

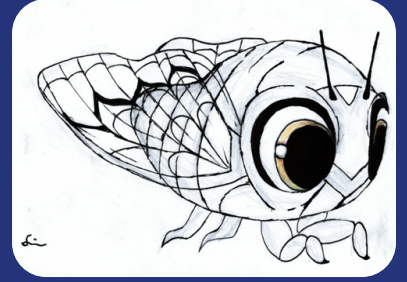


VOICE OF NGĀ TĀTARAKIHI APRIL 2026

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,

Term 2 has begun, and we are pleased to be back after the school holiday and Easter break. I thank all our school whānau for your support during the school closure due to the red warning last week, and our staff-only day last Friday for our maths professional development around the refreshed curriculum.

Welcome to the new tamariki

A warm Kelburn welcome to the new tamariki and their whānau who have joined our kura this term. We are delighted to have you as part of the Kelburn community. Our school roll now sits at 270 tamariki.

Tupu Tahi – Alice D, Dulitha W, Nikita W, Joseph W, Lyon S

Tupu Rua – Hector A, Athira U, Marcus Y

Tupu Toru – Clara P, Hajra M

Whanake Tahi – Samvid A

Māia Tahi – Ansuya A

Mitey Mental Health Programme

As you will be aware, we have introduced the Mitey programme into Kelburn in term 4 of 2025. We have been working with the Mitey staff in delivering this important programme to our tamariki across the kura. This is to ensure Mitey is tailored to our school's unique culture and community.

The Sir John Kirwan Foundation has designed Mitey with NZ teachers and the University of Auckland to provide an evidence-based approach to teaching mental health education to primary (years 1-8) children.

It is built around the NZ curriculum and embedded into everyday learning to ensure children are equipped with the age-appropriate skills and knowledge they need to recognise and respond to mental health issues in both themselves and others before they enter teenage years.

Mitey has successfully implemented its approach to schools across NZ and we are excited to be included.

This is how it works: Mental health education is taught by our teachers in every classroom with the skills, knowledge and understanding of mental health woven into what is already being taught.

Why the need? Mental health concerns and issues amongst NZ youth have doubled in the past 10 years, and we all agree that unhappy students don't learn. Partnering with Mitey allows our school to be part of a transformational change for young people by enabling them to nurture their mental health – and that of others – for the rest of their lives.

The following link will take you to Mitey's homepage www.mitey.org.nz

Parents, whānau, and the whole school community are an integral part of Mitey's approach, and as with all our learning your engagement and support is a key aspect of educating our students. We will be holding a whanāu information evening soon to update you on the programme at Kelburn. Watch this space for more information on this.

Kelburn Normal School – Strategic Plan Review

This year, the school's current Strategic Plan 2024–2026 expires, and the Board must prepare a new Strategic Plan. The Strategic Plan outlines the school's long-term priorities and direction for supporting student learning, wellbeing, and community engagement. It provides a framework to guide decision-making, teaching practice, and resource allocation over a three-year period. The current Strategic Plan can be seen [here](#).

The Board has established a Communications and Strategic Plan Committee to lead consultation with the school community, including students, staff, and whānau, and develop the proposed Strategic Plan for adoption by the Board.

The Committee intends to undertake initial engagement with the school community during May and June through an online survey, and hui with staff, PTA, whānau, and the Student Council. The Committee will share a draft Strategic Plan in July and August for more formal consultation and feedback, with a view to finalising the Plan for adoption by the Board 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

Emergency Evacuation Procedures

This month we will be working with the company Harrison Tew, who are assisting Kelburn in our evacuation procedures for the school. They are helping us to review current practices and embed new ones. Harrison Tew will begin our staff training on the Reverse Evacuation/Lockdown Drill at kura on 20 May and work with the tamariki on 21 May 2026. On May 21st, you will be receiving messages from Kelburn during these evacuation drills. As part of getting ready for this, can you please advise the office if any of your emergency contact details have changed?

I hope you all have a relaxing weekend everyone and welcome back to Term 2.

Ngā mihi nui
Kent Favel
Tumuaki/Principal

DEPUTY PRINCIPAL'S/TUMUAKI TUARUA UPDATE

Growing Independent, Capable Tamariki

A valuable life-long gift we can give our tamariki is the confidence to do things for themselves. It's natural to want to step in and help; often, it feels quicker and easier in the moment. But when we do, we can unintentionally miss small, powerful opportunities for our tamariki to build independence and belief in their abilities.

In those everyday moments, try pausing and saying, **"You give it a go first"**, which can make a real difference. Independence doesn't come from big milestones alone; it grows through repeated chances to try, practice, and succeed (and sometimes struggle) in manageable ways. At our kura, we talk about the 'productive struggle'.

At home, this can start with simple, age-appropriate responsibilities. Encouraging your child to carry their own school bag, pack and unpack it, and take responsibility for their lunchbox after school, are great first steps. These small routines help children develop a sense of ownership and responsibility and build confidence in their capabilities.

As children grow, so too can their responsibilities. Giving them regular jobs around the house, tidying up, helping with meals, folding and putting washing away, and organising their belongings, all of these reinforce the message that they are trusted and capable contributors to whānau life. It's helpful to remember that things may take a little longer, may be messier, and might not always be done perfectly, but that's all part of learning and growing up.

Mistakes are an important part of developing independence. When children are supported to try new things, take risks, and work through challenges, they begin to *understand that effort matters and that it's okay not to get everything right the first time.* Your patience and encouragement play a big role here: acknowledging their effort, supporting them in staying on track, and normalising mistakes as part of the learning process.

Building independence is a gradual process. By stepping back at times, allowing space for your child to problem-solve, and trusting in their abilities, you are helping them grow into resilient, confident learners.

Remember that every time we give our tamariki the chance to try on their own, we support them in becoming capable, independent individuals, ready to navigate their world with confidence.

The Strike performance was well received by our tamariki, with some tamariki and staff members also performing! All the tamariki were excited by the spectacular fire sound part of the performance. After all the home learning teams participated in the workshops, the performers commented that our tamariki were fabulous at creating and keeping the beat!

Ngā mihi,

Danielle Sanders (she/her)
Tumuaki Tuarua / Deputy Principal

How to Build Up Confidence in Your Children

Dr. Robyn offers these tips:

- 1 Praise effort over personal characteristics.**
Studies show that when we praise the effort it takes to make progress or achieve a goal rather than fixed, personal characteristics, your children will be more likely to work hard and see challenges as hurdles that they can clear.
- 2 Surround them with positive, confident people.**
When children are around people who work hard and have a "can do" attitude, they are more likely to adopt a "can do" attitude as well. Especially when children are around others who are conquering similar challenges that they face, it can be particularly powerful.
- 3 Give them a job.**
When children are given the opportunity to feel resourceful, helpful and successful, they receive an internal boost that can't be attained in any other way.
- 4 Encourage them to set goals.**
When children set meaningful goals, they are able to strive, feel the excitement of progress and eventually earn the confidence that comes with goal achievement. What are they interested in learning? Have them write it down and devise a plan.
- 5 Show them the evidence.**
When your children are feeling down, talk to them about what they have achieved with hard work and perseverance. Reminding them of the high grade they achieved on a tough test or the award they received for a sport or contest will be difficult to deny.

POWERFUL WORDS
CHARACTER DEVELOPMENT

For more powerful parenting tips, visit:
DrRobynSilverman.com
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TE ARA NEWSLETTERS

Click the links to view the Te Ara Newsletters for Term 2

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