

Salisbury School

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He mai mahana kia koutou katoa

I would like to take this opportunity to wish all our Newsletter readers a safe, relaxing and enjoyable Christmas and holiday season with family and friends.

We hope you have enjoyed reading about Salisbury and the accomplishments of our students throughout this last year.

I am the grateful recipient of a Principal's Award in 2017, to complete a Master of Public Policy at School of Government, Victoria University, Wellington. I will be on leave from my position for the first three terms in 2017 and would like to thank my Board most sincerely, for their support and encouragement.



Ritchie Telfer will be Relieving Principal for the period I am on leave.

Nāku noa, nā

Brenda Ellis, Principal

CALENDAR

31 January—student travel day

7 February —Board meeting

Use of Seclusion and Restraint

The article below, was recently published in the *Nelson Mail* and *North & South* magazine:

The use of seclusion and restraint in schools has featured prominently in the media throughout the last few weeks. Seclusion practices are a form of restraint, in that the young person is isolated in a room from which they cannot exit, the door is shut and the freedom to leave is determined by staff.

Salisbury began the process of eliminating any form of seclusion, restraint or isolation of students, including the use of 'time out,' early in 2011, with changes fully implemented by the end of the 2011 school year. Our reasons for eliminating these methods for managing difficult behaviour are based on current research, and the positive behaviour support model we have developed reflects instead on best practice education of students with complex needs.

It is our view that seclusion is not therapeutic and has negative consequences for the young person concerned. Our experience is that seclusion commonly leads to an escalation in behaviour, the very thing we seek to avoid. As a result of this escalation there can be significant risk to the physical safety not only of the student, but to staff also.

Moreover, we don't believe we have the statutory authority to seclude, restrain or isolate young people. There are a number of effective strategies to manage volatile and agitated students without the need for seclusion and these can be successfully implemented without corresponding increases in injury or harm to students or staff. Furthermore, and particularly important for students with learning challenges or mental health concerns, the 2006 United Nations Convention of the Rights of Persons with Disabilities states the 'the existence of a disability shall in no case justify a deprivation of liberty' (Article 14).

Best practice in the elimination of seclusion and restraint includes the need for committed national direction. The Minister of Education has certainly provided that direction, with her condemnation of the use of these practices reported in the media last week. Active, focussed school leadership and a change in school culture are important factors also, as is professional learning and development opportunities for staff which offer alternative ways of managing complex behaviour.

Does seclusion and restraint teach the student useful skills? We don't believe so.

Our job is to teach and empower our students, to give them the academic, social and life skills they will need to successfully transition back into their local communities, mainstream schools or employment options once they've completed their enrolment at Salisbury. As far as we are aware, unless a young person is placed in a secure facility such as a prison, society does not seclude and restrain young people, so why would we? Rather, we put our energy into teaching students strategies to help them cope, we model interpersonal skills so they can develop relationships with others and we show them ways to take control of and self-regulate their own behaviour, so they can avoid letting situations escalate out of control in the future.

Young people on the autistic spectrum often have particularly complex, challenging behaviour. They may be hypersensitive to light, noise and the visual stimulation and busyness of the modern learning environment and this can seem confusing and lacking in predictability and routine. These environmental factors can act as triggers and if not carefully managed, can quickly escalate behaviour.

So, if we don't use seclusion and restraint at Salisbury, how do we manage complex behaviour? We have developed a five tiered positive behaviour support system, built on a firm foundation of trusting relationships with students. A detailed analysis of each student's physical, mental and emotional wellbeing follows and an individual positive behaviour support plan is developed and implemented. We supplement a campus wide 'traffic light' system, with 'good to be green' inbuilt incentives. Every student has a new individualised education plan each term and learning is set at a level where students can experience success, often for the first time in their school lives. Extremely challenging behaviour involving two or more students is managed through our restorative practice process. The provision of meaningful programmes and activities, an atmosphere of listening and respect, crisis prevention planning, de-escalation training and sensory modulation are all strategies that Salisbury has implemented, in place of the use of seclusion and restraint. Cultural responsiveness is paramount. Our staff have access to ongoing professional development in all aspects of positive behaviour support and need to demonstrate competence on an ongoing basis. This requirement is incorporated into our performance appraisal system.

Salisbury staff have great respect for teaching colleagues who work in regular mainstream classrooms. We know just how challenging students on the autistic spectrum and with intellectual disability can be. A high staff to student ratio is desirable, schools need to be well resourced and professional learning opportunities in the specialist management of complex behaviour are essential.

The elimination of seclusion and restraint needs to be a clear priority in all schools throughout New Zealand. In residential education, with vulnerable girls who have extremely complex needs, Salisbury is leading the way.

Salisbury Centenary 1916-2016

It was with much delight we welcomed past students and staff to celebrate the momentous occasion of our Centenary on 1-2 October. The highly successful weekend saw around 140 people attending. It was a great opportunity for past students and staff to meet up again and reminisce about their days at Salisbury. Events included:

- a Powhiri to welcome everyone by our Kaumatua, Archdeacon Harvey Ruru and speeches by Richard Bradley, CEO of Rangitane and Kim Hippolite
- unveiling the panel depicting Salisbury's history from 1916 to 2016. This will be erected in the Salisbury grounds and was made possible through funding from the Toimata Foundation (Enviroschools) and a grant from the Tasman District Council community funds for which we are very grateful.
- speeches from Richmond Mayor Richard Kempthorne and our local MP Damien O'Connor
- photographs of current and past students, staff and board members
- tree planting in the native bush area
- school tours
- Centenary dinner at Club Waimea, attended by over 100 guests. The room was beautifully decorated by staff and supporters and the Club put on a lovely meal. The eldest and youngest students attending, along with a past Principal and the present Principal, cut the Centenary cake after the dinner. Carolyn Shirtliff, whose commitment to the success of the Centenary was absolutely outstanding, was presented with a sterling silver pendant of a kekeru at the dinner and thanked by all present.
- A bus trip down memory lane to a variety of local areas of interest
- Poroaki – Closing ceremony



School News

This term we have been engaging the girls in several immersion days of learning around our globalisation topic. One specific theme we have focused on during this topic is water. Students have explored how about the growing need for fresh water is global challenge. They have also learnt about how sustainable agriculture can enable us to continue our ability to access clean water in the future. Each student selected their own inquiry project by identifying a question about the theme they wished to research further.



The students also spent time learning how to respond effectively in a range of civil emergencies such as earthquakes and Tsunami situations. One of the fun learning activities was to build a shelter out of a limited amount of resources. This activity also helped give some students opportunities to lead the others. Most student squeezed under the shelter. It was an admirable first attempt but they admitted they would have got wet if they had actually slept in their shelter that night.



Another focus during this topic was on water safety. Students researched how to be safe and reduce the risk for others in and around rivers and the ocean. They learnt some simple life saving skills and demonstrated these in the local swimming pool. This was another real life context for the girls to use their social skills as they relate to the key competencies and the student values.

To complete this learning programme they also engaged in some visual art and creative movement with the theme of water in mind. The girls enjoyed their inquiry projects and gave some engaging presentations to others on these projects in assembly.



Kimi Mātauranga

This term our integrated unit has been about “Globalisation”. For many people the topic could be fairly daunting and vast but we decided to have our major focus on how globalisation has impacted on the students in their everyday lives compared with how things were years ago. We also focussed on how technology has made the world a smaller



place to live in with less privacy and the implications that comes with globalisation such as social media - cyber safety; transport - how pandemics can be quickly spread around the world; Technology - internet and computers; Technology - how technology has impacted on the workplace; Social Science – social issues and advantages arising from cultures coming together. Alongside the above studies, students developed timelines for each area and presented their work as bunting across our classroom which look stunning and full of information and relevant pictures. From assessments and observations it is clear that the girls have discovered the wider world other than that of their own environment.

All other curriculum learning has been progressing well, although the recent closure due to the Kaikoura earthquake put us a little behind regarding opportunities to complete work and assess students. However the experience also gave the girls a wonderful opportunity to experience a real event rather than a staged

scenario and an amazing amount of learning went on around it with students researching, looking at current events, creative writing, time lines. It also demonstrated and reassured them that we have robust safety action plans to keep them safe while at Salisbury school and in the community.

The girls produced some excellent creative writing after being motivated by an anonymous present sitting on the classroom floor when they arrived one morning. This created much discussion and speculation.

The programmes that the students in Kimi Matauranga are involved in are diverse and very appropriate to cater for each student’s particular needs and interests. At times the logistics of transporting the girls to programmes, supervision and also ensuring that all other curriculum learning continues can make our classroom an extremely but vibrant place to be.

Although the globalisation unit work is still being taught we have begun our formal assessments so that we can meet our professional timelines to ensure that reports are written and IEPs reviewed and new ones developed for 2017.

We in Kimi Matauranga would like to wish all of you a very Merry Christmas and look forward to working with your girl next year.

Family and friends

Absorb, abusive

Comment

Entertainment

Be appropriate

Online safely

Obey the rules

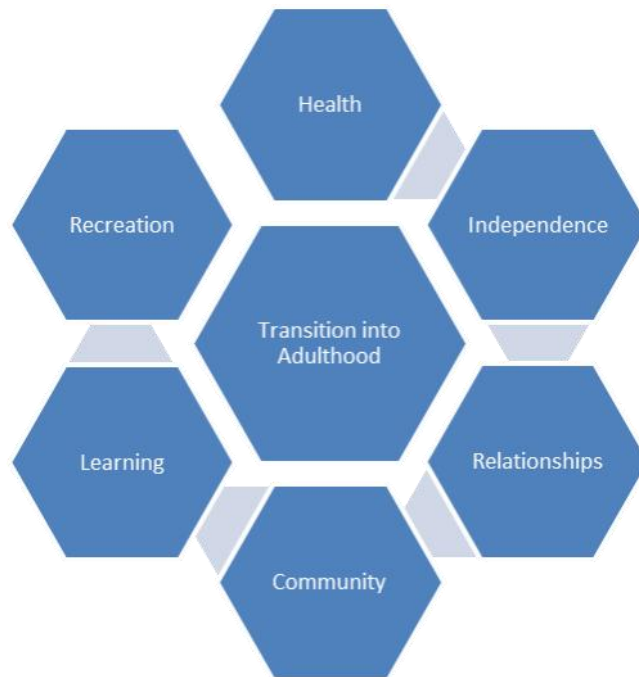
Keep safe

Student Transition

As with all special education transition plans it is imperative to undertake a process of merging or 'weaving' the present learning pathway with the future learning pathway. In graduation from one school to another there are often similarities in the learning settings and in the way learning is delivered, hence transitions of this kind are far more likely to be a change that students can manage with appropriate support.

But what of transitions out of school and onward into adulthood and higher learning?

It is fair to assume that these types of transitions may also include other factors for consideration. See diagram below for an example of what this can look like:



The actualities of this type of transition are that one of our senior students has:

- Progressed with her independence by joining the school flatting programme, Te Ara Hou
- Volunteered her time and skills to assist in a community project during recent holidays
- Selected and begun a course of tertiary study which follows one of her greatest interests, working with animals

Higher learning should be both challenging and achievable. This learning by distance programme 'Certificate in Companion Animal Services' is set at Level 3 on the NZQA framework. It is a one year programme however some consideration has been given to the potential for this timeframe to be extended. In a practical sense these studies are supported by:

- This student's work experience/volunteer placements whilst still attending Salisbury
- Being connected to a small study group of other young adults that are all working towards the same qualification
- A study plan is being formulated so as to set goals and track progress
- This learning journey is also being shared with the branch of Literacy Aotearoa which will continue to support her following graduation from Salisbury

In this student's home community a number of other initiatives have been set in place including:

- A needs assessment review
- Membership at the local aquatic and fitness centre
- Referral to IDEA mentoring services
- Connecting with local SPCA, RDA, pet shop and vet clinic

As this transition progresses there will of course be times when this planning needs to be reviewed and milestones acknowledged.



NMIT Graduation

On Friday the 25th of November, three of our students attended their NMIT (Nelson Marlborough Institute of Technology) Graduation Ceremony. Each of the girls demonstrated commitment and maturity in attending their course consistently throughout the year. We are very proud of each of the girls for their dedication and effort in completing their courses and they should each feel very proud of themselves also.



Food Technology

Our focus for Food Technology lessons as part of our Term 4 theme of 'Globalisation' has been centred around meals which originate from different parts of the world but are now commonly eaten and enjoyed within our culture in New Zealand.

So far we have enjoyed making Italian pizzas, sushi and Indian curry and will finish the term preparing a fried rice dish. The girls acknowledge that these meals can now be commonly found at our local shops, malls and takeaway places however have not always been available so easily. Food choices now are far more diverse than they were only 50 years ago.

We had great fun learning to prepare sushi but found the first attempt very challenging! The girls made their sushi rolls to their liking and with support, mastered rolling the nori in the bamboo mats. We had great fun experimenting with new pizza dough recipes and had a lot of sceptics of our flour and Greek yoghurt pizza base mixture but it turned out to be a great success! The pizza bases were fluffy and delicious and surprisingly, did not taste of yoghurt. This demonstrated to the girls that tasty meals do not need to be overly complicated or pricey.

As well as preparing new and different meals, the lessons also focus on:

- Familiarisation with various kitchen utensils, tools and equipment
- Safety processes and procedures when preparing food
- Reading and following the instructions in a recipe with growing independence
- Preparing meals which are budget conscious with an awareness of availability and cost through seasons
- Understanding key vocabulary and terms related to cooking techniques

We have been impressed with the girls developing skills and confidence in the kitchen given they are working within time constraints and have noticed more consistency in their ability to keep their kitchen space clean and orderly during the cooking and cleaning process. It is also great to see many of the girls having a go in trying new foods and flavour combinations.



Kimi Ora, Room 7

This term we are exploring Eco-systems under the theme of the Living Planet. We are working towards understanding the natural cycles of our Living Planet, and how the living and non-living exist to create vibrant sustainable habitats. We are also learning about wide-ranging habitats, from the ocean to a puddle.

As part of our learning the students set up a nature table with a tadpole aquarium and seedling pots. Next we looked at natural cycles such as the water cycle and our role in caring for this natural resource. This leads into studying Purakau, as a way of exploring Māori cultural knowledge and values about the Living Planet. As part of our topic we made Terrific Terrariums, as a representation of the water cycle: evaporation, condensation, precipitation and collection. The concluding activities involve learning about the types of animals: herbivores, carnivores and omnivores.



Rachael potting up her sees for the nature table



Sophie holding her finish Terrific Terrarium

This theme underpins the learning in our curriculum areas. Each student has formulated an inquiry question, researched their topic then presented their learning in a booklet or poster.

As part of Statistics we are learning about the collecting, presenting and interpretation of data. Other numeracy is based around each student's individual educational goals. To build on student knowledge and use Information Technology, the girls edit then publish their writing using a Word document. This includes the skill of copying, pasting and re-sizing relevant pictures.

This term the girls continue to enjoy horse riding at Motueka RDA. This has been a challenging yet enjoyable experience. All the girls are building on the skills and confidence they gained last term. It is a highlight of their week.



Anneke riding her horse, Honey, during an RDA session

Twice a week we attend a local gym for a workout session. The favourite activity is the treadmill, where the girls are working towards increasing their speed and duration. Their other activities include the exercycle, rowing machine and Swiss ball.

Kimi Ora, Room 4

The school focus for this Term is Living World and for Melissa we have been focusing on two aspects (1) the Monarch Butterfly Life Cycle and (2) cultivating our own garden in which we are growing seeds - wildflowers, nasturtiums, sunflowers and radishes; and seedlings – parsley and lettuces, and a swan plant.

The swan plant is growing well however Melissa is still waiting patiently for some caterpillars to appear!

Melissa has been learning what seeds and plants need to grow and we have conducted an experiment with the focus mainly on sunlight and water, and what happens without these.



Food Tech has been a successful activity for Melissa this Term. She has had her own cooking programme of simple and manageable recipes and is enjoying eating the lunches she is preparing for herself.

For the next three weeks she is cooking scrambled eggs on toast. Melissa cuts the parsley from her own garden to put in the eggs.

The next stage will see her picking leaves from her lettuces to put in her café wraps for lunch. Bon appetit Melissa.

The school's Key Competency for this Term is Managing Self and Melissa is demonstrating an ongoing willingness to participate in all planned activities – in class, school-wide, and out and about in the community (Public Library, Aquatic Centre, Gardens for a Spring stroll, to feed the ducklings and a visit to the Richmond Mall café for Melissa to redeem a school voucher for a hot chocolate).

It was wonderful to hear from Melissa's Dad very recently that Mum had a very successful supermarket visit with Melissa, Lucas and their two cousins.

Well done for a great Term Melissa.

Room 3

Dr William Glasser's Choice Theory has been adapted to support Haagen's ability to understand the importance of making choices and how her choices will continue to impact positively or negatively in her future. The

A horse will give you his whole heart when he tries to please you. He is a herd animal and he looks always for a leader.

He challenges because he needs to know he has a leader better than he can be.

...because without good leaders, the tigers will come to eat them.



You are in charge of where you take your horse.
Have a plan. Stick to it.
Safety is your responsibility.
Know your abilities well to prepare for the challenges that you know he will present.
Failure is the horsewoman's teacher on how to do it better next time.
Success is well deserved and it will not be given. You have to earn it.



understanding of connecting and disconnecting habits is a big concept for anyone to grasp and given time, it is expected that Haagen will continue to learn.

The photos of Haagen riding a horse show her as a leader. Her passion for riding inspires her to rise to a challenge, showing how capable she is of leading.

Glasser's Theory blends well with how we implement our campus wide Positive Behaviour Support, teaching students to be the best they can be.

Residential News

Salisbury students support the community

Some of our students have attended The Ark Programme in Richmond and recently a Village Fayre was held in the community to raise awareness and to support The Ark with its ongoing programme. The ARK programme gives youth an opportunity to participate in positive, rewarding experiences where respect for themselves, other people and animals is reinforced. Many of our students had taken part in this valuable programme and wanted to give back and show their support.



Leading up to the Village Fayre the girls learned decoupage crafting skills after school and in the weekends. They covered paper mache boxes decorating them in Christmas themes suitable for sale as gift boxes. Bags of homemade truffles were decorated in colourful cellophane wrap tied with Christmas ribbons. A gift hamper was donated by staff for the girls to sell tickets for the raffle.

On the day, Ellen and Ciarra helped to set up our stall and were very pleasant when serving the customers. They were encouraged to work out the correct change and also asked people if they

were interested in buying raffle tickets. Ciarra also assisted by displaying her dog handling skills learned while attending The Ark.

The experience of setting up the stall and displaying the Salisbury flag and selling their wares gave opportunities to socialize within the community, practice money handling skills, and promote team work and gain confidence.



The girls wanted to give all the proceeds raised to The Ark. The grand total raised and donated by Salisbury students was \$177.50. A fantastic effort!.

Battle for the Banded Rail Project

At Salisbury School in our Lizard Sanctuary we have a rare plant called a Grey Salt Bush or *Atriplex Cinerea*. These were planted in 2013. Its conservation status in New Zealand in 2012 was threatened - Nationally Critical.

We are propagating this plant for the Waimea Inlet Banded Rail Project and were able to give them at least fifty plants for this season's planting and we have another 280 growing for next year.



It is a low greyish shrub of open coastal areas. It has leaves that are semi-fleshy, grey, and narrow, with white flecks on the surface. There are both male and female plants and we are lucky enough to have both in the lizard garden so we have taken both male and female cuttings. They will be mixed when they get planted out along the Estuary foreshore.

We were also able to provide 800 cabbage trees and a mixture of plagianthus (ribbonwood), flax and Manuka seedlings for their planting programme. This has saved them approximately \$1000.00 which they can now spend on other plants.

Project Manager Kathryn Brownlie reports that 6000 plants have been planted this season, covering 8 sites. This involved 222 volunteers, Brownies, individuals and 5 school classes which included Salisbury School students.

