

From the Principal, Brenda Ellis

I am very pleased to let you know that our newly designed website goes live on Monday 18 April. This has been a big piece of work and we are delighted with the opportunity it provides to showcase our school and boarding facilities, our programmes, our values, and our cultural responsiveness when working with Māori and Pasifika students. We are tremendously proud of the difference we are making to the lives and outcomes of vulnerable young people whilst honouring difference and diversity.

Look for the website link to the Salisbury Centenary, which we will be celebrating in October. Everyone interested in our history and our role in special education over 100 years will be warmly welcomed. We are developing a varied programme with lots of opportunities to mix and mingle with past students, families and staff members.

Board of Trustees Elections will be held in June this year. Please consider putting your name forward to become a Board member. We have always enjoyed particularly strong Board support, with members bringing a wide range and depth of skills for which we are very grateful.

As we head into the cooler months Autumn is showing its brilliance around our campus with the heritage trees a blaze of stunning colour. We wish all our students and families the best of holidays and look forward to welcoming you back on 2nd May.

*Ngā mihi
Brenda Ellis
Principal*



CALENDAR

- 2 May** — Start of Term 2,
student travel day
- 16 May** — Board meeting
- 17 May** - School camp week
- 8 July**—students travel home

School News

Term 2 Camp

In Term 2 (from 17-20 May) a group of students will have the opportunity to attend Mangarakau Camp and also experience the famous Farewell Spit Eco Tour. The quality of the environment combined with the learning programme creates a unique experience to take part in specific team activities and tasks.

This Outdoor Education based at Mangarakau Swamp has often been the highlight of students' experience at Salisbury over the last 10 years. The sustainability and regeneration of this environment has been supported by students through native planting, the ongoing care of newly planted trees and the introduction and monitoring of Weta boxes and predator traps. In addition to this each student engages in personal research and leaves with an enhanced awareness of how important the environment is for the wildlife that inhabit the area.

The main learning outcomes for the students are to:

- Make independent choices while demonstrating safety awareness
- Develop their knowledge of sustainability and participate and contribute to the sustainability of Mangarakau Swamp

At the same time, a second group of students will be working on an Outdoor Education programme that will be based at Salisbury and will consist of daily activities within the Tasman region. This programme will include similar goals but will better meet the needs of these students.



The above photo is from a previous camp and shows the students at Farewell Spit.

Transition

With all of our current students having made incredible progress in their academic and life skills learning over the past year I cannot think of a more ideal scenario than welcoming new students into our positive learning environment.

At Salisbury we develop academic and personal growth and embrace whanaungatanga so that our students have opportunities to learn from each other.

We were introduced to our new student and her family earlier this year and from this time onward a transition process has been unfolding.

Upon first visiting Salisbury with her family as an integral part of our transition process we were immediately aware of this student's enthusiasm and genuine excitement for what potentially lay ahead. Within a 24 hour period Anneke and her family immersed themselves in Salisbury and experienced:

- interacting with the schools physical environments such as outdoor areas, playground, gymnasium, classrooms and cottage
- participating in whole school learning in the Whare Hui by acknowledging similarities and differences between individuals and complimenting one another for these
- making personalised social connections and the beginnings of friendships with peers and support relationships with staff
- sharing a meal with family, peers and staff in the relaxed and welcoming setting of Parker Cottage
- attending an Entertainment Extravaganza evening in the local community alongside existing Salisbury students
- staying on campus overnight in Pounamu House
- exploring the wider Nelson/ Tasman community.

Here is a photo of some of our students student during their night out. See if you can spot Anneke

Anneke is now attending Salisbury School as our newest enrolment and has already made a positive impact on our school wide culture with her expressive personality and self-determination and we all look forward to continuing this learning journey together.



Kimi Matauranga

In our last newsletter we mentioned that we would all make the trip back to pick up Samara after she completed her Outward Bound course so that we could visit the partially restored ship “The Edwin Fox” as the girls had shown great interest having done some prior research on it. The amount of learning which went on from actually being able to go on board the ship, the movie on the history of the Edwin Fox and all of the museum items generated many questions and comparisons regarding life then and now with a general consensus that we have a much better life these days. It also highlighted for teaching staff the importance of hooking students into a subject through research so that we have some basic prior knowledge that we can build on.



Life for sailors was not an easy one as they were required to splice harakeke rope



Inside the sleeping, eating and gallery area of the ship. The girls were amazed at the cramped areas



Poppy tries on a top hat worn by the paying passengers



A painting of the Edwin Fox

Kimi Matauranga (continued)

Special Olympics Swimming was a huge success with all students earning awards in each race they competed in. The support that our girls offered each other and students from other schools was very humbling and every reason to be extremely proud of them.



Clearly the swimming lessons the girls have been having made a big difference to the enjoyment and outcome of the day. Poppy was identified as a skilled swimmer who has great potential to go far in the sport.

Our theme of 'Identity' has gone well and has included a lot of incidental learning as well as planned learning with lessons covering a great range of links around identity. Finding out

about ourselves and others is always very beneficial at the beginning of the year as it provides students an in depth understanding of themselves and others and helps to develop a supportive and caring class.

We are currently looking at 'Kiwiana' and what it means to be a New Zealander. We will be learning what some of our classic sayings mean and identifying aspects of our country that make us proud to be a kiwi such as our sports teams, our Māori culture, foods distinctive to New Zealand and how our general way of life is depicted in New Zealand in comparison with other countries.

Testing and evaluating the students' progress for the term, reviewing IEPs and generating new ones for term two has taken place. This is always a very rewarding time and one to celebrate the progress made by the hard work the girls put into their personal and academic learning and we always enjoying sharing this progress with parents and other stakeholders and especially with the girls.



Nicola is enjoying food tech and has plenty of opportunity to extend her culinary skills being in a flatting situation

Community Learning

As the term comes to an end, we reflect on the successes our senior girls have experienced with their learning out in the community.

Ciarra completed the 6 week APART course at The Ark graduating on the 1st of April. She formed a great bond with the dog in her care, Elsa, and had huge success teaching her a variety of tricks and commands. On graduation day we had heavy rain but this didn't dampen Ciarra's spirit and she did exceptionally well working with Elsa around the obstacle course. Ciarra also learnt about the Kaimanawa horses and took away key ideas from the healing species sessions in regards to retaining her power, empathy and treatment of animals and people. Ciarra hopes to volunteer at The Ark next term.



Both Ciarra and Samara have thoroughly enjoyed the opportunity to attend their courses at Nelson Marlborough Institute of Technology. Overall the opportunity to go to NMIT gives both students the experience of life as a Polytech student, social interactions with people from all walks of life and a real life setting to practise independence and self-management skills outside of the school environment. The



girls have been motivated to learn about bus routes, stops, zones, and prices in preparation for catching the bus into town for their NMIT classes. We hope to use their abundance of skills in a real life context by catching the bus in and out from Nelson with growing independence, paying for their fare, getting off at the right stop and being on time. We then plan to investigate public transport within their respective hometowns to transfer this knowledge to their community context.



Senior students trialling the mini pizza recipe with success

The girls are beginning to think about recipes they would like to prepare as part of planning our whole school Food Technology programme keeping in mind, affordability, nutrition and seasonal foods. The girls have been finding recipes and adapting, making a list of groceries needed and estimating the cost of the meal ready for the rest of the school to enjoy next term also. In this photo, you can see the girls trialling the mini pizza recipe with huge success ready for the remainder of the school to prepare it for their lunch. Ciarra and Samara have great ideas about the recipes they plan to cook next term.

Kimi Ora

Haagen has made us all proud by representing our school at The Playhouse, a local restaurant. She wrote and performed a song called 'Jack'. The lyrics explain the story of love and happiness Haagen felt when she met and cared for this amazing horse. The song is a tear-jerker as Jack has since died and the song was written in his memory. Everyone who heard the song applauded loudly and Haagen's confidence has rocketed since her presentation of the song. Thanks to Stephen Evans who backed Haagen with his guitar and helped Haagen in his own time to perfect and



present her song about Jack. The presentation was done as part of a fundraising project for the local ARK dog training programme which Haagen recently completed.

Haagen is working online with the Interactive Driver tests to improve her road safety skills. She eventually wants a driving licence and is willing to put in the work to achieve this. We have done some practical work by drawing chalked intersections on our classroom carpet!

Haagen worked with our new teacher Maggie Apulu on a Samoan study unit which was introduced through a traditional Legend – Sina and the Eel. This generated reading and writing activities which Haagen engaged well with. She demonstrated a very keen interest in learning aspects of Samoan vocabulary for counting, days of the week, and months which linked with her Maths Measurement goals.

Our learning this term has been varied and challenging and the focus next term is innovation. Watch this space!



Kimi Ora

This term, under the school-wide theme of Identity, we are exploring the culture we identify with the most. We are learning about the cultural diversity of New Zealand and Samoa—music/dance and language, traditions and community life, folk tales and celebrations. The objective we are working towards is understanding the diversity of cultures within our school and the wider community.

This theme will underpin the learning in our curriculum areas. As a class we are reading a story about going on a bus in Samoa. This has simulated much lively discussion around the differences compared to riding a bus in New Zealand. Later in the term we will be looking into the history of our school's identity in preparation for celebrating Salisbury School's Centenary.

To build on the students' knowledge and use of IT technology, Rachael and Sophie are sending an email home once a week. This also involves the skill of letter-writing; identifying and writing key sentences in sequence, appropriate greetings and closure. They are learning to research and print appropriate, relevant information around our theme.

As a new initiative this year we are beginning and ending the day with the whole-school whanau, discussing our Salisbury Values and Key Competencies and sharing our learning successes. During this time we have team building activities such as Charades.



Residential News

Sea, Sun & Fish

The day dawns bright and calm, the girls rise and over breakfast the idea of a day's fishing is cast out. Two girls take the bait. A picnic lunch is packed and all the gear is bundled into the van.



Upon arrival at the Nelson fishing platform, everyone is eager to be the first to have their line in the water. There is great excitement with every bite big or small, and the thrill when a fish is caught is contagious, even a starfish is cause for celebration.

Time passes; the tide wanes, bites become sporadic and even the most enthusiastic angler starts to lose focus on catching the big one.

So whether the draw card is fishing, or the picnic lunch and new people to talk to, it's always proves to be a most rewarding day!

Easter Egg Hunt

After lunch on Easter Sunday, the girls were eagerly waiting on the back deck for the annual Easter treasure hunt, putting on their running shoes and wearing loose clothing. One student chose her outfit because it had 'big pockets'!! Not only was this a fun afternoon activity, it ensured the girls had staff had plenty of exercise to offset the calorie intake that they later would consume!



The students had to listen to the instructions and be able to decipher the hints. Each student had 15 clues to help them locate the numerous laminated Easter egg pictures that had been hidden around the Salisbury School grounds. All the clues were mixed up to ensure that everyone had to work the clues out for themselves, and not just follow each other around the property. The staff supported the girls and helped them, if they needed help. There was lots of laughter, excited squeals and some very silly moments, as the staff were trying to help the students with their clues!



There were staff and girls racing around in all directions trying to work out the clues to find the elusive bounty. Many girls and staff were stumped with this clue: "The lizards would love to ride on this bike". When no one could work this clue out, we took all the girls over to award winning conservation Lizard sanctuary and showed them the old rusty motorbike that was partly submerged in the garden as a garden feature. The garden was an oasis for a tired treasure hunter and a relaxing place to rest after a fun but exhausting search. We decided that this was a perfect place to exchange the laminated Easter cards for real chocolate Easter eggs. This provided everything that a girl really needs.....chocolate!!!