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Kia ora tatou katoa,



Having had the opportunity of taking up a study scholarship for 32 weeks this year, I am now back at Salisbury. My study at School of Government in Wellington has been a very positive experience and I look forward to graduating early in 2018. I am grateful to my board for supporting this professional learning opportunity.

It's great to be back and lovely to be in the company of staff and students again, Salisbury is such an inclusive and supportive school community. I would like to express

my thanks to Ritchie Telfer who has been relieving principal in my absence. Ritchie worked at Salisbury in the not too distant past and his familiarity with the school made for an easier transition for staff and the board, for which I am grateful.

Since returning to my position, Minister Hipkins has written to the board to voice the Government's strong commitment to keeping Salisbury open. We are of course delighted and the board is looking forward to discussing the options for a sustainable and successful future for Salisbury with the Minister and the Ministry of Education. We are hopeful these meetings will take place early in 2018.

We are now at the end of another very busy year. Students have packed up and are ready for the holidays and the company of family and friends. The glorious Nelson summer has started early, with searing temperatures and sun and water at the forefront of the girls' minds, as you will see in the photos in this newsletter! Additionally, the outdoor activities our students have access to are quite outstanding, with astonishingly beautiful national parks, rivers and lakes on our doorstep. Nothing is too far away and for many of our students, visiting these natural attractions is often a first time experience.

Over the holiday period I urge parents to be vigilant around their daughter's use of technology and the increase in cyber bullying which has featured in the media lately. The 'Harmful Digital Communications Act' (2015), Section 22 'Causing Harm By Posting Digital Communication', details the circumstances under which a person can be deemed to be committing an offence. It is worthwhile being familiar with the Act and discussing with your daughters the consequences for any person who commits an offence. It is also important to discuss the importance of reporting any incidences of text bullying too, so that the correct support can be put in place should your daughter be a victim of any such offence.

I would like to take this opportunity to thank all staff for their dedication and commitment to our students and to the wider school community. I would also like to thank the board for their support and hard work. We have had many challenges over the last few years and we can now look forward to a sustainable and successful future for our school. Kia kaha.

Noho ora mai, rā

Brenda Ellis, Principal



Kimi Mātauranga (Search for Knowledge and Wisdom)

This term, under the theme Systems, we are focusing on Science and Conservation learning about ecosystems and habitats. The objectives we are working towards include caring for our environment, understanding and developing a curiosity about ecosystems. This provides students with the opportunity to investigate our natural world through student-led inquiry learning.

We began with discussions about a habitat being a natural home or environment where an animal or organism lives. This extends into learning about natural cycles of the Earth such as the water cycle and photosynthesis. As part of our learning students choose a habitat to research and create a diorama that represents their habitat.



Other learning activities include; setting up a tadpole aquarium, making a biosphere in a bottle (terrarium), a school trip to Tahunanui rock pools, growing vegetable plants from seed and setting up a compost jar.



Room 1 and Room 6 students learning about the habitat of a rock pool. Marine Biologist Richard De Hemmel shared his knowledge with us.

Richard De Hemmel is showing the girls models of what they may find in the rock pools.



This theme is integrated into the learning in other curriculum areas such as writing, current events, report writing, reading and numeracy. As part of Te Reo Māori the students learn about Tohora and Kauri, relating to the uniqueness of different habitats.

The numeracy focus this term is time and money, where the students have the opportunity to relate their learning to day to day living. Other numeracy is based around student's individual educational goals and themed work.

Kimi Mātauranga (Search for Knowledge and Wisdom)

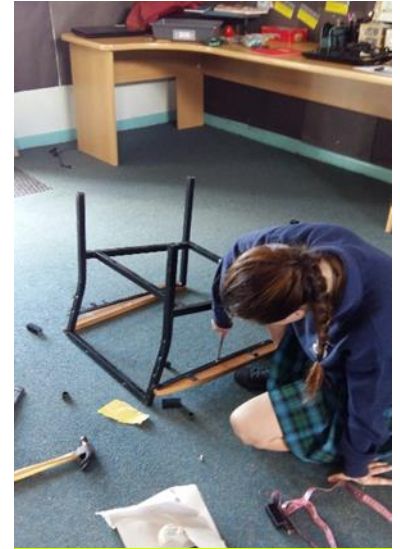
To build on student knowledge and use of Information Technology the girls edit then publish their writing. This includes the skill of copying, pasting and re-sizing relevant pictures.

This term's theme underpins the Visual Art focus of environmental art, using the works of Scottish artist Andy Goldsworthy as a model.

One Kimi Matauranga student attends Food Technology and Textile classes at Waimea College, working towards gaining NZEA credits. She independently takes responsibility for being on time for class and completing any homework.

Another of our students under the Kimi Matauranga umbrella is based in a Transition classroom and has an extensive individual timetable which is preparing her for tertiary studies and the work force on leaving Salisbury School. Her programme consists of the regular curriculum subjects; RDA and an extra riding lesson from a specialist coach, upholstery skills, environmental work and supporting another student with onsite work experience in the environment, equine studies and two days of the week at an external work placement for a local riding school.

Four students are involved with gaining work experience at a local café, another at a charity store, one student at Elim Childcare and another student spends two days' work experience at a local riding school. The goal is for the girls to begin to use their initiative, follow through with tasks, communicate with colleagues and customers in a positive manner and develop transferable work related skills.



Haagen dismantles a chair after using a hack saw to shorten the legs before varnishing an upholstery it for another student.



Ellen is enjoying her riding lesson at Motueka RDA which she has just started this term.

Horse riding at Motueka RDA continues this term. All the girls are building on their skills and confidence. It is a highlight of their week. The girls are also working at extending and challenging their fitness levels at the gym. Food technology continues to be a popular curriculum activity.



Nicola has made a dragonfly using bark, stones and daisies. This art work was photographed as a copy of her work.

It is evident that students are developing confidence in their abilities as they independently focus on their IEP goals.

Kimi Ora (Search for Health and Wellbeing)

Grace completed her CAOS assessment (Communication, Attention, Organisation and Social Skills) and is showing some very positive progression in her learning. Grace understands her goals and is keen to work toward achieving what she sets out to do. She is pictured here setting out the order of events in her beloved Mr Bean stories.



Our trip to the beach to examine the habitat of low tide rock creatures was a great success and Grace was the only one in the group willing to handle a live crab! She put it gently back into the sand and continued to find many other interesting things.

After we left the rock area we stopped at the playground for a quick visit where Grace quickly enacted a rodeo scene on the iron horse. What a stunning photo.

During the term we have attempted to paint symmetrical butterflies by folding paper but for some reason we didn't have much luck so we moved on to the next thing. A few days later Grace produced a perfect butterfly using raspberry jam on her serviette. That showed she thinks about things and makes her mind up to achieve!



Our classroom became a busy hub on wet days when girls came to visit and help Grace with completing her fairy puzzle. Our groundsman, Don, is organising a board for Grace to further challenge herself and glue the puzzle together. Grace has already successfully glued a smaller puzzle so she will be determined she can complete the bigger one.



Kimi Ora [\(Search for Health and Wellbeing\)](#)

The students in rooms four and seven have adjusted extremely well to having a variety of staff work with them this term. It is important that students get to work with other staff so that they have the opportunity to develop trusting relationships with a variety of people which will support them when they transition back to mainstream.

Our student in room four will be graduating at the end of the year and so the main focus for her this term has been to learn to work effectively with a range of staff which she has proven she can do and has become considerably more social and receptive towards following instructions this term and often entertains staff and students with her bubble blowing skills during breaks. She has been investigating a variety of life cycles, ecosystems and some water systems which also can be used as marble runs.



Bubble blowing expert Melissa teaches Ellen and Sophie



Shikara loves nature and working with the environment

Room seven is our transition room for new students and it is in this classroom where girls are introduced to Salisbury. They establish routines in a quiet and supportive environment where they do not have to compete for attention. This has worked extremely well for our new student and she has quickly formed positive working relationships with staff and students. She has a wonderful sense of humour and a real zest for living life to the fullest. She has impressed us with her love of nature and the environment. She

particularly enjoys play based learning and doing as much of her school work as she can in the outdoors. This

has worked well as our schoolwide theme this term has been ecosystems. In her class she now has made an ant farm and a variety of other habitats to observe and monitor. Next term she will be gradually transitioned into a class with other students when the timing is right to maximise her learning and social skills.

Both students also have many opportunities to work with girls from other classes. They combine classes for PE swimming and gym classes at the ASB, trips, themed activities, Te Reo and waiata, art classes, assembly, food technology, Good to be Green, and of course they get to spend each break with all of the other students where there are a range of activities provided.



Grace and Shikara enjoy working together in Food Technology

Residential News

The Flying Fox, Pet Rocks and Creepy Crawlies

Our new student recently had a very enjoyable outing to Faulkner's Bush. She chatted all the way in in the van, picking out all the sites and scenery. As we pulled off the highway into the grounds of Faulkner's Bush, Shikara spotted the flying fox. Other children were already playing and Shikara waited patiently for her turn chatting to an owner of a dog. After lots of fun and giggles on the flying fox, she started looking for painted pet rocks hiding in the bushes. Several were found, and then hidden again for other children to find. The bush walk was fascinating, lots of insects to spot and bird songs to listen to. The tuis were a delight. Shikara ran along the tracks pointing out spider webs, butterflies, a quail and little creepy crawlies. Before heading back to Salisbury, Shikara shared a lovely idea of having a picnic on her next visit and inviting a friend.



Shikara invited Anneke to share the experience the next time she went to Gardens of the World. There was a meerkat and an elephant in the South African garden, a crocodile and a koala bear in the Australian garden and various other creatures for her to locate the expansive grounds. As soon as the girls arrived they could hear water splashing and the sounds of ducks and ran to investigate. The girls sat quietly at the table and watched the ducks while they had a picnic afternoon tea by the lakeside. Shikara and Anneke threw food out for the ducks and they gradually got closer and closer to the girls. The highlight, according to the girls, was when they found the fountain in the secret garden and pushed the button making the

water display dance and shoot up large spurts of water. Shikara noticed two frogs sunbathing on separate lily pads that camouflaged them. Nobody else had noticed them. Nature is a wonderful thing!



Residential News



We have had some very hot afternoons lately so we took the opportunity for the girls to have some simple fun in the water on the grass. The girls donned their togs and ran under the sprinkler, throwing water balloons and filling buckets of water to throw at each other. Staff got in the way at their peril. The hose was eventually the winner with the girls squealing with delight as they were chased around the lawn getting drenched.

It was the perfect way to cool off and have some fun. It was lovely to see the girls interacting as a group and deriving pleasure from such a simple activity.



Residential News

Crafty Corner

Throughout the year we have run a regular art and craft programme under the crafty eye of Libby, who has come up with new and interesting creations for the girls to make. Over the past two terms we have utilized the lovely big recreation room in Hurley, and set up a table in the corner where the girls gather to make their masterpieces.

They have particularly enjoyed making masks – the girls were given a blank mask and given free licence to add all the bling and decorations they wanted.



Next was a real favourite – little paper cut-out dolls which the girls used their imagination to dress and colour. These have been proudly displayed on the walls, and I know some of them will find their way home. The most recent craft was making windmills – again the girls were able to decorate these to their own satisfaction.

This programme has been very beneficial on two levels as it not only gives the girls the chance to be creative and hone their fine motor skills, but is also a very social time with the girls all sitting around the table interacting and having to share the equipment. And mostly it is great because it is fun.

