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From the Principal, Brenda Ellis

Kia ora koutou katoa

Welcome back to Salisbury and our centenary year!

We have already begun our planning for a weekend of celebrations and reflections and this will take place in October, the dates to mark in your diary are **1 and 2 October**. Please keep an eye on our website for updates and registration, as well as the programme which will be sure to please all past and present students, staff members, board members and friends of the school.

As you are aware the Ministry of Education held forums throughout 2015 as part of the Special Education Update, to make sure the education system fully supports the progress and achievement of all children. While many good things are happening, six key areas for improvement were identified:

- Better guidance and training for teachers-from early childhood education onwards
- Greater involvement of parents and whanau and better information for them
- Much simpler and more transparent access to support
- Better interagency collaboration
- Better transparency and more joined up services across the education system
- Streamlined support when a child moves – to primary or high school or to another school

As a result of these findings the ministry will work with others throughout 2016 to action these improvements in line with the engagement findings. The full report can be found on the Ministry of Education website <http://www.education.govt.nz/ministry-of-education/specific-initiatives/special-education-update>. The report is very interesting, contains a lot of detail and I recommend that you take the time to read it.

Please also have a look at our 2016 Charter which can be found on the Salisbury website www.salisbury.school.nz. The charter is a working document which can be added to throughout the year.

I hope you all enjoy reading our first newsletter of the year. The students have certainly started the year with a 'hiss and a roar' and are experiencing all kinds of learning opportunities including individualised literacy and numeracy programmes, Outward Bound, portraiture and other fine art styles and techniques, the Ark animal care programme, the theme 'Identity', which will run throughout our academic programmes for the term, letter writing skills and use of IT to keep in touch, as well as a myriad of fantastic outdoor activities that only the beaches and national parks we are surrounded by can offer. Happy reading!

Ngā mihi

Brenda Ellis



CALENDAR

16 March — Special Olympics Swimming

21 March — Board meeting

15 April — students travel home



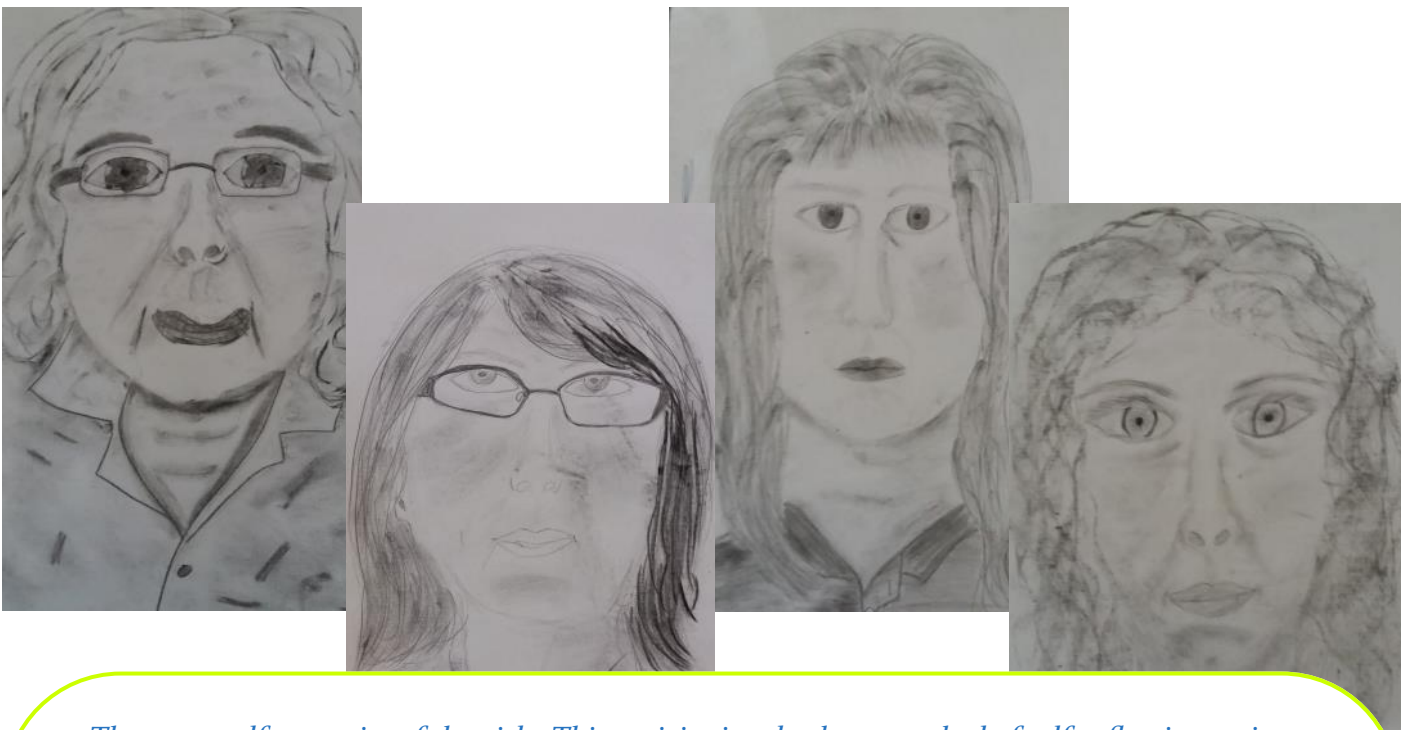
Kimi Matauranga

After a lovely holiday break students have returned positive, motivated and keen to learn. In particular they are excited about their personalised, varied and exciting individual programmes.

IEP conferences have been completed for the term and we are now working towards achieving the established goals. Our older girls are looking forward to taking part in some 'out of school' programmes while the others have learning outside the classroom to look forward to as well. Work experience, The Ark programme, swimming lessons at our local aquatic centre, NMIT courses and Special Olympics are just a few of the out of classroom programmes that the girls will be participating in this term.

The theme for this term is 'Identity' and the Key Competency focus is 'Relating to Others' where we unpack a different skill each week with this week's focus is cooperation.

Learning opportunities planned as part of our theme of 'Identity' include; cultural identity where we studied the Treaty of Waitangi, the Edwin Fox ship which was built in 1853 and has been turned into a museum at Picton, designing and carving sandstone sculptures, the history of Salisbury School, fingerprints and our DNA, self-portrait sketches and various health lessons on what makes us who we are as well as the cultural diversity of New Zealand. Our key curriculum areas are integrated into our theme in most lessons.



These are self-portraits of the girls. This activity involved a great deal of self-reflection, using a variety of techniques, as well as staff support and encouragement. We hope that you can identify your child from their sketches. This was a great opportunity to experiment with tonal bars and shading.

Kimi Matauranga

Community Learning

A number of girls are looking forward to new opportunities 'outside the classroom' this term, taking part in a variety of programmes in the community. The girls are working towards achieving their IEP goals in regards to their course involvement, while meeting new people and visiting new places.



Ciarra has started an 8 week course at The Ark. The programme pairs unwanted dogs to a student who becomes responsible for their care. It helps the student to develop their understanding of compassion, empathy, respect for animals, themselves and others. Ciarra has already formed a special bond with the puppy in her care, Elsa and is making great progress with a variety of commands and tricks. At the end of the term the dogs are put up for adoption and placed in suitable loving homes.

On Tuesday Kimi Matauranga travelled to Picton to see off Samara on her 8 day Outward Bound adventure at Anakiwa Bay. The experience will help to develop a range of self-management skills and build resilience to support independence

in all areas of Samara's life. Samara will be working in a team with other young adults from around New Zealand. We were pleased to be there to wish her all the best and although she was feeling nervous and shy on departure, there was a lovely bunch of people to make her feel at ease.

Courses at our local Polytech, NMIT, began in Week 4 of this term with girls having the opportunity to achieve credits by completing units in courses of their interest. All courses encompass learning in life skills and preparing for community living. The courses which the girls are undertaking are focused on 'Literacy and Numeracy', 'Preparation for Independent Living' and 'Animal Welfare'. We look forward to updating you on their progress.



Kimi Ora

Room 7 Newsletter

This term, under the school-wide theme of Identity, we are exploring the culture each of us identify with most strongly. 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 identity in preparation for celebrating the Salisbury School Centenary.

To build on student knowledge and use IT technology, Rachael and Sophie are sending an email home once a week. This involves the skill of letter-writing; identifying and writing key sentences in sequence, appropriate greetings and closure. Girls 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 as a whole-school whanau, where we have the opportunity to discuss our Salisbury Values, Key Competencies and 'what's

on top'. The girls enjoy sharing their learning successes at the end of each school day.



Sophie in her learning space

Salisbury Art



Every Tuesday afternoon this term the whole school is joining together in our art room for an art programme taught by Mrs Deck, who is a qualified art teacher and

practising artist. The overarching goal is to put 'tools' in our art 'tool-kit', beginning with learning about colours and their relationship with each other on the colour wheel. Following this the students will be learning how complementary and analogous colour combinations create contrast and feelings and moods. Each lesson will focus on a different artist's work and how we can learn from their style and techniques. The students will create an art project in their portfolio, applying their learning using a variety of mediums such as pastels, paint and photography.

Later in the term the students will learn the different types and uses of 'line' in art. For one art session they will learn about Blind Contour drawing. The students cover their work while they draw an object. The challenge is to draw using a continuous line, while observing the object. This drawing technique is a lot of fun and teaches the importance of observation. The students are learning that making art isn't about creating a perfect copy of something we see. Instead it is about personal interpretation.

Sophie and Rachael holding their Colour Theory Charts



Residential News

Around the World in one afternoon

I asked the question..."If you could go for lunch anywhere in the world, where would you choose?"

One student replied with a questioning voice 'Australia'? Another laughed and said "what about Hong-Kong?"

"What would you say if I said we could just do that?" Everyone just looked at me in disbelief and amazement.

I told them there was a place not too far away, that could transport them to anywhere in the world. A magical place called "Gardens of the World", and that I would take them there if they wanted to go.

Everyone clambered eagerly into the school van, climbing past the collapsible chairs; the tartan rug, and the overflowing picnic hamper. Wafting through the air was the delicious aroma of the freshly baked rolls that our chef Jon had prepared earlier.

After we buckled up, the school van drove down our long tree lined driveway, and out onto the road. We only seemed to drive for about 5 minutes, when one of the girls noticed the big sign that said "Gardens of the World".

We drove into the entrance and parked the van. There was a large signpost that pointed in many directions. There were sign posts pointing to the African garden, Australian garden, Oriental garden, European garden, New Zealand garden, Rose garden, herbaceous garden, water garden and many more.

"Gardens of the World" is six acres of mature trees on rolling grounds that will transport you from here to the Himalaya's, from the Outback to the Orient. Each garden has its own microclimate displaying native trees and shrubs from each regional area.

"Which country do you want to visit first?" I asked. Everyone instantly ran to a picnic area in the New Zealand Gardens

first, because they saw ducklings and several geese at the pond's edge. The smell of the freshly baked bread rolls was too much for all of us to resist, and we just had to eat them...yes... here in New Zealand!

After feeding the ducklings and ourselves, we had the strength and stamina to cross the borders into China, Europe, and into Africa. We sat on a bridge in Africa for a while, taking in the sights of an elephant bathing at the lily pond, and a giraffe scratching itself against a tree. We saw some cheeky Meerkats on an earthy mound.

The girls explored each area and were delighted when they discovered a rock bridge over a stream



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Residential News

Around the World in one afternoon (cont'd)

in the European garden, a tortured looking umbrella tree in Africa, and the masses of gum trees in the dry outback of the Australian wilderness.

At the end of our whirlwind world tour, our weary travellers discovered the water garden feature. It was a welcome sight after globetrotting many miles in this garden wonderland.

One of the girls found the hidden button that sent jets of



cold water shooting high up into the air, falling back to the ground as a cool drifting mist.

What a refreshing finish to our world tour. There were a few tired yawns,...jet lag I would expect! It was time to go back.

“All aboard”

“Please fasten your safety belts, ready for take-off!!”

Cadets

One of our students has just joined Cadets and her first night was fitness training. After being initially shy the student joined in— ran 3.2 km, did crunches and press ups, completed the obstacle course and along with the rest of the group erected a full size army tent. Throughout the duration she showed respect and listened to what they asked of her. She is very keen to continue.

Residential News

Let's Get Rolling

On a late Sunday morning we drove way out into the country, to help roll out new irrigation pipes, up and down rows of a hazelnut trees in a paddock on a local farm. Our flatting student wanted to earn some extra money for one special purchase..... and one old farmer needed some assistance and youthful enthusiasm to help get the job done. After meeting everybody over a cup of tea, slapping on the sunscreen, mosquito repellent and sunhats, filled our water bottles, we were ready to start.

We listened intently to the instructions, and collected the rolls of irrigation pipe, piled up on the paddock, and laid them down at the beginning of each row.



After a few rows we got into the swing of things and the job did not seem as daunting as we thought.

We had a break from time to time, and played with the dog. It got quite

warm, so we decided to go for a paddle at the swimming hole at the back of the property and cool off. We got a ride down in the farm truck. The river pool was lovely and cool, and it revived us enough to carry on until we finished the job and the farmer was happy. He was so impressed with the effort and attitude of our student; he asked her if she would come out and help again with farm maintenance.

Once we tidied up, we went inside, and a barbeque and lots of cold drinks were waiting for us. There is nothing like a hard day's work and country air to work up an appetite.



Transition

Salisbury's Transition and Family Support Service manages transitions into and out of Salisbury School.

We build trusting relationships and engage with the student and their family in a professional and genuine capacity. This is a responsive process in which the student always remains the central focus and together through the exchange of personalised information and increased understanding of one another, we begin to build a clearer picture of what the next steps in this young person's life will look like.

The key people in a student's life have valuable insight and this informs the planning and documentation of a transition profile. The priorities and contributions of all people that support the student are acknowledged and utilised in preparation for any enrolment. It is the quality of the relationships and transparency of information exchange that will determine the success of the transition.

In order to get things right every single transition must be carefully planned and prepared for. When we are all in the waka we can move forward in unison and continue our learning journey together.

Melissa's class party



Melissa's party was a wonderful opportunity for her to plan, organise and create an occasion for herself and others.

Now other girls are thinking of how they can plan and create different events that they can host for 'Good to be Green'.



'Tails' by Melissa

