

Salisbury School

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Kia ora koutou katoa te whānau

Ko taku reo taku ohooho, ko taku reo taku mapihi mauria

This week we celebrate Māori Language Week - Te Wiki o te Reo Māori. We are honoured to have Te Kura Kaupapa Māori o Tuia te Matangi as one of our neighbouring schools and very recently, tamariki who attend the kura, enjoyed visiting our native garden and lizard sanctuary as part of their learning programmes. Not so long ago, when Salisbury had its own kapa haka group, we benefitted enormously from the sharing of tikanga by senior students attending the kura, who offered tuition to our kapa haka students and in so doing, were able to earn credits for NCEA in Performance Arts. This is *ako*, reciprocal teaching and learning where both parties learn from each other. Ka mau te wehi !

We were delighted to welcome the Chief Human Rights Commissioner (acting) and her Senior Adviser to Salisbury on 7 September. The students have an assembly each Friday afternoon which begins with our national anthem in Te Reo Māori, English and NZSL and the girls were obviously very proud to have the opportunity to show off their language skills to our visitors. Stories of life at Salisbury were shared freely and openly by the students who showed our visitors through their flatting skills programme and accommodation, culminating in a cooking demonstration by one of our senior students. Unfortunately our visitors had to leave for the airport before the baking was out of the oven! It was wonderful observing the girls interacting with our visitors with ease and confidence and showing a real sense of pride in their achievements.

As many of our readers will now be aware, the Government recently announced *a new direct access pathway – without IWS support*, for enrolment in three of New Zealand's residential special schools, Salisbury, Halswell and Westbridge.

Please read the Information Sheet for further details regarding access to residential schools :

<https://education.govt.nz/school/student-support/special-education/residential-special-schools-for-students-with-vision-hearing-behavioural-and-learning-needs/residential-special-school-enrolment-direct-access-pathway/>

As we near the end of Term 3, we look forward to Spring and the beginning of a new era for Salisbury with the development of the new direct access pathway.

Kia tūtaki anō ai tātou

Brenda Ellis

MPP, MTchLn, AdvDipTchg

Principal



News and Events from School

Term Three has been a busy and exciting term for all students here at Salisbury. This term we have had Judith Carver join our fabulous team of teacher aides and Ellie Salcin-Watts arrive as our new Deputy Principal. We asked our two new staff members what their highlights so far have been:

Judith: “Working alongside the girls and seeing how proud they are of their various achievements is a definite highlight. It’s great to be part of the learning and support team that empowers students to be the best they can be and aim high.”



Ellie: “Every day at Salisbury School is a highlight! Getting to know all the girls and watching them persevere and achieve with success is an ongoing highlight. A special highlight was our participation within the regional Special Olympic Basketball event.”



Sue Leith is another new face that joined the team in June. Sue is a lead teacher on the ASSIST Team from the Van Asch Deaf Education Centre. Sue has been sharing her expertise with us, especially supporting us to integrate New Zealand Sign Language (NZSL) further into our programmes.

Nine of our campus staff have also been attending night classes each week this term learning NZSL. The knowledge this group gains each week is then shared amongst our wider staff body. It’s great to see our NZSL skills grow.



Keeping In Touch – K.I.T. Day

In the last week of August two of our students, Elizabeth and Rachael, attended a ‘Keeping in Touch’ workshop at Parklands School in Motueka. This event was uniquely designed to enhance communication for hearing impaired students. The K.I.T day explored the theme of travelling around the world, with students moving between different work stations experiencing different country-specific activities. Activities promoted social interaction and functional opportunities to communicate using NZSL. A great experience for all!

Our **school-wide theme** this term has been '**Interactions**'. We have been exploring our theme through a range of student-led inquiries into areas such as:

- Differences and similarities between cultures
- Community resources we can access
- Science experiments
- Music and art
- Ways we can connect with others around us
- Season based changes in our community (environmental)



Our **term-based IEP goals** have also given direction to individualised student targets and, as we head towards the end of the term, we are celebrating many successes and 'personal bests' achieved in this area.



This term we have introduced '**Team Time**' twice a week. Team Time is a school-wide event that rotates students through four different core learning stations enabling students to experience working alongside different peers and teaching staff, as well as explore an extended project-based approach to learning. Focused learning stations have offered opportunities for students to engage



with areas such as kitchen science, different creative media, the creation of a fairy garden, boot camp, and exploration of community action and interaction. These photos illustrate just some of the many awesome learning experiences the girls have been involved in.

Elizabeth enjoyed exploring Isel Park, finding lots of natural resources and comparing and contrasting these. She was super keen to explore in the river and took on a leadership role here that encouraged her peers to also be brave and try the cool water with their feet!

So many new things were learnt and discovered during our trip to Isel Park.

Willow captured her research on Isel Park as a key community place to visit into a very informative poster.



One of the highlights of Team Time for Sophie has been experiencing the Saxton Velodrome. Sophie and her Team Time peers did a lot of research (and biking!) around all that this fantastic public facility offers.



Science was also a popular favourite rotation of Team Time – especially ‘edible science’! In the photos below, Nicola and Sophie can be seen experimenting with baking soda and vinegar to see if popcorn will ‘dance’ and gummy worms will come alive.



Textile Crafts

A wide range of soft fabric technology lessons are available weekly for students to engage in chosen project work. Several of the students have recently completed felted bags. The standard of these has been very high – congratulations girls!

Ellen is one of the students who has been working alongside Faye in the design and creation of a felt bag.



School Assembly takes place every Friday at 1pm in the Whare Hui. Our wider school community is warmly welcome to attend.



Basketball – August 2018

On August 22 our students joined several other participating schools from the top of the south to participate in the regional Special Olympics Basketball event at Saxton Stadium. The girls demonstrated great team work and perseverance and represented the school to a very high level. Player of day for the Salisbury School Team was Room 6's Ellen! Tumeke! 😊

Certificates of achievement were also awarded to all girls in a special presentation at the end of the day.



Enviro News

The school has recently been donated two lovely apple trees. Sophie has helped plant them in our existing orchard amongst the peaches, apricots, and plums, which are in full flower.

Kimi Mātauranga



Search for Knowledge and Wisdom

This term, under the theme of Interaction we are focusing on Cultural Diversity and Cultural Responsiveness. Overall learning is displayed creatively with each student making a presentation of their learning either as a poster, booklet, wall display, or a CD mobile about their own identity. The objectives we are working towards include understanding and respecting the different cultures which make up New Zealand society as well as understanding we are all different and that it is okay to have different views but very important to respect our own and other cultures. Our theme also provides students with the opportunity to develop their own interests in these areas through student-led inquiry and enriched learning in this term's Key Competency of Managing Self.



Sophie modelling a Japanese Kimono

As a part of this unit we will also be investigating our rights and responsibilities and relating it to how we treat others.

The students in room seven began their inquiry learning journey by choosing a country they are interested in,

specifically Japan, Mexico and Egypt. Topic research include geographical location, celebrations, language/greetings, national costume, dance and music. Other learning activities in room seven involve a visit from a Japanese student who showed the students photos and artefacts from Japan and wrote the students' names in Japanese. The students and staff also experienced a Japanese Tea ceremony.



Anneke, Willow, Shione our Japanese visitor, and Sophie



Our Japanese visitor joining Willow, Sophie and our deputy principal, Mrs S, for a Japanese Tea Ceremony

As part of Tikanga Māori the students compare the cultural values and characteristics of Māori, Pakeha, and other cultures which make up New Zealand. Karakia, waiata and everyday greetings are practised daily in our classes.

To build on student knowledge and use of Information Technology the girls edit then publish their writing using a Word or Publisher document. This includes the skill of copying, pasting and re-sizing relevant pictures. The internet is one of the avenues used to research information for their projects. This term's theme underpins the Visual Art focus creating art works reflecting characteristics from other cultures such as Aboriginal, African, Pasifika and Japanese art.



In room one New Zealand sign language sessions are timetabled daily and all students and staff who attend are gaining a wider vocabulary and confidence to sign to each other in the class situation. One student is enjoying having a whole class of people to learn to sign with and is becoming increasingly receptive to learning the language. Signing is becoming a natural form of communication for her and we have progressed to learning basic phrases, greetings, and question and answers.

The girls are also working at extending and challenging their fitness levels at the gym and at swimming. Food technology continues to be a popular curriculum activity, with recipes based around healthy lunches. Community outings continue to enrich our curriculum learning and promote opportunities for wider connections with others.



Play Based Learning

An exciting new initiative currently underway is the development of our new play-based learning programme within the school setting. Aptly referred to as our PAL Programme (Play and Learn), this pathway has a key focus on supporting work with learners working towards Level One of the curriculum, as well as those for whom the strengthening of foundational key competencies has been identified. The opportunity for discovery based learning within an engaging play-based space is well recognised in literature to provide developmental benefit and foundational learning gains. We are looking forward to sharing more about this new initiative over the next few weeks.





Anneke enjoying a trip to the beach and feeding the cheeky seagulls

Spring has sprung! Several students have been showing a keen interest in learning the art of floristry. Here Willow is shown with some flowers she has picked and arranged.



Elizabeth admires her new paper flowers.

Constables Susan and Charlotte also visit us regularly enabling positive relationships with support agencies in the community to be fostered.



Kahui Ako Professional Learning Opportunities

The recent workshops facilitated by the Kahui Ako cluster provided rich learning opportunities for all teachers, and the opportunity to continue to develop partnerships with our local network of schools. Our in-school teacher meets with 'across schools' lead teachers on a regular basis for further PLD opportunities.

Kimi Ora



Search for Health & Wellbeing

In Room 3 the high interest topic of 'Dinosaurs' is continuing to stimulate learning. We have been reading from a range of sources and locating main points to present. Oral language has also been a focus with a variety of topics shared and discussed. Our room three student is showing evidence of steady progress towards allowing others to have an opinion.

This term we have combined Math and PE for an interesting way to develop bar graphs. Counting continuous Badminton hits has been the source of our data! With support, our room three student has developed skills in identifying range, most common data, and average. Team Time has also been a popular afternoon occurrence where our room three student experiences rotational learning experiences in differing group situations. She has developed maturity and social skills that support her successfully within this context and, on several occasions, she has been able to take on leadership roles. We have visited the Velodrome, Saxton Stadium and a Cattery.



Elizabeth, Willow and Shikara enjoyed their visit to a local cattery.



In addition to ball skills and fitness we have also been visiting the 'Flip Out' trampoline complex. The girls are enjoying the challenge of a new space. They have been able to participate at their own level and interact with each other in a different setting.

In room six, Ellen has been making good progress in working with the Glasser Theory of Reality and is exploring how this may help her to negotiate positive outcomes when facing challenges. Ellen's mentoring of another student is also supporting her personal growth, leadership skills, and the strengthening of core key competencies. Ellen is making a power point about her mentoring journey and hopes to present this as her second speech this term. Ellen has also been busy continuing her NCEA studies at Waimea College and recently we have celebrated her achievement of a Merit pass on one of her English assignments that required her to create a visual text without using words. *Great work Ellen!*



Congratulations to Grace in room 6 who has been swimming like a mermaid and achieved 12 lengths recently – whew! This was a big leap from her 7 the previous week. Grace has also been well engaged in her work at the gym, enjoying the music as well as the 'rides' on the rowing machine, exercycle and treadmill! Great to see a self-motivated lover of exercise.

Ellen and Grace at our recent basketball event

Residential News



Cooking skills

During Term 3 Sophie and Grace have been following a cooking programme in South Flat. Our first meal was spaghetti bolognese - Grace was in charge of browning the mince while Sophie cooked the spaghetti. Next on our menu was butter chicken with rice and poppadum. Delicious! We decided to cook it again the next week.

Since then we have made macaroni cheese and pizzas. The pizzas were so good we are thinking about opening our own Pizzeria, named 'Sophie and Grace's Pizza Place' of course!

I DID IT!

Rachael's IEP goal was to learn basic hand stitching skills. A precut felt rainbow cushion pack was purchased. Each piece of the cushion was punched along the edges. With support, Rachael was able to see that she needed to position the colours of the rainbow onto the front of the felt cushion panel. Once she pinned the first larger rainbow panel on, she calculated the sizes of each remaining panel until she made the complete rainbow shape.

With assistance to secure the end of the thread with a knot, Rachael was shown how to do a basic tacking stitch, by going up and down through the punched fabric until all the edges were sewn on to the front panel.

Once the complete rainbow was handstitched on, Rachael placed the back of the cushion down on the table and placed the stuffing pad on top. She then placed the handstitched rainbow front panel on the top. Carefully she pinned the top and bottom together, then handstitched around the outside edges with tacking stitch.

At first Rachael thought this project was too difficult. Once she started on the first colour of the rainbow, there was no stopping her on this project after that. Over one weekend, Rachael took every opportunity to complete the project and was extremely proud of her accomplishment.

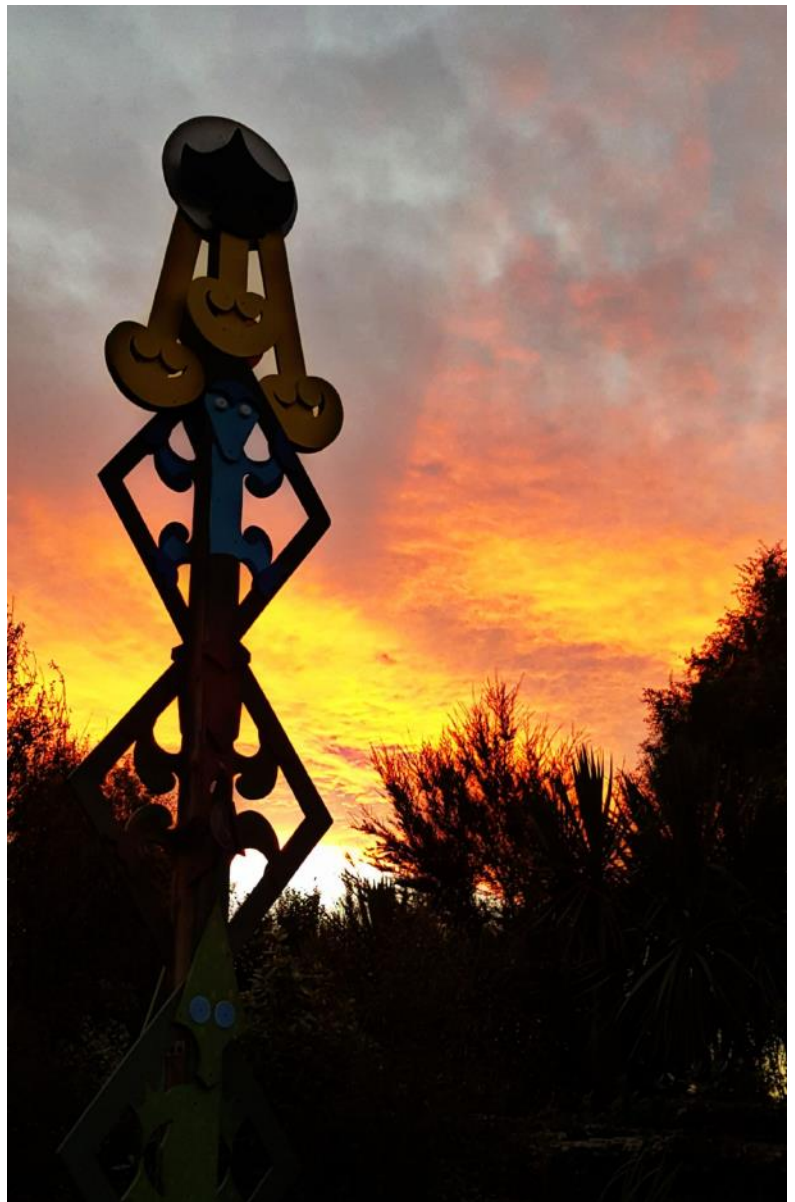


Residential News

Salisbury Sunsets

Our students all have an appreciation of the beauty of sunsets and are often lined up at the window or on the deck at Hurley, ready to enjoy the early evening spectacles.

We are lucky to have a western view and there are not many sunsets we miss. The native planting of the lizard garden gives a picturesque silhouette for the ever changing hues of pink through to fiery red.



Afternoon Excursion to Faulkner Bush Recreational Area

With the days lengthening and becoming warmer, we took the opportunity to take the girls after school to visit one of the local playgrounds. As this is also a dog friendly area we picked up Charlie, a staff member's puppy, on the way and chatted about the events of the day on the drive to the venue.

Once there we sat in the glorious sunshine and had afternoon tea while Charlie checked out all the fence posts around where we were seated.

The main attraction was the flying fox and Willow was the first to give it a go, followed by Anneke and Elizabeth who were all very confident. Sophie needed a little encouragement but having done it once she couldn't wait to repeat it – she got the prize for the loudest scream. Rachael was very nervous initially, but she was so proud of herself when she eventually set sail with her dress billowing behind her and grim determination on her face to hold on.

This was a simple activity that had no cost attached to it, but was thoroughly enjoyed by both girls and staff, and of course Charlie. The girls impressed us by the way they conducted themselves with other members of the public, especially when there was a young girl who was interested in Charlie. Our outing was just like a regular whānau outing, and we are already planning where we will go next week.

