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Te Whaiao, Ki Te Ao Mārama Tihei Mauri Ora Tēnā Koutou Katoa

Ko Ritchie Telfer tōku ignoa

Nō Ōtautahi ahau

I am privileged to be in the Relieving Principal role until November this Year. It is great to be back at Salisbury school working with our wonderful students and staff. I look forward to seeing the growth of our students during this time.

Ngā mihi o te rā

It is a pleasure to present this Salisbury School newsletter to all our parents, professionals and supporters. This newsletter is firstly a celebration of the achievements of our students. We are rightly proud of what they have achieved and continue to achieve. The wonderful range of high interest, high quality opportunities would not be possible without a skilled staff and a supportive community. Salisbury School has been part of the Richmond and Nelson community for over 100 years and we hope to be around for another 100 years. Being part of a community means contributing to the

Towards the end of 2016 I was fortunate to win a TeachNZ Study Award for the majority of 2017. I am undertaking a Master of Public Policy degree through the School of Government at Victoria University. I look forward to returning to Salisbury on completion of my study in Term 4.

Nāku noa, nā
Brenda Ellis, Principal



CALENDAR

14 April —student travel day

1 May —Board meeting & Student Travel day

community. The Sea Week activities and so much more in this newsletter are an example of the strong Salisbury community contribution.

These learning opportunities sit inside the framework of the New Zealand Curriculum, recognising the student as the centre of the learning process and the need for a holistic education. The focus is on a wide range of life skills, literacy, numeracy and Te Ao Māori. Individual education plans and individualised pedagogy are central to realizing these opportunities for each of our students. The really heartening thing about Salisbury School is the stunning progress the students make. There is something special about Salisbury; challenge, opportunity, relationship, choice, courage and skill blend to make the Salisbury difference.

Salisbury School is definitely open for business and we would welcome future enrolments. We have had one student start with us very recently, so we would encourage parents and professionals to let each other know Salisbury School is an option. It is not easy to get in but it is worth the effort. We hope you enjoy reading about the Salisbury difference in this newsletter.

Tēnā tātou katoa
Nāku noa
Nā Ritchie

School News

Week three was Sea Week which was very successful right from the start with our beach clean-up at McKee Domain where everyone was surprised about the variety of rubbish that had been left lying around at the beach. This generated a lot of discussion about why some people treat our environment as they do; who is responsible for cleaning up, and what we can personally do to ensure that we protect what we have for future generations. Even though three students, school wide were unable to attend the beach clean-up due to other commitments they were able to complete the follow up activities relating to the week. Some students presented power points at assembly on Friday after completing their research.



School News

The school recently participated in Special Olympics Swimming sports at the ASB Aquatic Centre. Each student had been entered into three races. Poppy, and Ellen with the assistance of a student from Nayland College represented Salisbury in the relay at the end of the event. We all had a fantastic time and all of the students were very proud to show off their awards.

We also welcome our new student Grace to our Salisbury whanau. It's great to see her settling in and making new friends.



Ciarra, Poppy and Nicola show their healthy food skills

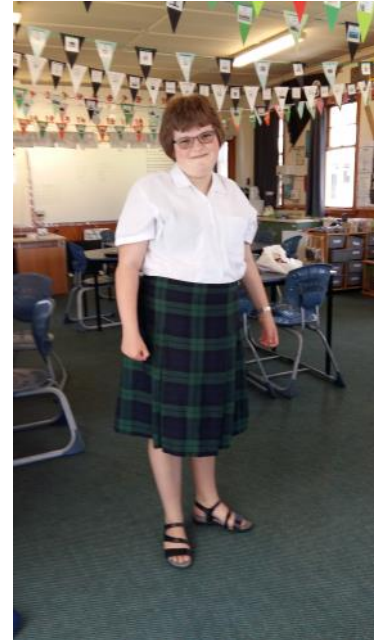
Kimi Mātauranga (Search for Knowledge and Wisdom)

The theme this term is “Identity” and the Key Competency is “Relating to Others” both of which have been intertwined through all of our curriculum areas and our out of class programmes. The programmes that Kimi Mātauranga students are involved in are extensive and of high interest to them in order to meet each of their specific learning needs in school and in the wider community.

One activity the girls have completed this term is to modify an old sun hats to use when it is hot. They designed some very attractive hats which they proudly wear on sunny days. Identifying and preparing healthy meals from around the world is also another part of our Identity Unit.

Ellen has begun attending some Waimea College classes and is really developing independence. She is working towards achieving NCEA credits in Food Technology and Materials/Fabrics Technology. Waimea College’s commitment in supporting us to transition suitable students into mainstream schools is greatly appreciated and is a good example of communities working together to support students. Ellen is also involved in our work experience programme and is a valued member of the staff at Alchemy Café in Richmond.

Ciarra is developing independent study skills as she works through her tertiary studies on animal care as part of her transition to her home town. She is also involved in the work experience programme as a volunteer at Stillwater Retirement home where she undertakes a wide range of duties to support the residents. Ciarra is also a volunteer at The Ark and looks after the dogs while students are in class. Working skills are important to develop to become an effective employee.



Nicola also has two jobs, one as a volunteer at The Ark each Wednesday and the other in our work experience programme as a volunteer at the Salvation Army Op Shop where she is well thought of by the staff she works with.

Poppy has also recently joined the work experience group for our school. She has a real interest in animal care and the work the S.P.C.A. but we were unable to place her at the shelter due to its popularity, however she is supporting them indirectly through working at their Op Shop in Richmond. She has fitted in well with their retail team and is learning valuable skills that she will be able to use when she joins the work force after she leaves school. She is quickly developing independence in her placement so has begun to be supervised from a distance.

All of the students return from their placements each week and proudly share their work report cards having usually received all A’s and very positive comments.

Kimi Ora (Search for Health and Wellbeing)

This term, under the theme of Identity, we are focusing on the Social Sciences involved with becoming a confident young adult. The objectives we are working towards include developing effective communication skills, and appropriate etiquette in social settings.

We began with learning about clothing etiquette and appropriate dress for different occasions. This extended into the wearing of make-up. As part of our learning, the students had a practical demonstration and photo shoot, which the girls enthusiastically participated in.

Next we looked at communication etiquette. The girls performed roleplays to practise skills in active listening, telephone communication and how to make an appointment. This included learning phrases in Te Reo Maori such as Ata marie (good morning), Nau mai (welcome), Tēnā koe (greeting to one person). As part of our topic we explored different types of letter and email writing, and brushed up on our use of manners and ways to show respect to each other. The concluding activities involved learning about how non-verbal communication and body language can affect others. This theme underpins the learning in other curriculum areas such as writing telephone scripts.



Our teacher-aide, Christine demonstrating make-up to wear at a formal occasion on her model, Anneke.



Anneke and Sophie ready for the photo shoot

As part of Measurement we are learning to become confident with telling the time, and exploring financial literacy in relation to what's involved in owning a pet. Other numeracy is based around students' individual educational goals. To build on student knowledge and use of IT, 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 began last year, and meeting their own personal goals they set such as mounting their horse independently.

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 to 15 minutes. Their other activities include the exercycle, rowing machine and Swiss ball.

Kimi Ora (Search for Health and Wellbeing)

This year Rachael has joined this class and both her and Melissa are learning lots of great things from each other. Along with individualised programmes they also have oral language and biking circuit activities together, plus a weekly outing to the Public Library. Both girls are actively involved in the fortnightly rotation of the school-wide Art, and Te Reo and Waiata/Sports programmes. This works in well with this Term's Key Competency, *Relating to Others*.

The school's Theme for this term is Identity. Both girls have been learning to understand maps – where our school is and where their homes are. Also for Rachael she has been using the World map to locate Samoa. Melissa relates her home life strongly to the farm, especially the baby lambs and calves. We have used images of these animals to include in her school-wide art piece over the past few weeks, and have learned the names of lots of farm animal babies.

Rachael relates quite strongly to fa'a-Samoa (things Samoa). Her work table is decorated with frangipani, her art work often includes turtles (a Samoan symbol), and we are using lots of Instructional Readers about Samoan life as a basis for her written language.

Week 5 was Seaweed and Melissa joined the girls in a beach clean-up at Ruby Bay. The pre-teaching activity involved sighting Google images of what the rubbish in the ocean is doing to our sea creatures. She responded very appropriately!

Beach clean up



Recently Rachael earned a Good to be Green outing to Natureland. She especially enjoyed watching the monkeys being fed at lunchtime, and learning lots from the

instructor about how the monkeys behave, who's the alpha male and female, and what their diet consists of and why.

Rachael at Natureland

Rachael has a very busy Out of Class Programme this Term. She is attending The Ark three times a week, is joining Room 7 for ASB Gym once a week, attending RDA out at Motueka once a week, Art/Craft activities with Faye once a week, and has begun Work Experience at Elim Kids (pre-school) once a week.

Programmed community outings for Melissa include the Library and ASB Aquatic Centre.

The Kimi Ora girls have had a great Term so far. Malo lava = Well done!

Residential News

Weekend Cooking Programmes

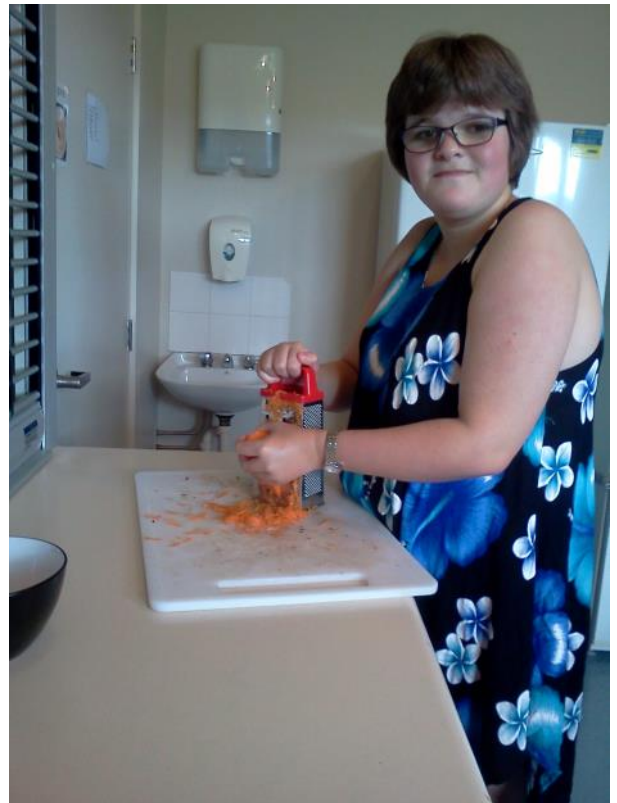
This term we are trialling a cooking programme in the weekends that will involve the girls helping in the preparation and serving of lunch for all students.

With so many girls interested in cooking and having cooking skills included in their IEP targets it seemed an opportune time to initiate this programme.

The focus will be to use basic ingredients and recipes that are easily transferrable to a home environment and cover a range of basic skills that are used in most family meals.

We will endeavour to have all the girls participate at a level suitable to each student's individual skills whether that means preparing a simple salad or for the more confident girls may include cooking a full meal with minimal supervision.

We are doing this with the support of the school chef and have had input from the girls to compile a menu for the term. We have kicked this off with one of the students helping to make fried rice.



Oodles of Noodles!

The Nelson/Tasman district had its first ever Night Noodle Market recently.

Some lucky students used their pocket money to buy a meal there. We arrived early and the students were able to walk around all of the ethnic food stalls and work out what they would like to eat and calculate whether or not it was within their budget. Luckily we arrived when we did, because when it was time to buy the chosen foods the crowd numbers increased dramatically and rapidly and huge queues started to form at all of the food stalls.

The students coped really well with being jostled and bumped into by the thousands of people that had arrived. The students enjoyed learning about different ethnic food, and had a relaxing time watching and listening to various entertainers and discussing diversity and difference.

It was a very relaxed evening, despite the massive crowds.

Karateka (karate students)

Four of our students attend a weekly class at the Richmond Seido Karate Dojo. Three of these students have attained the grade of 8th kyu or blue belt. To achieve this level they had to undergo a grading process where they were tested on their knowledge of the syllabus as well as general fitness exercises. For each girl this was a process that tested their confidence, self-esteem, self-discipline, coordination, physical fitness and ability to listen intently and show respect for the instructors. Through their commitment to attending regularly to increase their skills they were able to display all of these qualities.

The girls have grown in confidence and are developing an awareness of how to avoid confrontation.

The Dojo has a community atmosphere and is an excellent place for the girls to have some genuine friendships. They look forward to catching up with friends each week. It is also nice for the girls to see some of these friends when they are out and about in the community shopping etc.

Seido Karate has branches throughout New Zealand. When students transition back to their home area we encourage them to continue with their training if possible. Seido translates to 'sincere way'. Their message is that the real purpose of this martial art is cultivation of character. Over the years, Salisbury has had students training at this Dojo at various times. We have an excellent relationship; they welcome our girls and provide encouragement and support at a level that the girls positively respond to.



Arts & Crafts group

After school on Thursdays, when our chores are done, everyone meets in the lounge to tackle the craft activity planned.

Our latest project was making Fairy Glitter Globes using some recycled Jam Jars, glitter (lots of glitter) water, Glycerol, some little fairies purchased from K Mart and a hot glue gun that was used by Staff.

Students exercised freedom of choice in the colour and style of glitter they used, each one producing a unique pattern and style.

Fine motor skills were put to the test when it came time to put the glitter in the jars! Everyone was thrilled with the end result and all the fairies look amazing with the glitter all around.

A regular craft module fits in the recreation and leisure component of the Living and Life Skills Assessment Profile as well as creating a relaxed atmosphere where students can learn from each other and help development of interpersonal relationship skills.

Best of all its fun for everyone!

