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## CALENDAR

**Term 4 Week 1 and 2:** IEP meetings

**20 October**—Swimming lessons resume

**23 October**—Whenua Iti Low Ropes Course

**2 November**—Teen Power begins

**5 November**—Special Olympics

**9 November**—Board meeting

## From the Principal

Our newsletter now has a wider readership and we have included a general information page for our new readers (see overleaf). We hope this will provide useful information for those who want to gain a better understanding of Salisbury's role, how we can help girls with complex learning needs reach their full potential and how to make a referral.

### Autism: Current research regarding girls and autism

Recent research (2014) is questioning the gender disparity in young people diagnosed with autism, suggesting that autism is underdiagnosed in girls, with this factor contributing to the often-cited 4:1 ratio of boys to girls with this disorder (Simons Foundation, Autism Research Initiative, 2014).

"For a long time the gender disparity has been talked about as if it's a fact," says Jane McGillivray, associate professor of psychology at Deakin University in Melbourne, adding that researchers are now beginning to question the degree to which this gender disparity is real.

An interesting aspect in this discussion is that it appears autism characteristics in girls depend on their level of intelligence. "On the lower end, they tend to have more social communication impairment and lower cognitive ability than boys that have the disorder, on the higher end, they have fewer restricted interests" (Frazier, 2014). This can make it tricky for parents, teachers and doctors to recognise the signs of autism and especially so because autism has been traditionally considered a 'boy problem' with four times as many boys as girls diagnosed with this disorder.

Salisbury works with girls with autism and the therapeutic nature of our setting and learning programmes, along with the structures, routines and individualised planning that 24/7 residential education allows, leads to very positive experiences for these students and their families.

We will continue to follow this discussion with interest.



# Helping girls with complex learning needs reach their potential



*As family lawyers it is important to be aware of the various options available for clients and their children. Often parents do not have the ability to access various services or the confidence to do so. This is called value that lawyers are able to provide. Many people aren't aware of the existence of Salisbury School and how it is helping in such complex learning needs to reach their education potential.*

**S**alisbury School is a national residential special education school for girls who can be enrolled from the age of 8 onwards (years 3 -10 in their schooling). Salisbury students have complex learning needs which may include intellectual impairment, as well as social, emotional, behavioural and life skill needs. It is the only single sex residential school of its type in New Zealand and is situated in the Nelson suburb of Richmond in a park-like heritage setting.

While at Salisbury School each girl has her own individual learning programme based on an adapted curriculum and because the girls live at the school, programmes are able to run during the school day and cross over into afterschool, evenings and weekends, thereby providing the opportunity for 24/7 learning. All learning programmes are based on the key

competencies in the National Curriculum, with a particular focus on reading, writing and mathematics, with the aim to better prepare the girls for independent or semi-independent life beyond school. As well as academic, social and life skills programmes, a key focus for Salisbury staff is to teach the girls the skills required to successfully transition back to their mainstream school, into tertiary courses or into supported working environments, so they are better able to cope with the challenges and demands of everyday life.

Up to 30 girls can attend Salisbury each year and enrolment is through the Intensive WrapAround Service, a Ministry of Education initiative. The ministry website has details outlining the application process and can be found at: <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/ServicesAndSupport/IntensiveWraparoundService/ResidentialIWS.aspx>

Girls attend Salisbury from throughout New Zealand, including remote and rural areas such as Great Barrier Island, Central Otago and small settlements on the East Coast of the North Island, as well as from our larger cities. Up to 30% of students are Maori and

enrolment can be for a period of up to two years. While at Salisbury the girls live on site in comfortable homely accommodation, each girl having her own bedroom which she is encouraged to decorate to her own taste. An onsite chef provides tasty, healthy and nutritious meals which are prepared to meet individual health needs and the girls also run their own café during the week where they are able to practise food preparation, hygiene and service skills.

The Living and Life Skills programme which Salisbury offers teaches the girls the skills needed to live independently or in a supported living environment. This includes tuition in money management, simple nutritional meal preparation, hygiene and self-care skills, as well as how to keep a flat clean and tidy and get on with the flatmates!

Work experience placements and opportunities to join in mainstream classes at one of our local schools are options open to all girls. Salisbury enjoys a wonderful relationship with the local community and attendance and participation is warmly welcomed at local community events such as weekend sporting fixtures.

After school and weekend recreational activities include hip hop dance classes, karate tuition, swimming at the local heated pool (lessons are provided during the school day), first aid training with St Johns, "wearable art" costume making, local library visits, kayaking, as well as the many and varied community based seasonal celebrations which Nelson enjoys, such as art festivals, fairs, open air movie evenings and many more. The Nelson region is also known for its beautiful beaches and the girls regularly head to the beach for a cool swim in the early evening.

Salisbury will celebrate its centenary in 2016 and is proud to be providing quality learning experiences for girls with complex learning needs in a supportive and nurturing environment.

*Enquiries regarding enrolments may be made to the Principal's Personal Assistant (03) 544 8119.*





# School News

## Creativity

Kia ora Whanau. This term our learning theme is creativity and we are using more inquiry learning techniques to facilitate student centred learning. This has been particularly successful during our literacy sessions.



A new learning initiative this term is our elective programmes. Every two weeks students choose one of the interest based activities that are prepared to encourage the development of a range of practical skills. The girls are highly motivated and more independent learners during these sessions. They also enjoy the opportunities to develop relationships with other students and teaching staff.



One recent elective was based around Science and Technology. Students learnt about the cultural significance

of totems, then planned, designed and created their own personal totem. They were very proud of their achievements. At the moment they are planning and painting skateboard designs that will be on display in local art galleries later in the term.

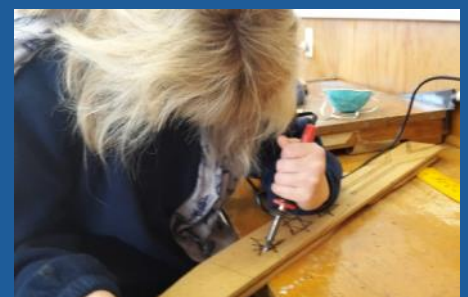
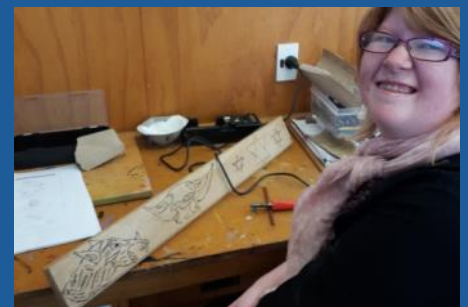
The professional development I recently completed on outdoor learning environments has helped me to facilitate recent whole school projects. Our willow structures and student identity boards have been innovative, creative and have displayed more of the students' identity around the school grounds. These student paintings were an idea that the Student Council developed at the end of Term 2.

Most recently individual students have been using a range of digital technology to write anti-bullying songs. Some students have recorded songs in a local studio and music videos are being created to accompany them.

Finally we are also very grateful to have girls from Waimea Intermediate coaching the girls' Netball each week. The girls are enjoying the peer mentoring and are developing their netball skills.

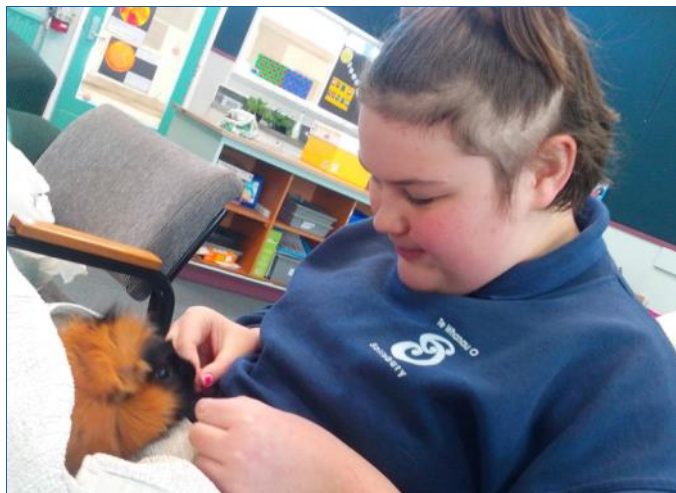
Above: Student Identity Boards

Below: Students working on Totems



Ka pai!  
Stephen Evans  
Deputy Principal





The therapeutic effect that interaction with animals has on children with autism and complex needs is well researched. Salisbury integrates opportunities for this interaction into the curriculum allowing all students to benefit. Local communities such as Riding for the Disabled, The Ark (a programme which pairs neglected animals with carers) and Natureland all provide opportunities for students to benefit from the reciprocal therapeutic relationship between animal and child.

# Kimi Ora

In Kimi Ora we have created an adapted environment which is specific to the needs of students who are on the autistic spectrum and those who struggle with anxiety.

Our classroom environment is designed to reduce over stimulation and provides extra space to support individualised, group and therapeutic work. Our built in audio stereo system is beneficial to students as it helps to support clear, quiet and focussed verbal instructions. Communication is further supported by the visual resources we have designed and implemented.

Our recent PD with Professor Tony Atwood has affirmed that we are using the most effective strategies to support success in learning for students on the autistic spectrum.



As part of the school-wide theme this term of Creativity, Kimi Ora decided to get some practice drawing trees and we found some tall palm trees at Anzac park. The girls learnt how to look for shapes in a tree to help them draw them. The palm trees had long trunks like tubes and the tops were like fireworks. Haagen wanted to hug the tree so we helped her climb up and wrap her arms around it.



Sophie and Haagen are sharing their visual diaries of successes and achievements. Haagen is beginning to see the benefits of sharing with others and Sophie is confident when speaking about her achievements. Visual support for learning is highlighted in this interaction, giving a focal point for discussion about their learning goals. Each day, students self-assess and reflect on their learning using their individualised visual resources. This gives them an opportunity to understand what they have learnt, what the next steps are and how they will achieve it.



# Kimi Maturanga

Poppy and Mrs McLean work together during a reading/science session to ensure they followed instructions closely so that they could make a "self-inflating balloon."



Samara and Kaylani celebrate their friendship with a hug while on a trip. All girls say that is one of the most positive things about being at Salisbury is the friends they make.



Ciarra, Mrs Williams, Faye, and Christine all try their hand at Scrabble during electives.



Our Creative theme has provided many opportunities for hands on and fun learning. So far this term we have enjoyed experimenting with chemical changes and made Hokey Pokey, Sherbert, Oobleck, and self-inflating balloons. This has provided new learning opportunities for all students throughout our Numeracy and Literacy areas and in particular we have observed that the girls are identifying and using new and interesting vocabulary.

Currently the girls are writing short stories from the perspective of another person or object e.g. "A Day in the Life of a Blade of Grass." This is proving to be popular while also getting them to acknowledge other perspectives using critical thinking skills. Last week they all wrote circular stories which provided them with an opportunity for inquiry based learning and identifying common traits.

Our scrumptious bird feeders have been enthusiastically received by the local bird population so much that we have had to replenish them twice. We have really enjoyed observing and identifying the variety of birdlife within our community.

Last week every student in Kimi Maturanga represented Salisbury School by challenging themselves and participating in full in the Regional Special Olympics Ribbon Day which was held at Saxton Pavilion. Every student demonstrated fantastic teamwork and fair play skills and we were extremely proud of their outstanding effort. We returned with two third place settings.

Our weekly targets based on the Key Competency of Managing Self have resulted in pleasing outcomes with the girls showing growth in becoming more independent and intrinsically motivated learners. As part of this the girls also reflect on their progress and identify next step targets.

In continuing with our creative theme our focus in the Arts has been experimenting with a variety of mediums such as creative finger painting requiring visualisation, working with lines, shading, hand art and mosaics which has allowed them to explore their inner creativity.

As the term continues we move into learning how to be creative through using recycled items. Our ongoing tracking of IEP goal achievements continues to show pleasing progress for all girls and the girls are looking forward to celebrating those successes with whanau at the end of the term.



# Whenua Iti

Whenua Iti Outdoors (WIO) is a well-established provider of experiential education and offers quality learning in a challenging yet safe outdoor setting. Students work with one another in a team environment, develop individual confidence and learn new skills in a wide range of outdoor pursuits. The WIO high instructor to student ratios, ensure a quality experience whilst meeting robust risk management standards. The Whenua Iti Outdoors STAR courses have been designed to enhance the Outdoor and Physical Education Curriculum offered in schools.

Whenua Iti Outdoors tailors programmes focusing on Leadership development, teamwork and communication skills. Groups participate in a range of activities and involve a mix of problem solving, communication and teamwork challenges.

All Salisbury students attended an introductory programme at the start of this term. In October they will be taking part in a credited Low Ropes course. Unit Standard: 470 - Demonstrate personal and social development through participation in a low ropes course programme Level 2 | 3 credits.



One of the objectives of Whenua Iti is team building and trust which is demonstrated in the above photos

# Work Experience



These are two of our students who attend work experience placements within our local community. We currently have three students who go out weekly or twice weekly to their work places. One student is learning kitchen, waitressing and barista skills at a local café. Another student helps mothers to look after their children while they are having fun attending a weekly musical activity. Our third student is working hard at a local charity shop and is currently learning how to use the cash register.

These students are showing commitment, learning to use their initiative and gaining more confidence in their own abilities.

## Transition

Salisbury's Transition and Family Support Service helps students and their families to navigate the changes that come with moving schools and planning further education. This includes responding to the needs of new students, current students and past graduates. In the past three years the transition of almost sixty Salisbury graduates has been planned and coordinated through collaboration between Salisbury, the students and the families and involves other organisations such as the Ministry of Education's Intensive Wraparound Service as well as Ministries of Health and Social Welfare support, as applicable to each student's needs.

As a Special Education Residential School we are able to offer transition support and resources to enrolling schools that can assist in maintaining learning continuity and progression for our students. Our service is not time bound and both families and mainstream schools regularly seek us out for guidance and support.

We acknowledge that each community and school throughout New Zealand is different. Finding a way to weave together the successes a student has experienced at Salisbury with the challenges and opportunities that arise in their new setting can be a very complex task. Needless to say we place great emphasis on advancing our strong relationships with students and their families at times of great change while developing relationships with mainstream schools and other specialist services in the students home community. This is achieved through face to face meetings, collaborative planning and the exchange of a comprehensive Salisbury Transition Portfolio containing personalised information and examples of student strengths, achievements, learning support strategies and resources, assessments and work samples. Key documents such as Individual Education Plans, Living and Learning Profiles and Functional Analysis are also provided to mainstream schools.

If you are considering 'What now for my daughter?' please do not hesitate to contact us here at Salisbury. We are totally invested in assisting your daughter to make decisions that will benefit her now and in the future.





*Rachael and our lovely Chaplin Tapita Ching are performing a traditional dance during the recent Green/Gold School review.*

## Green Gold Reflection

On Thursday the 13<sup>th</sup> of August we had our Green/ Gold Enviroschools reflection. It has been five years since we achieved this status and it was time to see how our journey beyond Green/ Gold was progressing.

Our morning was a great success and was attended by Annie McDonald and Adie Leng- Enviroschools Educators, our Kaumatua, Archdeacon Harvey Ruru and some other visitors as well as students and staff.

Annie has provided a report on her findings.

From the warm welcome through to the Salisbury subway lunch, it was very special to take part in the Enviroschools Green Gold Review at Salisbury School.

The day began with a powhiri with support from the School's Kamatua, Harvey Ruru, followed by a lovely morning tea. Next came a treasure hunt which was a fun way to involve the girls and showcase the projects the students have been involved with. From the Ecohut to the Lizard garden, the art works and dance studio, it was clear that the girls and staff are very proud of what they have achieved and can clearly demonstrate how education for sustainability plays a substantial role in their specialized curriculum.

What really impressed me was the presentation by each student with support from staff to share their learning around Enviroschools. For some of these students this would have been very challenging and each one of them shone in their own way while demonstrating the depth of practice of the programme within the school.

I was very touched at the end when the girls all sang a song together to show how they support each other's learning journey and this was followed by the staff surrounding the students and singing to them to demonstrate their role in helping the students to achieve their individual and collective goals

Salisbury School has worked hard under some difficult circumstances to maintain the integrity of their Green Gold status.

They clearly empower their students to help lead environmental change within their community and more importantly to demonstrate it outside of their school.

In my role, I am fortunate to work with many schools and see some impressive education programmes

In this case, Salisbury's statement that they provide extraordinary education is absolutely the truth.

*Annie McDonald  
Education Officer  
Marlborough District Council*

***Thank you for all the huge thought and effort you have dedicated to Green Gold. It was really wonderful to be with you all and to participate in the learning alongside the girls, staff and visitors.***

***Arohanui.  
Harvey Ruru***

The highlight of the GreenGold review was the student presentations. Both the Salisbury paragraph sentences and Enviroschools Guiding Principles were described using personal examples. The respect for diversity and culture was represented with a dance demonstration from a multi-cultural student, which inspired the Chaplin to join her and share her Cook Island dance with us all. Two students sang us a song that explained their personal journey of being seen as non-mainstream and then the staff and students shared a koru sculpture of their support for each other through song, which was heart-warming. The confidence of the student presentations was testament to the achievement of the Guiding Principles and continued whole school approach support of students used by staff. A big thank-you goes to the students and staff for providing us with their presentations.

***Adie Leng  
Enviroschools Regional  
Coordinator Tasman***





## Residential

During Term 3, three girls in Parker Cottage have been participating in a 5+ A Day and Cooking Programme in which they cook for the whole cottage one night in the weekend. The girls have been learning about kitchen safety, utensils, measurement, food preparation and healthy eating. They also develop communication and social skills. They enjoy practising the learning activities which are interactive and have been developed at an appropriate level for their learning requirements. The programme has been designed to help the girls achieve units from their Living and Learning Profiles and their Residential Individual Education Plans.

We have been focusing on “working together”. This is helping the girls to develop their social skills by making conversation, asking relevant questions and using their manners. Some of the delicious meals that the girls have made recently have been beef casserole, chicken and vegetable stir-fry and chicken burgers with coleslaw.

## Onesie Party

Recently we threw a ‘onesie’ party. This celebration was to recognise that all the students in the cottage were on track and doing well. They choose to have a ‘Onesie’ cottage wide party for their reward, as it was a cold winter’s night and this was a great way to have fun and keep warm!

For those folks who do not know what a ‘onesie’ is, it is an all in one pyjamas ‘ensemble’. All the girls had a great time and enjoyed the staff joining in wearing their various choices of pyjamas.

It was great to see the organisation skills of the girls who set up the event by blowing balloons, organising music, and creating dance space. Other girls helped with catering for the event and did the shopping for supper. We made full use of Salisbury School’s large recreation room with stage, dance floor, mirrors, bright lights and the “boom box”.

After a lot of dancing, ‘twerking’ (the latest craze), lots of laughing, and doing the ‘conga line’, the girls enjoyed their special supper and a late night.

Staff were very impressed how all the girls were involved, and encouraged others to participate and step out of their comfort zone.

A good night was had by all!



Last month, staff and four students from Parker Cottage embarked on an intrepid fishing trip. It was a cold and foggy morning on the Number Two fishing wharf, where everyone hooked up with squid bait. With five lines ready they cast out into the high tide. Success was had with many Starfish and seaweed hooked in the first hour. Our Salisbury girls were very patient and socialised well with other members of public, who were keen to achieve a good bite as well.

After having a hearty lunch and replacements of baits on hooks and ever decreasing water depth, one very proud student hooked a fish to everyone’s delight.

Here is a photo of our very happy fisher with her catch. She donated her fish to a family who were trying to catch dinner for their family.





Term 3 across campus has seen the pleasure of residential and school staff teaching music lessons with some of our students

## MUSIC

Currently we are teaching a group of girls the basics. How to care for guitars restring them, chord progressions, how to use your diaphragm properly and learning how to structure and write their own compositions/lyrics.

It has been a privilege working with our students on their creative sides as we are very lucky to have many musically talent girls here.

## SPORT

Fulton Hogan Basketball League has enabled the girls to participate at Special O Basketball. The girls have attended practice every Wednesday in the Salisbury Gym and then play every Sunday at Saxton Field. They have had a lot of support from the basketball community and have been encouraged to play in a team with people they did not know. Being given this opportunity has helped with the girls' social, developmental and physical skills. On the final day of basketball, all players were awarded a medal and a Fulton Hogan Beanie. Sophie was awarded with the Most Improved Player Trophy for her division. At the beginning of the season

Sophie struggled to catch the ball. By the final game she was able to catch and dribble the ball but most importantly she could shoot hoops. She gained a lot of confidence from being supported at practices and on game day Kaylani was presented with the Outstanding Sportsmanship Trophy for her continuous support to all players throughout the basketball league. Samara and Ciarra were awarded new basketballs for fair play. All girls have thoroughly enjoyed their experience and are looking forward to their next sporting challenge.

