

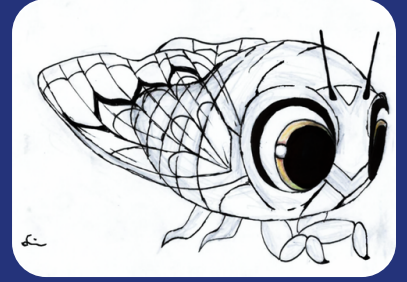


VOICE OF NGĀ TĀTARAKIHI AUGUST 2026

NGĀ TĀTARAKIHI O AHUMAIRANGI

KELBURN NORMAL SCHOOL

Where students learn creatively and strive for excellence in preparing for lifelong learning
Kia auaha te ako a ngā ākonga me te whai i te iti kahurangi mō te akoranga tūroa



PRINCIPAL'S/TUMUAKI UPDATE

Haere mai and welcome to our August edition of Voice of Ngā Tātarakihi – the Voice of Kelburn kura. It has been the most wonderful term 3 here at Kelburn – with the highlights being most definitely the Tupu and Māia plays that are about to be presented. I am really looking forward to the Māia school plays next week that will be held at the Gryphon Theatre next Thursday evening September 3rd. The tamariki and teachers have spent last term and all of this term planning and rehearsing and I know all their hard work will be realised this Thursday. I am also very much looking forward to the Tupu performance when they share on the last week of this term on Monday September 21st – we all know that these little tamariki will steal our hearts with their performance. I cannot wait for this too! My huge thanks to all kaiako, learning assistants and whānau involved in preparing the plays, especially Ara leaders Mrs Libya Munn and Miss Susie Brown for their vision and dedication to these performances with their teams. Without all your collective expertise, dedication and commitment the plays and the quality of them would not occur! Ka pai all!

Welcome to new tamariki

A warm Kelburn welcome to our new tamariki and their whānau. We are delighted to have you as part of the Kelburn community. Our School roll now sits at 280 tamariki.

Tupu Rima – Bucky B, Amelia H, Henry H, Rose P, Dahlia C
Māia Toru –Shaun C

PAT Achievement Update for Whānau

This update is about the 2026 March PAT (Progressive Achievement Test) across Mathematics Year 3 to Year 8 and Reading Comprehension across Year 4 to Year 8. The results are compared to previous years (2025, 2024, 2023, and 2022), with a particular focus on the performance of both male and female tamariki, as well as an overview of overall trends. The data is essential for identifying strengths and areas for improvement in our educational practices, and it will inform recommendations for continuing our growth towards achieving our academic goals.

The PAT is the only standardised nationally normed test at primary schools in NZ. The nationally-averaged results are presented as a bell curve based across 9 stanines (percentiles – a percentage of 10). This enables us to get a snapshot of whether our children are 'above or below' the line. The PATs are tests done annually in March. Annual review of results enables us to know if tamariki are sustaining achievement and achieving at similar levels as those cohorts of tamariki that have gone before them.

We have identified two expected standards or 'targets' for the school for achievement at PAT. By achieving this, it indicates that the children at Kelburn are doing extremely well against their peers in a national context, if we use the 'bell curve' as the expected base average national standard. Our 2026 targets are:

- Target 1 – 90% of children at or above stanine 5
- Target 2 – 45% of children at or above stanine 7

Target Achievement Summary:

The 2026 PAT data confirms that both Target 1 (90% of tamariki achieving at or above stanine 5) and Target 2 (45% achieving at or above stanine 7) have been met in both Mathematics & Statistics and Reading Comprehension.

Reading Comprehension PAT 2026

Target 1 – 90% of children at or above stanine 5 – In 2026 Kelburn achieves with 90% of children achieving above stanine 5

Target 2 – 45% of children at or above stanine 7 – In 2026 Kelburn achieves with 59% of children achieving above stanine 7

Mathematics PAT 2026

Target 1 – 90% of children at or above stanine 5 – In 2026 Kelburn achieves with 92% of children achieving above stanine 5

Target 2 – 45% of children at or above stanine 7 – In 2026 Kelburn achieves with 53% of children achieving above stanine 7

Across all year levels assessed, 92% (87% in 2025) of tamariki are at or above stanine 5 in Mathematics, and 90% (91% in 2025) in Reading, exceeding the expected benchmark. Additionally, 53% (44% in 2025) of tamariki in Mathematics and 59% (60% in 2025) in Reading are achieving at or above stanine 7, indicating strong overall performance and affirming the effectiveness of current teaching strategies and interventions.

Kelburn's PAT results continue to reflect a high-achieving school profile, with mean stanines well above the national reference group (NRG). Across both Reading and Mathematics, Kelburn's distribution shows:

- We have achieved our School Achievement Targets for 2026 – 92% (87% in 2025) of tamariki are at or above stanine 5 in Mathematics, and 90% (91% in 2025) in Reading, exceeding the expected benchmark. Additionally, 53% (44% in 2025) of tamariki in Mathematics and 59% (60% in 2025) in Reading are achieving at or above stanine 7, indicating strong overall performance and affirming the effectiveness of current teaching strategies and interventions.
- Maths PAT performance has increased from 2025 results:
 - Girls have increased from a stanine average of 5.9 to 6.4 in 2026 and boys have increased from 6.4 to 6.9.
 - Year 5 has 100% of the cohort achieving at a stanine of 5 or greater for Mathematics and 62% above a Stanine of 7
 - Year 7 has 94% of the cohort achieving a stanine of 5 or greater for Mathematics
 - Year 3 has 56% of its cohort achieving a stanine of 7 or more and 35% on a Stanine of 9.
- Reading PAT performance has increased from 2025 results:
 - Boys have increased from a stanine average of 6.2 to 6.6 in 2026
 - All year groups increased their mean stanine in 2026 and Year 7 girls had the largest stanine increase from 6.4 to 7.1
 - Year 5 has 100% of the cohort achieving at a stanine of 5 or greater for Reading Comprehension and 65% above a Stanine of 7 in Year 5
 - In Year 8, 72% of the cohort have achieved a stanine of 7 or greater

Our priority learner tamariki are making pleasing progress in their mathematics and reading comprehension. Fewer children this year compared to 2025 in stanine 1–3 achievement, From 7% to 5% for Reading Comprehension and from 5% to 3% for Mathematics. The progress of the tamariki in 2026 highlights the strong teaching from kaiako and also the strong support and outcomes for priority learners at Kelburn. My thanks to kaiako and Danielle Sanders around our learning support intervention programmes and for their outstanding class programmes and teaching of all ākonga at Kelburn.

Netball Tournament

I had a lovely time supporting the Year 5 and 6 at the Western Zone Netball tournament on Tuesday. Thank you to Sophie Bishop, Hugo Miller and our student teacher Will Baird and parent helpers for looking after our Netball players at the tournament at Hāitaitai. The tamariki had a fantastic day in the sun, having fun and playing as a team – my thanks to Sophie for all your terrific organisation around this tournament.



Whānau Group

We held our Whānau Hui Group on Tuesday this week in the staffroom and it was a lot of fun. We shared kai and had some lovely korero and talked about community and activities that this group can do going forward. . We will be holding another Whānau Hui next term in Week 6 – Thursday 19th November at 5pm in the staffroom – Hope to see you there if you can make it.

Have a great weekend everyone!

Nga mihi nui

Kent Favel

Tumuaki/Principal

Whakanuia Awards

Whakanuia is a Te Reo Māori word meaning to celebrate, honour, magnify, or praise. It is commonly used to acknowledge achievements. It represents a time of recognition, joy, and highlighting success.

Week 5

Lucy B, Axel L, Clara P, Caiden A, Verity W, Cate S, Frank B, Roman S, Isobel M–O, Maeve D, Emily S, Julian C, Louis W

Week 6

Anna G, Nora K, Xanthe H, Finlay G, Emile K, Pagan A, Ferne K, Colin Z, Tessa S, David Y, Louis D, Anoushka P, Priyanka P



What's the latest delights from the Tupu team

Tupu Rua has enjoyed diving into our fairytale topic. We have looked at Jack and the Beanstalk and written some advice to Jack about whether he should sell the cow for the magic beans. We said things like 'don't sell the cow because your mum could be angry' or 'eaten by the giant', and 'you should sell the cow because you might get to live happily ever after and become rich'. Then we made our own magic beans using paint and cling film – we had lots of fun.

During Maths Week in Tupu Whā this term we had a great time learning about money and statistics. We turned a wicked witch's cottage made of candy into a sweetshop and made money and sweets to sell to each other. We have chosen our own research question, collected data and discovered our favourite sweets, ice cream flavours and much more. Our fairy tales unit has presented many opportunities for learning and we are loving it.



In Tupu Tahi, we have challenged ourselves to learn to skip. This is a tricky skill, from holding the handles correctly, making large arm movements and keeping our eyes on the rope. We have discovered that this has really helped our little feet keep take big steps with our perseverance and can do attitude.

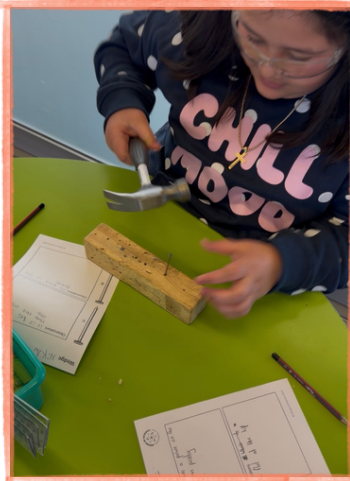
In Tupu Toru, Mahi Ngātahi is a highlight of each week. The tamariki enjoy practicing and reinforcing new mathematical skills or exploring a science based activity. We get to enjoy playing with our amazing range of resources and puzzles that promote playfulness, imagination and most importantly engaging in the key competencies: such as relating to others, managing self and, participating and contributing. Watching what we come up with is always fun to see.



It is exciting to welcome the new tamariki to our kura into Tupu Rima. We are learning how to work together in this new place as we build friendships, explore the playground and start our learning adventure. We are doing a super job in building our kahu huruhuru to help us learn about the values that are important in kura, particularly kotahitanga (unity), manaakitanga (kindness) and respect. Our kahu huruhuru symbolises these values as we had to work together to create it, and we showed respect and kindness towards one another by celebrating how each person decorated their feathers according to their unique interests.

What will we be up to next in the Tupu team...stay tuned to find out.

TE ARA WHANAKE



Whanake has been exploring Simple Machines using a science kit. For one activity, students explored Wedges. The tamariki learned that the wedge shape of a nail makes a sideways push into a material, therefore pushing parts of the wood apart when hammered in.

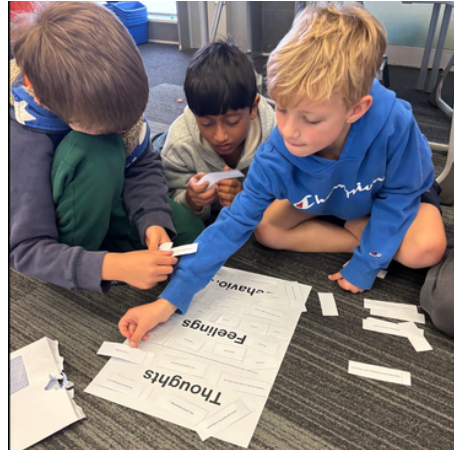
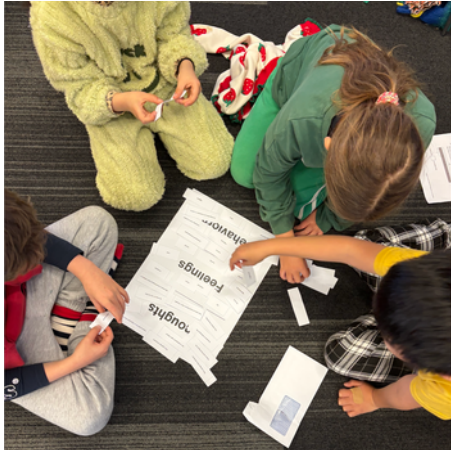


For another activity, tamariki learned that a screw is a rod with an inclined plane wrapped around it. When the screw is turned clockwise, it grips the wood, helping it stay in place.

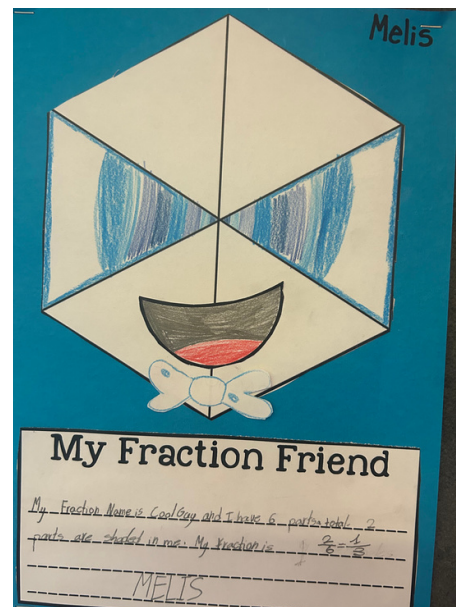
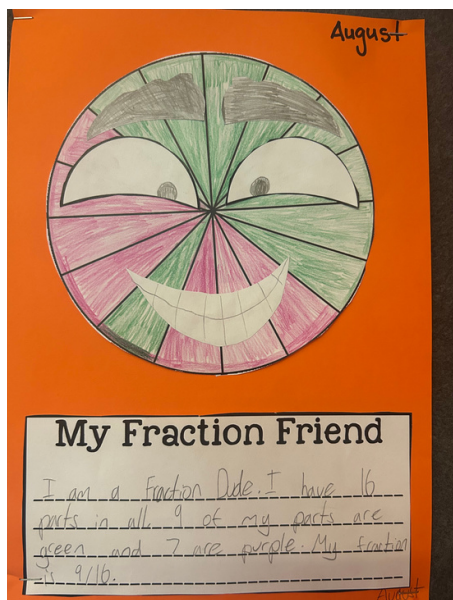
We have had a great time getting to explore these materials and machines, and are looking forward to continuing this investigation.

Mitey

Through the Mitey program we have been looking into thoughts, feelings and behavior and how these are often connected. We have been discussing that people may have different reactions/behaviors to feelings than we do! Here are Whanake Tahi working together to sort different phrases into their corresponding categories.



Our mathematical focus this term has been rational numbers. We have been finding, comparing and exploring different representations of fractions. We have also been applying our basic facts knowledge to add and subtract, as well as finding equivalent fractions. This focus has also provided us with plenty of creative opportunities – check out some of our creations below.



TE ARA WHĀNUI

Kia ora Parents and Whānau,

Poetry is this term's Literacy focus. Here are some snippets from each class.

Whānui Rua

The life of a snake

I
Between 15 meadows filled with flowers
The only thing you could feel
Was the hunger of the approaching snake
And your own beating heart

II
Paralyzed in thought
Like a steady tree trunk
In which lived a couple of snakes
All dark green

III
Snakes slithering through the long brown grass
Wanting something to squeeze the breath out of

Four ways at looking at a fire

I
Among twenty five dry leaves
All you can set your eyes on is the
Burning of the fire.

II
I was of ten bodies
Unlike an ant
In which there are two bush fires.

III
The fire crackled in the summer
drought.
It was a small part of the festival

IV
A stick and a tree are whole
a stick and a tree and a fire are whole

Six ways of looking at a deer

I
Among forty trees inside a forest,
the only moving thing, was the deer
trotting on the muddy path.

II
I was of two does,
Like a dream
In which there is no end.

III
The deer hid in the autumn leaves.
It was a camouflage sinking into
the background.

IV
I do not know which to prefer,
the beauty of the doe,
or the beauty of its fawn,
the deer crying,
or the leaves rustling.

By Sophia

By Dan

By Adele

The swooshing of the tree
The clinging of the stairs
The buzzing of the bee
The roaring of the bears

The moss of the mountain
The high pitched tap of the pole
The fuss of the wind
The grrrr of construction

A world opens in my brain when i get a thought
A loud boom boom boom in my heart
A woosh and a swoosh in the pipes of my body
My tummy grumbles like an active volcano

Rishi, Isobel and Joaquin

Whānui Tahī

The bumps of the cars
The whistle of the road
The crackle of sticks
The scream of the baby

The whisking of the wind
The whistling of the birds
The screeching of the guitar
The scars of the vase

The beating of the heart
The dripping of the eyes
The obnoxious sniffing of the noise

The crinkling of the leaves underfoot
The whistling of the teens
The plopping of the rain drops
The clonking of the shoes
The drifting of the fog
The blear of a fog horn
The lapping of the waves

A metal bongo going of
The dinging of a dingdledoo dinging away in my head
The plopping of the loose tap tiring my heart
The whimpering of my exhausted pipes
oh what lovely sounds.

The drumming of my heart
The ringing in my ears
The beating of my muscles
What a lovely life.

What's Happening in Māia?

Mathswell

Over the past several months, our Mathswell teams have been preparing for the annual competition. On Tuesday the 18th, teams from Māia and Whanui attended the competition at Victoria University. Teams of six from over forty schools competed in problem-solving and multi-choice rounds for either the cup or plate. Our Māia team came third in the plate, and went home with various goodies, Congratulations!



The Plays

Māia Ākonga are hard at work devising their class plays. Performing original plays at the Gryphon Theatre is a rite of passage for our senior students and a celebration of more than a term's worth of hard mahi! Please see the comms for how to help and how to book tickets.

At Kelburn, drama is an important part of our teaching and learning. Significant evidence shows a strong link between engaging in drama activities and success in writing. These plays are just as much (if not more) about the process as the outcome. Many hours of reading, analysing, inferencing, viewing, writing, reflecting, and critical thinking have gone into these plays. The themes and ideas come from the children. The children are at an age where they are thinking about grown-up concepts. Some questions we are exploring in our plays are: *Who holds power? What is it possible to achieve when we partner with others? How do we disagree effectively? What will our future look like if we continue on this trajectory? And what will it look like if we don't? Who are we in relation to each other? Who are we in relation to AI? Who or what is AI in relation to us? What is the cost of ultimate ease and comfort?*

Science: Water and States of Matter

We have been studying the three states of matter: solid, liquid, and gas. We have learnt that water is unique. It is the only natural substance that can exist in all three states of matter at the same time; and at temperatures found on planet Earth. We know that cooling, heating, and freezing water are physical changes, not chemical changes. The chemical formula remains H_2O and no new substances form. A physical change can normally be reversed and no matter is destroyed. We decided that water is a perfect, everyday example of this!

