

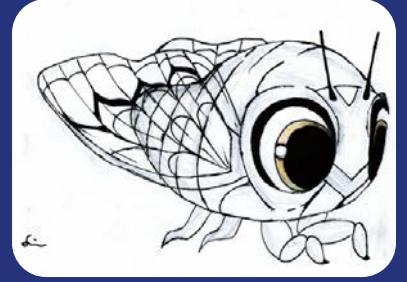


VOICE OF NGĀ TĀTARAKIHI SEPTEMBER 2026

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 September edition of Voice of Ngā Tātarakihi – the Voice of Kelburn kura. It has been the most creative and sporty term 3 here at Kelburn! Our tamariki and staff have been busy with drama presentations, Epro8, Music Assembly, Rock Band performances, touch rugby sessions, teams representing us at Western Zone futsal and netball, the Mathswell competition and a whole lot more besides!

Welcome to new tamariki

A warm Kelburn welcome to Flora B and her whānau in Tupu Rima. We are delighted to have you as part of the Kelburn community. Our School roll now sits at 278 tamariki.

Drama Presentations in Term 3

A highlight of this term has been the Tupu fairytale drama sharing and the performance of the Māia plays.

In early September at the Gryphon Theatre, the **Māia** ara performed their plays – **The Machine Stops, The Outside World, and The Human Era Error** – all three classes did so with much enthusiasm and skill to present to their families and staff. The Māia plays were so unique and it was a joy to see the tamariki in each class working together and collaborating across the whole term to create the plays, refine them and present them. Seeing the happiness at the end of each play for the tamariki and staff was a highlight for me – reflecting on a job well done – yes it was. Well done Māia!

This week the **Tupu** ara performed their fairytale drama sharing to a packed hall on Tuesday and Wednesday. It was a delight to see our very youngest tamariki perform their fairytales with enthusiasm, scary facial expressions, much creative dancing and a real stage presence! The tamariki were delightful and they so enjoyed themselves! Their performances brought a lot of happiness to their whānau watching and to the staff also – I was beaming from ear to ear from start to finish! Congratulation Tupu!

It is important to note that the success of the **Tupu** drama sharing and **Māia** plays comes from the collective efforts of the kaiako and support staff in these ara teams – their intricate planning, attention to detail, music and lighting choices, refining of adaptive scripts and the care the teams have for each other, and for the tamariki, in preparing these performances is exceptional. Thank you!

My huge thanks to **Mrs Libya Munn and Miss Susie Brown** for their vision and dedication to these performances with their teams. Their experience, expertise, and dedication to their tamariki and staff teams ensure the Māia plays and Tupu drama are the success that they are! Ka pai all!

Kelburn Rock Bands

In sunny fine weather over lunchtime yesterday, we had our school rock bands perform on the verandah stage outside the music room. It was a lovely atmosphere with tamariki, whānau and staff dancing and enjoying the bands' performances. My thanks to all the music tutors for all their efforts to prepare the bands and all the bands – **Reflection, Rubber Ducklings, Black Catz and Blue Day** who entertained us all – well done!

Learning Support at Kelburn – Our Commitment to Inclusive Education

I wanted to acknowledge the Learning Support programme here at Kelburn and let our whānau know how we support our tamariki. We firmly believe that every child brings unique strengths, abilities, and ways of learning to our kura. We are dedicated to ensuring that every student feels supported, valued, and empowered to succeed. To achieve this, we provide a robust framework of personalised and enriched programmes designed to nurture both academic growth and overall well-being.

How We Support Our Learners

We know that effective learning and developing positive growth mindsets takes time, effort, and a whole-community approach. Our teaching team works closely with school leaders to assess individual needs and implement targeted 10-week intervention cycles for students that require extra learning support.

These intervention programmes—which include small group work and one-on-one sessions—are tailored to specific learning areas. Whether it is foundational literacy support (such as Buzz, StepsWeb, Lexia, or Rainbow Reading) or maths interventions (using Numicon intervention programmes and targeted activities or games), we ensure the right tools match the student. We also provide targeted support for emotional regulation and social development.

The Impact of Our Investment

This year, approximately 33% of our students have accessed some form of learning support. With students showing significant progress in their confidence and engagement with learning.

Appreciation for Board Support

Providing this level of high-quality learning support requires a significant financial commitment. While we receive government funding, it does not cover the full cost of these essential programmes. We are grateful to our Board of Trustees for their unwavering commitment to our learners.

By prioritising this area, the Board has allocated a dedicated Learning Assistant budget of \$144,500 for 2026. This vital investment allows us to go above and beyond the approximately \$80,000 we receive from Ministry of Education funding streams, ensuring that our students receive the consistent, high-quality assistance they need to thrive. We sincerely appreciate this investment, which directly enhances the learning experience for so many of our tamariki.

Our Dedicated Learning Support Team

None of this would be possible without the incredible skill and heart of our team. We are proud of the mahi they do every day. I would like to acknowledge the Learning Support staff.

- Our Learning Support programme is led by our SENCO, Deputy Principal Danielle Sanders, who provides expert oversight and coordination of our learning support systems, ensuring every child is matched with the right intervention and support. I thank Danielle for leading our learning support team.
- Our five dedicated Learning Assistants – Katharina, Anna, Isla, Sofia and Shaun – who work tirelessly across year groups, supporting individual and small-group learning every day.
- Our Specialised Teachers: Including our part-time English Language (ESOL/ELL) teacher, Mrs Rachel Smith and our Literacy Support teacher, Mrs Ann Kendon, whose roles are made possible through a mix of Ministry grants and school-matched funding.

We are proud of the progress our ākonga are making, and we thank our whānau for your ongoing partnership in ensuring that Kelburn remains a place where every learner can achieve their best.

Happy Term 3 Holidays

I hope you all have a fantastic break away from kura and wherever you spend your holiday time. I hope it is full of fun, whānau and relaxation! It is now time to recharge the batteries, everyone after a very busy term and prepare for the final term of the year, where we focus on farewelling our Year 8 tamariki and whānau. Kelburn reopens on Monday, October 12th. See you all then!

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 7

Tessa R, Hector A, Skylar J, Oliver N, Henry H, Hazel Z, Mahith W, Matilda W, Clem S, Stella H, Aiomie W, Jamie M, Makayla W.

DEPUTY PRINCIPAL UPDATE



Promoting Te Reo in our lives

As Te Wiki o te Reo Māori comes to an end, we encourage you and your whānau to get behind Te Reo and continue the journey with Mahuru Māori. Mahuru Māori is a celebration of te reo Māori aligned with the maramataka Māori, running for about 4 weeks each year. This year, Mahuru runs from Friday 11 September to Saturday 10 October. [Go to the Mahuru Māori website](#)

We encourage you all to set a personal and whānau goal around your Te Reo Māori learning. In my whānau, we use the dinner table conversations to outdo each other and update each other on how we are progressing.

Some resources you may want to use:

[Te Aka Māori Dictionary](#): This Māori dictionary includes audio pronunciation guides, cultural explanations, grammar support, and Māori idioms and colloquialisms.

Rauemi for beginners: This series of resources for beginners is from Te Taura Whiri i Te Reo Māori.

[Te reo resources for beginners](#) | [Te Rangaihi Reo Māori](#)

RESTORATIVE PROCESS – INFORMATION FOR WHĀNAU

You may have heard your children or kaiako talk about a restorative process and wondered what it is.

At our kura, we use restorative practice to respond to disagreement, conflict, and harm. This explains what it is, why we use it, and what you can expect if your child is involved in a restorative process.

What is restorative practice?

- Restorative practice is an approach that aims to repair and improve relationships between members of our kura, it is built on empathy, self-reflection and personal accountability.
- Restorative practice might be used when a child is disruptive, breaks agreed rules, damages property, treats others inappropriately, or causes harm (intentionally or unintentionally). It brings everyone involved together so they can acknowledge the harm, take responsibility, and restore relationships.
- The restorative process takes a positive approach and works with ākonga to understand and make things right, rather than simply assigning blame. It is an important part of our kura behaviour management approach.

Why do we use it?

- **It builds positive relationships and community.** Restorative practice addresses harm in a way that strengthens, rather than damages, the connections between ākonga and staff.
- **It gives those who were harmed a voice.** In a safe and controlled setting, they can describe how they feel, say what they need, and help shape what happens next.
- **It builds empathy and accountability.** Ākonga who have caused harm come to understand the impact of what they did, acknowledge it, take responsibility, and learn from it.
- **It supports the whole kura culture.** Over time, this approach helps ākonga develop emotional intelligence and personal responsibility and contributes to a healthier, more positive kura environment.

What is our process?

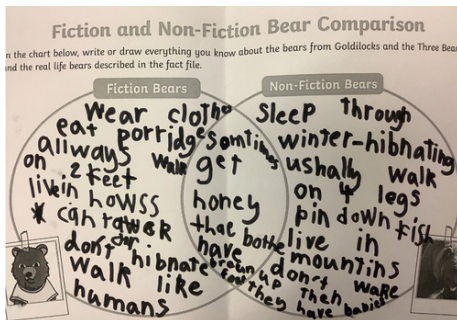
We use three levels of response, depending on the seriousness of the incident and whether it has happened before.

1. **In-the-moment restorative conversation:** For minor incidents. Kaiako have a short conversation with the ākonga involved to establish what happened, acknowledge the harm, and support them to put things right and move on. This is the process we use most often daily in the learning spaces and at break times.
2. **Restorative conversation:** For repeated minor incidents or more serious incidents. Kaiako, Ara, or Area leaders hold a longer restorative conversation, and those involved reach an agreement. This may include consequences such as: a letter of apology, completing a reflection sheet, having more thinking time, helping out in the learning spaces, etc.
3. **Restorative conference/hui:** For the more serious matters. Kaiako from the leadership team lead a restorative conference that includes everyone involved and, where appropriate, their whānau. Consequences are involved and may result in a behaviour contract being agreed.

What's the latest delights from the Tupu team



Tupu Tahi has really enjoyed discovering the world of Fairy tales this term. We were amazed by wolves in disguise, frogs that turned into princes, bears that ate porridge and pigs that built houses. We used our own creativity and individuality to add to these stories, forming our part of the drama sharing, focusing on sharing and working with our peers.



Tupu Whā has enjoyed delving into the fairy tale unit, investigating and creating stories that put a twist on the original to make them our own, and finding out some real-life facts behind the fiction. Our focus has been on teamwork and working well with different tamariki.



Tupu Rua has continued to enjoy learning about different fairytales. We would be lying if we said that we haven't loved exploring the story of Pinocchio (no long noses for us) to support our drama sharing process.



Tupu Toru has begun to explore fractions. We have been learning the words 'numerator and denominator', and have been identifying what is half and quarter of a shape. Our next step is to find it in a group. Working with a buddy is an important part of our being able to share our mathematical thinking. Here you can see us working with our buddy to find half of a shape.



Tupu Rima has been drawing inspiration from our drama sharing stories of Puss in Boots and the Pied Piper of Hamelin. This has been showing up in our visual art and in our story writing, as seen in these fancy cats and sneaky rats.



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

TE ARA WHANAKE

Introducing the incredible inventors of Whanake



In Whanake, we have been hard at work designing, creating and promoting our very own original toys.

We worked in groups of three to come up with our toy designs. Our toys had to be manual powered only, made from recycled materials, and had to include at least two simple machines.

We then had to apply our financial literacy skills to budget and pay for the materials required (courtesy of the Reserve Bank of Whanake).



The construction process required us to use our collaboration skills, as well as thinking outside the box to bring our designs to life.



Alongside this technology process, we have been working on our persuasive writing skills by writing advertisements for our toys. These persuasive pieces then became the foundation for our 'Shark Tank' presentations, where we presented our inventions to a panel of toy experts from our buddy classes in Māia.



It's safe to say we have some keen entrepreneurs in Whanake

TE ARA WHĀNUI

Epro8 is an innovative STEM (Science, Technology, Engineering, and Mathematics) challenge that encourages students to develop problem-solving, teamwork, and practical engineering skills.



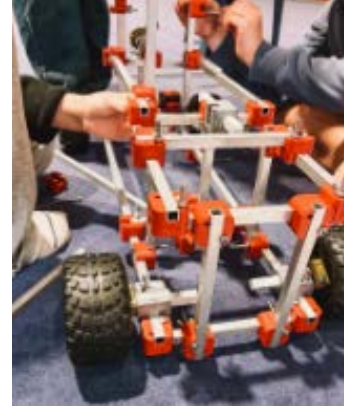
In teams, the children had to use engineering equipment to build a mechanical dump truck operated by a hand crank. Running alongside our EPRO8 was some other hands-on collaborations, which included constructing a LEGO staircase to nowhere, and co-creating some colourful lands with backstories and agreements for living. All of these challenges promoted collaboration, critical thinking, imagination, innovation, and most importantly, fun!



What's Happening in Māia?

EPRO8

EPRO8 is an engineering challenge that requires effective teamwork, accurate measuring, maths, and creative problem-solving. Our students worked in teams of four to build a concrete mixer using the engineering kits. Our top 6 groups then competed for two available spots in the inter-school competition! Congratulations to Louis, Kieran, Isla, Thomas, Zoë, Finn, Kurt, and Willa, who will be competing at the inter-school competition in October!



The Plays & Reflective Play Letters

The Machine Stops, The Outside World, and The Human Era Error were performed early this month. Our students have since written reflective letters about their experience devising and performing in their class plays



Calendar Art

The students have explored shape, line, form, and texture. Mixed media arrangements and complementary colour palettes are ready to grace the walls of your respective homes. Our creativity confirms that 2027 is full of promise!

