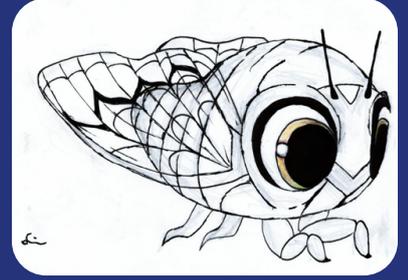


VOICE OF NGĀ TĀTARAKIHI FEBRUARY 2026

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,

It is amazing to think we are almost midway through the first half of this term. This week saw our Year 5 and 6 classes in Whānui attend camp out at El Rancho in Waikane. I had the pleasure of spending time with the tamariki, kaiako, and whānau on Thursday. The groups I was with were having a lot of fun showing teamwork, resilience, and overcoming personal challenges around the various activities, which included go-carting, axe-throwing, archery, and river bridge challenge! My huge thanks to Rebecca Rausmassen and Hugo Miller for all their leadership and planning to make this camp possible. A huge thanks to all the whānau who attended and helped. Congratulations to the tamariki for staying away from home for two nights – for some of you, it may be the first time ever! It was a fantastic team effort. Well done, everyone, and enjoy your sleep tonight!

School Attendance

Thank you everyone for getting your children to school on time and for using the school etap app, phone, or email to keep us updated on absences. We appreciate this. You may have heard that the Government set a national target of 80% of students attending school for more than 90% of each term by 2030. In Term 4 of 2025, 83% of students at Kelburn Normal School met this benchmark – meaning they missed fewer than five days during the term.

We have set a Kelburn Normal School's goal that we will have 85% of students attend school regularly by Term 4, 2026, and this target will be documented in the new 2026–2028 Strategic Plan that we will develop with you all this year. Improving school attendance gives every student more opportunities to engage in learning and build meaningful connections with peers, laying a strong foundation for future success.

You can find the Kelburn Normal School School Attendance Management Plan on the school website. Our school's Attendance policy is on SchoolDocs.

<https://kelburnnormal.schooldocs.co.nz/>

Login: Username: kelburn | PW: normal

Sickness

There is currently influenza and cold bugs in the community and we have had a few tamariki away with this. A friendly reminder for whānau to remember to keep children home for 48 hours if they have vomited. This helps us keep the whole school community healthy!

Scooters and Bikes in School

Recently, we have noticed that some tamariki who bike or scooter to school have been riding in the school grounds as they arrive and leave school for the day. A friendly reminder that tamariki are not to ride their scooters or bikes in the school playground, please. This is a health and safety concern as we have had incidents of people being run into by riders in our school grounds. Tamariki who have been consistently reminded previously not to ride in the school grounds will be asked not to bring their bike or scooter to school going forward.

I hope you all have a lovely weekend.

Ngā mihi nui ki a koutou.

Kent

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 2 Term 1

Hugo D, Noah C, Yian L, Polly H, Clementine W,
Mila S, Nick J, Isla S, Liv Y, Lily C, James C, Cara T

Week 4 Term 1

Roy G, Bodhi S, Dharv C, Leo Y, Emilie S, Hannah R,
Michael P, Anya N, Gabriella P

What's the latest delights from the Tupu team



In Tupu Rua, we have also been enjoying launching into our topic about superheroes of the sea. In week 2, we learnt about stingrays, and wrote about an interesting fact we liked about them. We also created some silhouette art to show a stingray under the sea. We can't wait to learn about sharks next!



In Tupu Whā we have been exploring the topic Superhero Me, finding out about each other, the superheroes in our home and what super powers we would like to have.

Jonty: My Dad's superpower is giving me big tickles.
 Claudia: My Mum's superpower is that she listens to me reading Ella and Olivia.

Maya: My Dad's superpowers are to bounce on the trampoline and make me jump so high.

We can't wait to delve into Superheroes of the Sea!



In Tupu Toru, we are working hard at being writers and expressing our ideas clearly. We have been busy writing about super heroes, what our 'super power' might be, and recently about the very windy and stormy night we had. Here are some snippets of our writing:

Elia: Last night it was so windy, it scared me. But my mum didn't care about the wind. Bella: Last night I slept very well. The wind put me to sleep! Connor: Last night the trees were waving, and the waving was really loud. But I still had a good night's sleep. But when I woke up, I noticed the wind because the trees were moving. Luca: Last night the wind kept me up. I could not sleep because the wind was howling. Jasper: My sleep was nice. When I was asleep the wind was howling and wild.



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

TE ARA WHANAKE

We have had an exciting and action packed start to the year in Whanake! Here are a few highlights from our literacy, mathematics and science learning.



We have been having a great time as we launch our story drama, Littlelight. This story centres on a quiet and ordinary town, which we are all citizens of. However, someone has been stealing bricks from the wall that keeps the town safe! We can't wait to find out what happens next.



To begin the year, we explored 'ko wai au' (who am I). We spent time sharing and exploring our interests, likes and dislikes, and special things about us. Here are some biopoems that Whanake Rua wrote as part of this learning.



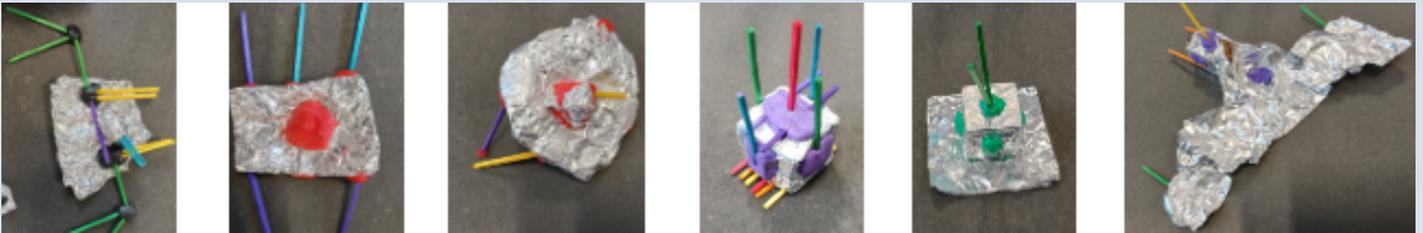
Whanake Tahī started the year by writing and publishing 'Moment in Time' poems about their summer holidays.

TE ARA WHĀNUI

Kia ora Parents and Whānau,

This term, our classroom launched into an exciting space-themed learning journey! Students explored space through creative diary entry logs, imagining themselves on a daring Lunar expedition as explorers and writing about their adventures. There has been hands-on making of star compasses and looking at constellations. Children in Whānui Rua also designed and wrote about their own space probes. Children in Whānui Tahī created helmeted self-portraits.

Space Probes



Ambrose, Marni, Hugh, Magnus, Phoebe HM, Eddie

My space probe is called Ruby because of its red body. It's programmed to land on Mars. My space probe has solar panels under it for battery charging. It can also orbit around Mars. When it orbits around Mars, it tries to find comets and find out more about them. – **Sophia**

My space probe is called Apollo 2.0. I built it to withstand the highest temperatures you could think of. It has successfully landed on the sun twish but in secret because I don't want to be famous. – **Ambrose**.

My space probe is Saturn 1234. It has four legs, a sturdy body and a large antenna. This probe is covered in metal and solar panels. Saturn 1234 will be entering a white hole over 900 billion kilometres away. Saturn1234 has been nicknamed 'unicorn' due to some of the metal warping to look like a mane, and an antenna which looks like a horn. – **Alina**

Space Helmet Water Colour Portraits



Artists: Oscar, Ruby, Qiana, Oskar, and Joaquin

What's Happening in Māia?



Identity Maps

Map features

On our identity maps, we put features that we thought represented us. Like for me I shaped my whole island like an axolotl. I also included Lake Sax, because I am TRYING to get my parents to let me play the saxophone, and an F1 track because I LOVE Formula 1. My friend Zoe put in Clarinet Cove, which is shaped like a clarinet. And I have Cara's jungle, named after my friend Cara. Everyone's maps are different because we ALL are different.

Claudia

Watercolour

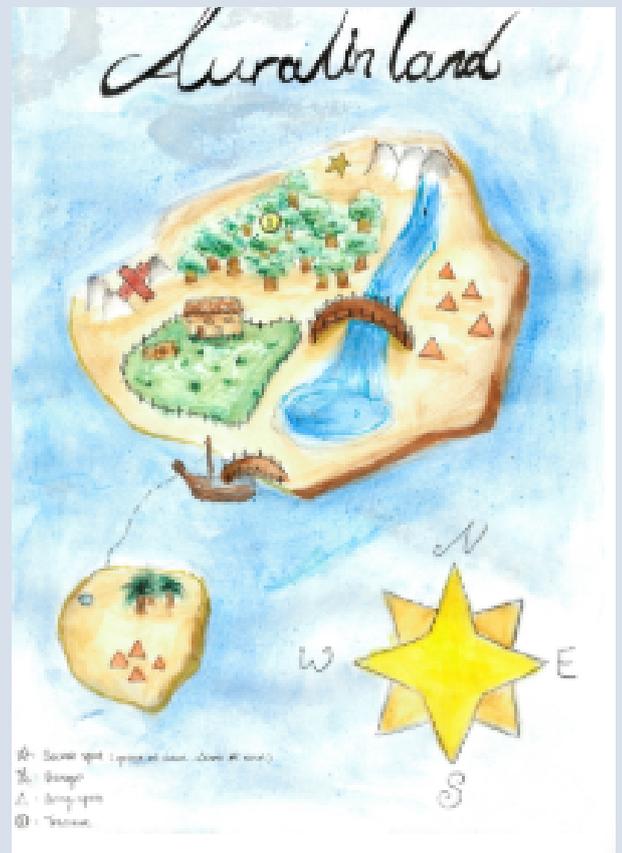
We used watercolour to render our maps. Watercolour is a type of paint that is dry and hard until you add water. The more water you add, the lighter the colour is. If you want a dark colour, you use less water. There are some challenges with using watercolour- if you use too much water, the page will get wet and fluffy. It is not easy to mix the colours the way it is with acrylic paint. Watercolour can be hard to control, especially when you are painting details. The good things are it dries quicker than other paint, and it is less messy, which is why the teachers like to use it.

- Ava

Identity

Before we started making our maps we talked about our identities. An identity is what identifies you. You can identify yourself by your favourite things, your family, your interests and hobbies and many other things. For example, I put on my identity map a place called Book Beach because I really like reading, the fact that I like reading is a part of my identity. Everyone has a different identity because everyone has their own likes and dislikes, and personalities and even names.

- Zoë

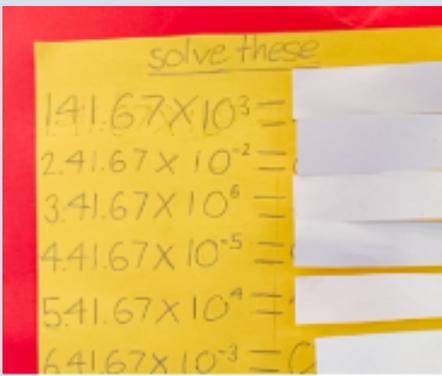
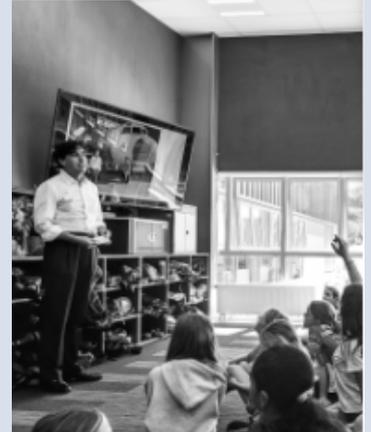


What's Happening in Māia?



Thomas Caughlan Career Talk

Thomas Caughlan, Political Editor at the NZ Herald very kindly came and spoke to us about his career. Thomas attended KNS as a student and it was delightful to hear from him about his experiences here, creating a dramatic performance to raise money to plant trees in the gully! The children had plenty of enthusiastic questions.



Place Value Houses

We have been learning about powers of ten and exponents. We created these place value houses with movable digits to demonstrate how this works. We know that repeated division can be expressed using exponent notation with negative exponents, and decimals can be represented using negative exponents (i.e. negative powers of ten). Can you solve these equations?