited to learn and participate in different activities. The sense of community is strong, and I appreciate how inclusive and supportive the environment is. Whether it's academics, sports, or arts, I like that there's something for everyone, and students are encouraged to explore their passions. I also like that the school is so open to innovation and growth.

3. What are you looking forward to the most?

I'm most looking forward to getting to know each of you (students and adults) better! I'm excited to hear ideas, understand challenges, and offer support in reaching goals. I'm also really looking forward to working on ways to make school life even more fun, balanced, and enriching.

4. How would you describe your leadership style?

I would say my leadership style is collaborative and supportive. I believe in listening first and making sure that everyone has a voice. I'm here to guide and offer advice, but I also love to empower people around me to take the lead in their own learning and growth and go out of their comfort zone. Building relationships and having empathy are important for me as a leader. We're in this together!



5. What do you believe makes a great leader in a school setting?

A great leader in a school is someone who listens, is approachable, and isn't afraid to show empathy. It's not just about making decisions but making sure those decisions reflect the needs, voices, and values of the community. Great leaders also lead by example, showing kindness, resilience, and a willingness to grow.

6. How does this school differ from the other schools you've worked with?

What really stands out here is the high level of professionalism from staff to faculty. Everyone is deeply committed to their roles, and there's a real sense of collaboration across the board. I also appreciate that the school uses data to inform decisions, which is key to creating a successful and adaptable learning environment. Importantly, students are always at the center of discussions when making decisions—every choice is made with the students best interests in mind. Another significant difference is that this school is not-for-profit.

7. Why do you think it's important to involve parents and the community in school life?

Parents and the wider community play a huge role in supporting student success. By involving them, we create a bigger network of support for students. It also ensures that the values and goals we're working towards in school are reinforced at home, creating a more cohesive experience for everyone.

Interview with Head of Senior School, Mr. Hill

Written by Darina

1. What do you like most about the school so far?

The sense of community. People really connect and care for each other, which is an essential part of any school. That's been one of the most impressive aspects of my time here.

2. What are you excited about this school year?

Personally, I'm excited to get to know everyone and become part of the community. I'm also eager to see how the school develops with the new STEM center, particularly for the senior students.

3. How does this school differ from others you've worked with?

The biggest difference is the integration between the local Kazakh students and the international students. There's a strong sense of purpose and calmness here that I haven't seen as much elsewhere, even in the UK.

4. What do you think makes a great leader in a school setting?

Listening is crucial. It doesn't mean agreeing with everyone, but it ensures everyone feels heard. A good leader should also be empathetic, considering how decisions affect students, parents, and staff.

5. How would you describe your leadership style?

Collaborative and consultative. I like to build teams, connect people based on their strengths, and create an environment where everyone can perform at their best.

6. What events are you most looking forward to?

I've enjoyed events like Haleybury Day and the Day of Knowledge. I'm also looking forward to performances like Haileybury's Got Talent and social events like the Winter Ball.



7. What made Haleybury stand out among the schools you applied to?

The leadership stood out. Throughout the interview process, I felt listened to and valued. Additionally, the school's achievements in such a unique environment as Kazakhstan are impressive.

8. What do you like most about Astana?

The city's design makes everything accessible, from parks to shopping malls. Despite being a big city, it feels close-knit and welcoming, which helps me feel integrated into the community.

Thank you so much to Mr. Hill and Ms. Dominguez for making time for these interviews. Their enthusiasm for becoming part of the Haileybury Astana community is truly inspiring, and we are excited to see their leadership in action. We hope they've felt the warm welcome of our students, staff, and families, and we look forward to a fantastic year ahead with their guidance and vision.

Haileybury Day

Written by Madina

At Haileybury Astana, we deeply value the strength of community and the importance of giving back. Haileybury Day brings together students, teachers, alumni, and families for a shared cause. This annual charity event took place on September 14th on the school grounds. Everyone had the opportunity to contribute by purchasing a pack of 10 tickets for 5,000 tenge, which granted access to a variety of games and activities. Every contribution helped support a greater cause.

On the day of the event, the school was alive with energy, filled with various activities, decorated tables set up across the grounds, and the sounds of laughter and music in the air. Each house led its own activities: Attlee hosted “Beer Pong” and “Card Games,” Bartle Frere organized a “Memory Game” and “Basketball,” Edmonstone set up “Hula Hoops” and “Face Painting,” while Kipling managed “Beat the Keeper” and “Russian Roulette.” Students from different classes also showcased their musical talents on stage. In addition, there were tables offering face painting, baked goods, flowers, games, and makeup. A large, colorful bouncy castle and a traditional yurt with a live hawk added to the festive atmosphere.



Year 12 students played an important role by assisting with table management and supervising children as they played and enjoyed the bouncy castle. Across from the trampoline, the bake sale tables offered an assortment of pastries and juices, which sold out quickly. Children and their parents had fun participating in various games and activities, earning prizes along the way. The "Face Painting" table was particularly popular, with children getting their faces painted to resemble jungle animals or fairy-tale characters. Meanwhile, the makeup tables attracted many teenagers and women, offering skincare products and decorative makeup for purchase.

By the end of Haileybury Day, the event had raised an impressive sum of 3,008,740 tenge (£4,745), all of which will be donated to the charity Equal Opportunities in Sport. This organization empowers children with disabilities in Kazakhstan, providing them with the opportunity to participate in sports and compete in both local and international events. The success of Haileybury Day highlights our school community's commitment to creating inclusive opportunities and making a meaningful difference in the lives of these young athletes.

UNDP

Written by Amina



This project involves a variety of tasks. In this case, we planned a number of events for Mental Health Week. The wishing tree was one of those activities. After writing their wishes down, the students would hang them on the tree. The "wear it green" campaign was an additional activity. Teachers and students were encouraged to wear green throughout this campaign. Why particularly green? Well green actually symbolizes the continual awareness of mental health. This helps fight the stigma that is often associated with mental health.

My experience with this project has been quite positive. This project has taught me teamwork and given me better public speaking skills. I urge you to join us in helping students maintain a good well being.

In an inspiring move to foster community spirit and charitable giving, the dedicated 12th graders at Haileybury Astana, have established a new Co-Curricular Activity (CCA) club named UNDP (United Nations Development Program). Despite the complexities involved, the club aims to organize events that not only engage students but also generate funds for local charities.

Similar to UNESCO, UNDP provides opportunities for students to plan and execute various social gatherings and activities, while encouraging charitable contributions. The primary goal of the club is to raise funds through initiatives such as bake sales, book sales, and non-uniform days, which require a small fee for participation.

This October, coinciding with Breast Cancer Awareness Month, the UNDP club took significant action to support those affected by the disease. They announced a bake sale during a recent assembly for Key Stages 3, 4, and 5, highlighting and mentioning their commitment to help individuals battling breast cancer. The sale featured an enticing array of freshly baked goods, including cookies, zebra cakes, and chocolate chip muffins.

Rumors circulated about the success of the bake sale, and it appears the efforts paid off. Reports indicate that the club raised nearly 60,000 tenge, within 35-40 minutes only, which they plan to donate in full to charities supporting breast cancer patients.

Through initiatives like this, the UNDP club not only cultivates a sense of community but also empowers students to make a tangible difference in the lives of others.

As part of their ongoing efforts to raise funds for charitable causes, the UNDP club is planning up for a thrilling Halloween party and a movie night for students from Year 7 to Year 13. These events promise to be engaging and entertaining, while also making a meaningful impact on the community.

Scheduled for October 29th, the horror movie night will feature a selection of spine-chilling films. To participate, attendees will be required to pay a nominal attendance fee, which is yet to be disclosed. All proceeds from this event will be donated to local orphanages, reinforcing the club's commitment to supporting vulnerable members of the community.

The Peer Education project

Written by Aishona



During the past few years, our school has been involved in the Peer Education project. This is an international initiative that takes place, for instance, in Kazakhstan or the United Kingdom. The goal of this project is to educate young people about mental health. As a community, we want to ensure that kids can maintain their mental health while balancing their familial and educational lives. As a community, we work diligently to provide our peers complete support.

To become a peer educator you must complete the 5 lessons taught by a teacher who is a part of this project. Then you go on to teach these 5 lessons to an assigned year group. After completing all of these steps, you will officially join us. We meet every couple of weeks to discuss what we will do during assemblies or if we are hosting an event.

In terms of assemblies, we discuss significant topics. For instance, we had an assembly on suicide awareness on the day of suicide prevention. We all participated in this assembly and educated our teachers and peers on the value of suicide prevention and awareness.

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Mental Health Week

Written by Satti

At Haileybury Astana, we have a dedicated mental health team led by our psychologist, Miss Bakhyt, who also oversees the Peer education project. To participate in such projects you would have to become a peer educator, who teaches younger pupils about mental health and its importance. Peer educators had an event on mental health awareness week, starting on the first of October. This initiative is especially valuable, as students often feel more comfortable sharing their concerns with their peers.

During Mental Health Week, we aimed to create more engaging events to capture the attention of students. This year, we introduced a new initiative called the "Tree of Dreams." The activity's purpose is for kids to open up and be honest with themselves. They would need to write on a paper or on a bow a dream either for themselves, others or for the world, then they tie it up on the tree we prepared for them. The activity took place in front of the lunch hall during lunchtime from 12:40 till 13:40 on Tuesday and Thursday. Not only students came up to write their dreams, but teachers as well. The tree itself was made for people to manifest their dreams to happen. The more you believe in something the more chances of it happening, as I believe if you think about it enough times then the universe will make it occur.

Prior to Mental Health Week, we held a Senior School Assembly to share details about the activities planned for the week. An assembly where peer educators explained what the peer education project is. They explained basic knowledge of mental wellbeing itself and introduced mental health week. In the assembly there was also a story that told us about a girl and represented her as an example of how important it is to look after yourself. How important it is to have someone around you at your hardest times, and that there is nothing to be ashamed of if you feel tired or sad. The assembly aimed to create a welcoming atmosphere, encouraging students to see Mental Health Week as an opportunity to open up and connect. Peer educators emphasized their role as approachable listeners, ready to provide suggestions or simply act as listeners. No matter how small or insignificant worries might feel, there will always be someone willing to listen and help.



During Mental Health Awareness Week, we also organized a free uniform day with the theme of wearing green. The color green symbolizes safety, much like the warmth and brightness of a spring day that brings positive memories. It was chosen to represent a safe zone within the school, creating an environment where students could feel at ease and comfortable around their peers. Psychologically, green is known to evoke feelings of protection, aligning perfectly with the week's focus on well-being and support.

The day was a great success, with everyone incorporating something green into their usual attire. Students at Haileybury tend to enjoy free uniform days. It is important to share your struggles with someone. Feeling bad does not make you weak, and it's not the thing you should be embarrassed about, don't be afraid to come up to peer educators, you will always be listened to and supported.

Duke of Edinburgh 2024

Written by Inkara

This summer, I had the incredible opportunity to participate in the Duke of Edinburgh (DofE) Award, specifically the Bronze Award. Founded in 1956 by Prince Philip, the DofE program aims to help young people develop essential skills, embark on adventures, and engage in their communities. Haileybury Astana has been involved in the DofE Award program for a few years, encouraging students to embrace exploration and personal growth.

Every week, we had CCAs led by Miss Taylor and other teachers, where we focused on practical skills to prepare for the journey ahead. We learnt essential skills such as first aid, navigation through compasses and setting up tents. These sessions weren't just about learning technical skills—they also prepared us mentally for the physically demanding aspects of the trip.

The Three Tasks of the Duke of Edinburgh Award:

In order to complete the Duke of Edinburgh Award, participants must successfully fulfill three essential components: Skills, Physical, and Volunteering. Each task plays a crucial role in helping participants develop a well-rounded set of abilities while contributing positively to their communities.

1. **Skill:** Encourages participants to learn or improve a skill of their choice, which helps build confidence and enhances personal growth. For example: learning a new language, playing a musical instrument or cooking. I chose to learn the piano, a challenging yet rewarding journey that became a source of pride as I progressed and found a new form of self-expression.

2. **Physical Recreation:** Aims to improve physical health and overall well-being. Engaging in regular physical activity not only helps maintain physical health but also fosters resilience and determination. For my physical challenge, I participated in Volleyball, which kept me energized and motivated throughout the process.

3. **Voluntary Service:** Emphasizes the importance of giving back to the community. By dedicating time to a shared cause we care about, we learn about social responsibility and the impact we can have on other people's lives. I volunteered at the Cooking Club CCA at our school, which was both fulfilling and eye-opening, as I connected with others and contributed to something larger than myself.

To complete the Duke of Edinburgh Award, participants must undertake two of these tasks for three months and one of them for six months. This structure not only encourages commitment but also teaches valuable time management and goal-setting skills. Ultimately, these tasks contribute to personal development and help shape us into more well-rounded individuals.



My Personal Experience

In preparation for the DofE trip, our group met several times to plan a 16-18 km route. The route itself was through woodlands, muddy paths, and open fields outside the city. The heat was intense, making the journey even more challenging, and at times, the ground was slick and sticky with mud, which made it harder to keep going. The area was quite rural, and we often passed by horses or cows grazing in the fields, adding a touch of nature to the adventure.

One of the biggest challenges was the weight of our backpacks, which we had to carry. Each member of the group had to pack essential items like 2 liters of water, a mat to sleep on, a raincoat, cooking gear, and enough food to get us through the trip. Moreover, each group had to carry tents, stoves, and other camping equipment. Every item had to be carefully considered to keep the rucksacks as light as possible, however they were still very heavy. The weight of the backpacks, combined with the intense heat and the unpredictable terrain, made the hike physically demanding, but it also made the experience feel like a real test of endurance.

The highlight of my DofE experience was the walking expedition. In May, we had a practice hike around the school area, then we camped at the school grounds, which was our first real taste of what the expedition would be like. It was a great chance to test our skills in navigation, teamwork, and endurance, though it was nothing compared to what we would face on the actual hike. Then, in June, we headed out from school to Kulager for the real hike, a 16-18 km journey through the countryside. The weather was boiling hot, and the muddy paths made everything more challenging. But it was also beautiful—the area was so peaceful and remote, and we passed by horses and cows along the way.

On the real expedition, we weren't just hiking—we also had to cook our own meals using the small saucepans and utensils that we were given. We cooked simple but tasty meals like burgers, rice with chicken, and porridge. It was tricky at first with the small stoves and utensils, but finally enjoying a hot meal made it incredibly rewarding.

Hiking through the varied terrain, from steep inclines to muddy fields, wasn't easy, but it helped us learn a lot about ourselves and each other. We had to communicate clearly, support one another, and stay motivated even when the heat and the exhaustion started to take their toll. It was a real test of endurance, and as we made our way along the trail, I realized how much I had learned and how much we had grown as a team. It was physically demanding, but there was a deep sense of achievement at the end of each day, knowing we had faced the challenges and worked together to push through. Looking back, I created lasting memories of pushing myself to the limit, learning new skills, and sharing an unforgettable adventure with my team.



Mastering Exam Prep: Science-Backed Study Strategies for Academic Success

Written by Yerasyl

In the stress-inducing environment during exam season, students may often find themselves overwhelmed and anxious due to the sheer amount of content to learn and the pressure to perform well. This article hopes to offer a lifehacks to students by providing scientifically-backed techniques to help students like you maximise their study efforts to A* their exams.

Understanding

Understanding with the Feynman Technique

A way to understand anything is by being able to explain it to a friend or to a 5-year-old. This is the famous Feynman technique named after famous physicist Richard Feynman, who, back in his day, was able to explain theoretical physical concepts in a way that would be understood by a regular person. The reason he was able to do that was because he understood the topic so well that he could explain it to anyone. So, whenever we learn a new topic, we can ask ourselves: Does this make sense? And could I explain it to a 5-year-old?

Active Recall

Active recall is a fancy way of saying to test yourself, and the authors of the book "Make it Stick," a book about effective learning strategies, say, "For the vast majority of students, if you're not getting the marks you want to be getting, the reason is that you're not testing yourself enough." This is a fundamental part of understanding or learning anything because, for example, if you're trying to learn how to paint, you can't really learn it by just watching someone do it; you have to test yourself by practising.

A way people revise for exams is by rereading information, which in a way is just putting the information into our brains, but all of the evidence shows that it's actually taking information out that's more effective, and the harder we try to retrieve the information, the more the neural connection in our brain is strengthened.

Focus

Now that we are knowledgeable about how to study for exams, this last section will talk about different ways to keep yourself working and not distracted.

Scoping the Subject

The idea behind it is that in order to understand anything, we need to know where it stands in the wider picture. A good phrase to remember is "Preoccupied with a single leaf, you won't see the tree. Preoccupied with a single tree, you'll miss the entire forest." Although, annoyingly, exams test us on the details of the subject as opposed to the bigger picture, it's still important for us to understand the wider picture to really understand the subject.

Note taking

Note-taking is a bit of a controversial topic, but summarising with the book open is seen as a "low-utility" technique, according to Prof. J.D. They found that people who summarise tend to do worse compared to those that just test themselves because summarisation is seen as a passive process and doesn't force the brain to work hard. However, taking notes could be useful for us if we use them to make questions for ourselves based on the notes to revise and not just reread them, which is a non-effective technique.

Work-life balance

One important thing to always keep in mind is that our physical and mental health are more important than any exam. In the grand scheme of things, our exams don't really matter, especially if they negatively affect our health, because it's very easy to think that all exams are the most important things in the world. We can kill ourselves by working hard on them, which causes many to feel burned out. A good thing you can do is to have a day or a time block for relaxing without any feelings of guilt about not working.

Some people tend to make the mistake of completely abandoning good nutrition or sports during exam season, which quite generally makes many feel even worse and actually lowers their productivity. Make sure to keep your priorities straight and remember that mental and physical health are far more important than studying.

But depending on some high-stakes exams, it's fine to cram for exams and neglect our friends a little bit for a short period of time.

Forgetting curve

In the 1800s, Mr. Ebbinghaus did a study on himself, where he forced himself to memorise random made-up words to see how quickly he forgot them. He realised that after learning a word, he tended to forget it quickly, but if he interrupted that forgetting by retesting himself, He interrupted that curve, then his memory went back up to 100%, and he noticed it took him longer to forget it the second time. After studying again, it took him even longer to forget. The decay at first is very big, but the more times you repeat a topic, the longer it takes to forget.

The magic of spaced repetition

1984 that says that highlighting while reading is better than just mindlessly rereading already highlighted texts. Additionally, highlighting for many is a fun activity that makes their notes look prettier, which in a way helps many to be more motivated to study.

A bit of a side note, but everyone is different and different techniques work better or worse for others, so if there's something here that is scientifically ineffective, it still might work for you. If that's the case, ignore the science and continue doing what works for you, but always make sure it is actually effective for you.

Flash cards

Flash cards are a great way to memorise content. You can make physical ones, but in this day and age, it might be better to go for electronic alternatives.

My personal recommendation is to use Anki. It's a flashcard-making app that has spaced repetition built into it. Anki uses an algorithm that schedules flashcards for review at increasing intervals. The intervals are based on how well you know the card, which is determined by your responses during reviews. Each card has an ease factor that adjusts based on your performance. The better you recall the information, the longer Anki waits before showing the card again. However, it can be a bit confusing to use at first, but there are many YouTube tutorials that explain how it works really well.



Conclusion

Preparing for exams can be a daunting task, but with the right strategies, it becomes manageable and even rewarding. By focusing on understanding through techniques like the Feynman Technique, reinforcing memory with active recall and spaced repetition, and maintaining focus with methods such as the Pomodoro technique, You can significantly enhance your learning efficiency and academic performance.

Remember, there's no one-size-fits-all approach. It's crucial to experiment with different strategies and find what works best for you. Whether it's using flashcards, creating mnemonics, or finding the perfect study environment, the key is to stay consistent and adaptive.

Lastly, never forget the importance of balance. Prioritising your physical and mental health is essential. A well-rounded approach to studying, combined with proper nutrition, exercise, and relaxation, will not only help you succeed in your exams but also maintain overall well-being.

By integrating these science-backed study strategies into your routine, you can navigate exam season with confidence and achieve academic success. Happy studying and good luck!

Active Hearts

Written by Nicholas



Once the organization has raised enough money, the head of the charity takes the responsibility of donating the collected funds to a children's hospital. The focus on healthcare for children is particularly meaningful, as it helps address the urgent needs of vulnerable young patients who require medical attention. By donating to hospitals, Active Hearts contributes to improving healthcare access and the overall well-being of children in the community. The charity serves as a bridge between students and those in need, reminding everyone involved of the positive change they can bring to the world.

As you can see Active Hearts is a worthwhile organization that you will come to value. Along with having fun, you'll also learn how to work in a team, get additional expertise to list on your resume when you apply to universities. The students of Haileybury Almaty and Haileybury Astana have demonstrated that anything is achievable with engaged spirits through determination, hard work, and a common goal.

Active Hearts is a charity organization that began at Haileybury Almaty and has since expanded to Haileybury Astana through the efforts of mutual friends. This student-run initiative exemplifies the power of young individuals coming together to make a meaningful difference in their communities. The organization hosts various fundraising events throughout the school year, with the ultimate goal of supporting children's hospitals.

What makes Active Hearts stand out is its foundation in student leadership. Students can work in the charity group as: designers, financial workers, public speakers, social media managers, or business workers who will stand at fundraisers, and call attention to the event. Managed and run by students, the charity encourages young individuals to take on responsibilities and work collaboratively to achieve a common goal.

Not only does this approach create a sense of community, but it is also an opportunity for the students to learn some life skills, such as teamwork, organization, and empathy. This leadership from Active Hearts shows how, with the right platform, young people can make real changes, and help people. In Active Hearts, fundraising and awareness events are organized all throughout the academic year. These events might be bake sales, sports tournaments, talent shows or other creative activities that involve students and the larger community. Involving their peers and other members of the school community ensures that the Active Hearts have active participation and foster a culture of giving back. Hence, fundraisers not only raise money for those in need, but also allow students to appreciate charity and develop empathy toward those in need.

Eco School

Written by Erich

The Eco Club is a group of students in Haileybury Astana that strive towards helping the school and the city to be eco friendly. Throughout the last year the eco community have been doing a lot to benefit the city they have organised and participated in countless major events and symposiums.

Achievements of the Eco Club this year

The Eco School have done a lot already; most recently, the eco school community had a global eco session with schools all around the world where they talked about achievements that everyone had. Our eco school members received a lot of support and praise. Besides that, our eco team attended a litter picking day hosted by the city and had their own stand during Haileybury Day, being one of the most popular stands and selling out on their recyclable hand-made games. The school year had just begun, and the Eco team decided to open their doors and invite 10 new members to help in their journey in becoming a greener and better place. The applicants had to submit forms, and even with the school year just beginning, the team has not had any rest and even opened up to reinforcements, inviting ten new members to join them and help out the school and the city become a greener and better place.

Moreover, the students of the Eco Club have organized multiple tree planting days, planting approximately thirty new trees to help the environment. They have also organized their own litter picking days; the eco club also had their own eco fairs, hosted multiple assemblies to raise awareness, and even were lucky enough to get invited to a major symposium held in Almaty Beyond COP21.

We congratulate Haileybury Astana's eco committee for their hard work and major achievements. Let's wish them all the best and good luck as they strive for their next big step in achieving their green flag.





Haileybury Astana

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