

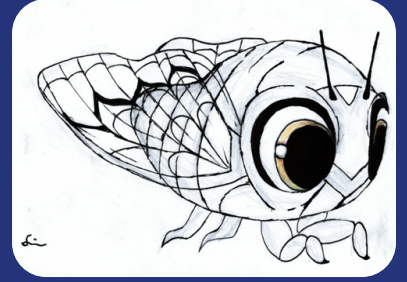


# VOICE OF NGĀ TĀTARAKIHI JUNE 2026

## 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

Kia ora koutou,

Welcome to the last Voice newsletter for Term 2. We are currently in week 10 of an 11 week term and we have packed a lot into this 11 weeks. I would like to begin by saying how proud I am of the plays that Whānui, last week, and Whanake, this week, present to whānau and the other Kelburn classes. All five plays I have enjoyed were simply outstanding! The collaborative approach to unpacking their learning and to write scripts, sing, dance, work in sound bites, lighting, props, costumes and then present their plays in dramatic, but at time funny interpretations was wonderful! The tamariki, their kaiako and learning assistants deserve all the accolades they are receiving. Well done all – I can't wait to see Māia and Tupu plays in term 3!

#### Mid-Year Report

This newsletter has information further down around the new mid-year report that you will receive in Term 3. If you would like to discuss your child's mid-year report, there is the opportunity for Whānau to do this when you meet kaiako at our next 3-Way Goal Setting hui on Friday, the 14th of August. School will be closed for instruction, and open for these vital 15-minute conversations. As a staff we have been preparing since 2025 and working with our student management system (SMS) provider eTap to put in place the changes. On behalf of all the staff team at Kelburn I would like to thank our whānau in advance for your support around the new reports.

#### Changes to the delivery of HPV vaccination in schools

On 10 June, schools were sent information about upcoming changes to the delivery of HPV vaccination in schools. This has been shared with Year 7 and 8 whānau earlier this term. Please click the [link](#) to read about these changes.

#### Staffing News at Kelburn

**Ms Nicole Lewington** has resigned from her role as a Classroom Release Teacher (CRT) from the end of this term. Nicole has won a full time New Entrant position at Karori Normal School from the beginning of term 3. We wish Nicole all the very best for her future and thank her very much for her mahi for Kelburn this term.

I am pleased to announce that **Mrs Niamh King** will replace Ms Lewington from the beginning of term 3 on Tuesday to Friday every week. Niamh has been working in a similar role at Thorndon School and will mainly work as CRT cover for Mrs Munn in Māia on Thursdays and Fridays. Niamh is a very experienced kaiako and we are thrilled to have Niamh join the Kelburn team.

#### School Attendance and Holidays During Term Time: Important Information for Parents

At Kelburn, we understand that whānau may sometimes choose to take holidays during the term.

#### What to Do if You Are Planning a Term Time Holiday

If you are planning to take your tamariki out of school for a holiday during the term:

- Please notify the school in advance, including the dates your child will be away. If it is more than 4 days, you must inform the Principal.
- Be aware that this will be recorded as an unjustified absence, in line with Ministry of Education guidelines, and on your return, you will receive an Attendance letter.
- Please note that teachers will not be providing specific learning plans or work for individual tamariki during family holidays.

## **Kelburn Normal School – Strategic Plan Review**

My huge thanks to the Board Communications and Strategic Plan Committee who are leading our consultation process with the School community, including students, staff, and whānau, and will develop the new Strategic Plan from 2027.

The committee has sent an [online survey](#) home to all whānau. My thanks to all families who have completed these. I encourage all families to complete the survey to assist us in gathering a large as possible voice from our community. The committee has also held a hui with staff and our Kelburn PTA to gather ideas and suggestions for the new plan. The Committee will share a draft Strategic Plan in term 3 for more formal consultation and to gather your feedback, with a view to finalising the Strategic Plan for adoption by the Kelburn School Board of Trustees in September.

Please keep an eye out for further information and notices in the weekly newsletter and emails. If any parents have comments on the existing Strategic Plan, please feel free to email them to [bot@kelburnnormal.school.nz](mailto:bot@kelburnnormal.school.nz)

## **Happy Term 2 Holidays**

I hope you all have a relaxing and safe school holiday break everyone and we look forward to welcoming back all tamariki and whānau to kura on Monday 20th July, the first day of term 3.

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 8 Term 2**

Zoey J, Isla B-H, Connor P, Theo W, Samvid A, Henry H, Kaia T, Lydia P, Caleb L, Luke S, William W, Avery L

## **Assessment and Reporting at Kelburn Normal**

Kia ora whānau,

With our mid-year reports due out on Friday, 24 July, we want to update you on the changes made to these reports and how these assessments were arrived at.

As you know, our education system is undergoing immense change. The Mathematics and English curricula have undergone substantial changes to their achievement indicators (what we teach and assess learners against), yet the assessments have not yet been fully developed to align with these new curricula. Therefore, our kura is using some previously used assessment tools to help inform our decision-making. The PAT and asTTle are assessments that are familiar to our children; we are also trialling one of the new assessments introduced by the Ministry, SMART. The SMART assessment is not fully developed; therefore, we can't access any information from it until after our reports have been shared with you.

As we have shared about the new teaching statement expectations previously, the new curricula is harder than the previous one and some of the expectations have moved down a whole year group: e.g. some knowledge expected at a year 4 level is now expected at year 3; some year 9 & 10 knowledge is now at year 8 etc. Therefore it may appear that your child has not made any progress compared to last year or even moved backwards! Be assured that ākongā learning does not go backwards. This is due to a shift in expectation.

Please be assured that our kaiako are also experienced and hard-working, focusing on teaching and learning, as well as assessing your child using a wide range of evidence to make these judgements. The reality is that no single test can fully represent a child's learning journey. Instead, teachers use a range of evidence to form professional judgements about progress and achievement. These include:

- In-class learning conversations with ākongā,
- group and class discussions (dialogue),
- observations of group work and dynamics,
- samples of learning tasks,
- formal assessments such as PAT (Progress Achievement Tests), and asTTle.

Using multiple sources of information allows teachers to build a richer and more balanced understanding of each learner's progress.

### **Why are there changes to student reporting in 2026?**

In 2026, the Ministry of Education introduced updates to how schools report student progress and achievement for Years 0–10. These changes align with the refreshed New Zealand Curriculum (NZC) and aim to ensure consistent reporting across all schools nationwide.

### **What is Changing?**

While much of our current reporting will remain the same, you will notice some important updates in your child's mid-year and end-of-year reports being sent home:

- Progress Descriptors: For Reading, Writing, and Mathematics, we will use five levels to describe progress: Emerging, Developing, Consolidating, Proficient, and Exceeding (Please see the table below)
- Increased expectations for achievement: The new curriculum significantly raises the expectations for achievement at each age. The Minister has lifted the floor, meaning the milestones for being "Proficient" or at the expected level are higher than previously.
- Junior Progress (Years 0–2): Reports for younger learners will include results from the Phonics Check to support early literacy development. These are at 20 weeks and 40 weeks of schooling.
- Enhanced Reporting Features that will be in the new Mid-Year reports will now include:
  - A visual representation of progress. This will eventually give a visual plot of your child's progress over time.
  - Attendance information shared in a graph.
  - Connecting your child's next learning steps from our 3-way Learning Conversations and Goal-setting in term 1.

### **What is Staying the Same?**

The focus of our reporting remains to provide clear, meaningful information about your child's learning:

- You will continue to receive two formal progress reports each year– our Mid-Year Progress Report and our End of Year Progress Report

### **Other Questions Whānau Might Have**

We have put together a document for whānau that may cover other questions you may have about the report changes. We hope you find this helpful – you can access it by clicking the link here: [Questions you may have about your child's report](#)

For more details about these nationwide changes, please visit the Ministry of Education website [Guide to your child's reporting and progress – Ministry of Education](#)

Our next 3-Way Goal Setting hui is on Friday, the 14th of August. School will be closed for instruction, and open for these vital 15-minute conversations. If you would like to discuss your child's report, this is the opportunity to do so.

We would like to thank all kaiako and staff for their outstanding commitment to the tamariki. The mahi involved in working through the assessment and reporting changes has been immense. The teachers have been incredible.

Thank you in advance to our whānau for your support with the new reports. We look forward to sending these home on Friday of the first week of Term 3.

Nga mihi nui

Kent Favel, Danielle Sanders, Libya Munn

**The five progress descriptors below will be used by teachers when assessing and reporting your child's progress.**

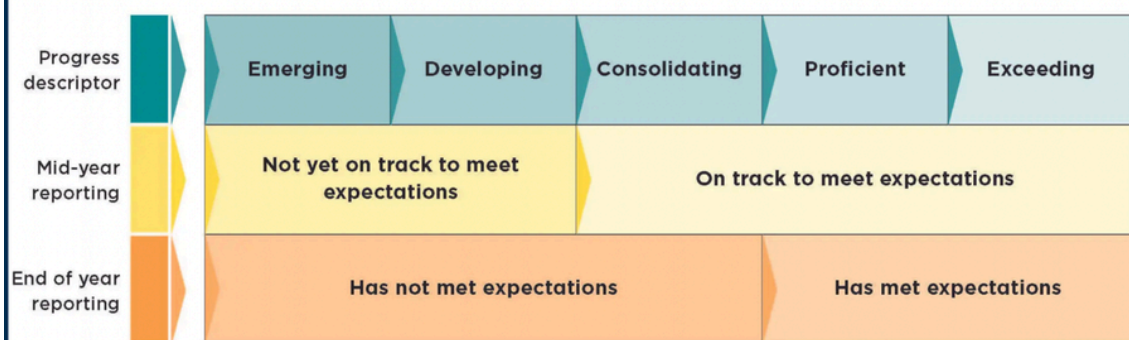
All students learn at their curriculum year-level. The descriptors show how well students are progressing within that level and reflect differences in consistency, independence, clarity of explanation, and the ability to apply learning in different situations. They do not reflect differences in the curriculum content being taught.

## Five Progress Descriptors

Progress Descriptors	Emerging	Developing	Consolidating	Proficient	Exceeding
	Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.	Students are making some progress towards curriculum expectations for their year level.	Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.	Students are meeting curriculum expectations for their year level.	Students are exceeding curriculum expectations for their year level.
What this means for your child	<p>Is beginning to understand some learning ideas for their year level, with a lot of support.</p> <p>Requires support to develop appropriate knowledge and skills.</p> <p>Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.</p>	<p>Is progressing towards meeting the curriculum expectations for their year level.</p> <p>Can engage in learning activities with some guidance and assistance.</p> <p>Responds to support and is developing knowledge and skills.</p>	<p>Is meeting many curriculum expectations for their year level.</p> <p>Can engage in most learning activities with increasing independence.</p> <p>Can make some simple connections and reflections.</p>	<p>Is meeting expectations for their year level.</p> <p>Can consistently engage in learning activities successfully and independently.</p> <p>Can reflect and share about their learning.</p>	<p>Exceeding expectations for their year level and operating within the year above.</p> <p>Consistently demonstrates an advanced understanding of concepts, knowledge and skills for their year level.</p> <p>Can clearly communicate their thinking and transfer knowledge to a range of situations.</p>

## Describing progress for mid and end of year reporting using five descriptors

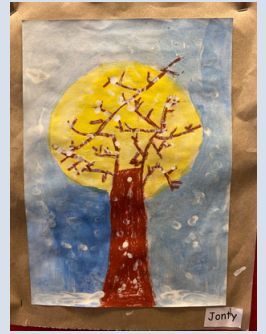
The progress descriptors describe student progress across the school year. A student who has achieved proficiency is prepared for the next year of learning.



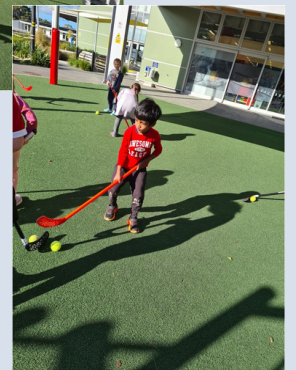
## What's the latest delights from the Tupu team



The Tupu tamariki were treated to a visit from a real live paleontologist, James Crampton from Victoria University. He answered many of our wonderings about his job. He amazed us with tales of Antarctic ice caves, horsetrekking to far-away digs, smelly, trespassing bull seals and of course millions-of-years old fossils. In Tupu Toru our season's topic has also been entertaining, with scientific discovery, poetry, persuasive writing about the best season and pretty artwork.



Tupu Tahī have been trialing out hockey sticks at PE time, how to use them, how to move our ball and aim it. We worked hard to get our hands in the right place and make sure that we kept our sticks down.



Tupu Rua enjoyed watching a time-lapse of a koru growing. We then thought about how we have grown together since we started school.

We looked at some koru-inspired art by Raeywn Harris and used it to help us create our own koru-inspired artwork. We liked reading the book 'Leaf Man' towards the end of Autumn. We then made our own leaf people using some of the leaves we had collected.



Talofa lava. In Tupu Toru we spent a Discovery Time session decorating a flower design with zentangle patterns. We had to fill up four sections on each petal with a different design.

You can see from the pictures that the tamariki were very focused on their mahi. The step after this was to embellish our artwork with brightly coloured dye. You will have to pop into class to see the finished product.



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

## Author visit

This term, we have been reading 'Amorangi and Millie's Trip Through Time', written by New Zealand author Lauren Keenan. Last week, we were lucky enough to have Lauren come and visit us. She shared about the writing process, and answered our questions about the novel.



## Whanake Plays

Throughout the term, each Whanake home learning team has been working collaboratively to devise our own plays, which we shared with whānau on Tuesday. The question that framed this process drama was 'What stories does the whenua hold? How do these stories shape our lives today?'

Children explored different historical contexts, utilising multiple literacies and a range of dramatic conventions to support their learning and build understanding. We are very proud of all of the mahi, teamwork, rich discussions and creativity that the children have demonstrated through this process.



## TE ARA WHĀNUI

Thank you for watching our plays!

*I walked across the stage and put down a dresser. I thought should i do a little more than turn put a dresser on stage. I felt wonderful being on stage. I forget all the stuff I know and just perform.*

*I waited in the wings and helped Dan pick up a bench thingy on stage. I thought man this is heavy. I felt sad that our play was gonna end.*

- Ambrose

*I kept in sync with Ambrose in the puppet scene as we moved around. I thought his movement was very good, like he was a real puppet. I felt like I would make a mistake or mess up.*

- Adele

*I waited until the characters got on stage for the riddle scene. I thought I should go on stage, but I knew that I shouldn't rush on stage yet because the characters were not seated yet. U thought this scene was cool because the people in the crowd could try to solve the riddles themselves. I felt like I wanted to cry but happy tears and sadness at the same time I wanted to burst out a sigh of relief for each scene we achieved.*

- Isabelle.B

*It wasn't actually that bad practising our play, it did feel a little nerveracking at times, knowing that i will have to say this in front of sixty parents! But we got there! So he is the sum of our play: We have nine scenes! And they are all fantastic.*

- Jacob

*Rehearsing was super stressful and chaotic. We got the script two weeks before the night so that meant we got barely any time to practice, But luckily all went according to plan. I was super nervous on the night but all the parents were happy in the end. So I guess you could say it went well.*



*Roles we all got one and whether you liked it or not. Sam got the rolls of a senator and powder monkey AJ got a senator and a student who got sent off to detention. Oscar got a powder monkey and helped control the lights with me. I was a student and helped Oscar control the lights, it was super fun I was the person on the colorful lights.*

- Rowan



## What's Happening in Māia?

This year our class plays will be built on the themes and world from *The Machine Stops*, a novella written in 1909 with surprising relevance to the world we live in now. We have been studying this story in our classes, writing responses, studying character traits, and making connections to a range of texts. Our second semester at tech is also off to a great start, with the rangitahi settling into the established routines and enjoying building on their skills. Also in class we have made orbiting models, geometric portraits, learned the difference between linear and quadratic equations, developed our understanding of a range of prefixes, and improved our hockey skills- a busy month!



A guide to hugging for people who live in a world with minimal human contact:

At the tricky times when you must greet someone, the machine has thoughtfully come up with a step by step guide, read below:

1. Walk toward the person, slowly, calmly, and with a straight back.
2. In a surprised but very slightly bored tone say "Oh it's you!" while raising your hand and swinging it back and forth, with your palm facing outwards.
3. Embracing: If you want to skip this section, go to section 5. Raise your arms with about a 30 cm gap to form a circle shape. Separate your arms to fit the person and join your hands together behind the person's back, squeezing tightly to show your pretend appreciation for them.
4. Retract your arms. The other person should as well (if they don't, give them a little hit).
5. Bring up/talk about how amazing the machine is, ask if they have the newest machine Iphone or make up your own topic.

Greer

