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Kia ora koutou katoa,

We warmly welcome our new student and her family to Salisbury this term and the girls are thrilled to have a new classmate and friend to hang out with after school and in the weekends. Elizabeth is already popular with everyone and has quickly become an important addition to our basketball team, which takes part in the local Sunday sports competition. To ensure we are meeting the needs of our newest student we are working closely in partnership with vanAsch Deaf Education Centre and we are delighted to have the opportunity to work collaboratively with them and to learn from their expertise. Additionally, Salisbury is funding staff members to attend NZ Sign Language classes so that we are able to enhance our teaching programmes and make learning even more accessible. Elizabeth's keenness to be involved in all that is on offer here in the beautiful Nelson region is keeping us on our toes, with a trip being planned up to the slopes soon to take advantage of the bountiful covering of snow. No doubt a snowman or two may find their way back to Salisbury! We are certainly spoilt for choice when it comes to outdoor activities for our students to enjoy, with national parks and beautiful beaches easily accessible at all times of the year.



Salisbury's curriculum is based on the NZ Curriculum and can be readily adapted to suit individual student need. Key Competencies are embedded throughout and each curriculum strand caters for all levels of ability from Pre Level 1, where Te Whāriki, PSCales and Kaos enrich the lives of young people with significant learning delays through experiential programmes and play therapies. Our academically capable students can move through to Level 5 of the curriculum and beyond and in consultation with parents, perhaps attend mainstream classes at local high schools as well, to further enrich learning opportunities. Our star Year 12 achiever has amassed 54 NCEA Level 1 credits to date and we are enormously proud of her. As well, Nelson Polytechnic is a 20 minute bus trip from our school and offers a wonderful range of short courses for those students attending Salisbury who are seeking to enhance their prospects for employment when returning to their home communities.

The Richmond, Nelson community has been very good to Salisbury over many years. Our girls are privileged to be offered work experience placements at local early childhood education facilities, cafés, pet care establishments, retirement villages, small businesses and enterprises. Richmond is a small, caring community and our students walk to most work placements with confidence and a healthy sense of self-assuredness. If independent living skills acquisition is a goal we cater for this too, with a flatting skills programme running in our residential setting. Many girls graduate from Salisbury knowing that living independently successfully is a realistic option for them in the future.

We are currently in discussion with the Ministry of Education regarding access pathways to Salisbury and we hope to be able to update you on the outcome of these discussions soon.

Salisbury Centre of Excellence - Extraordinary Education for Girls

Ngā mihi,

Brenda Ellis
MPP, MTchLn, AdvDipTchg
Principal

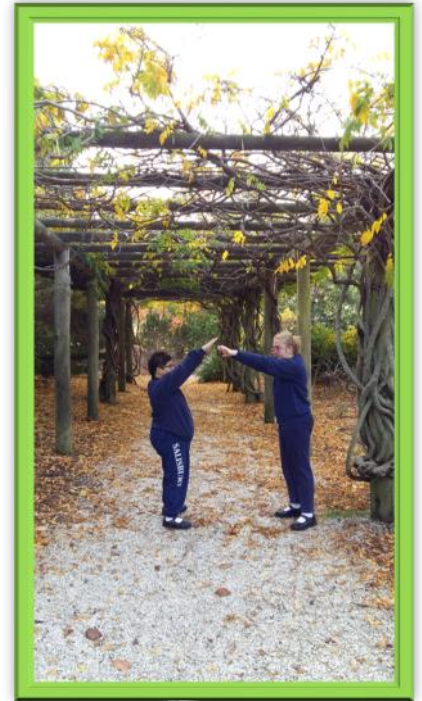


As always the focus of achieving IEP goals is at the core of each student's learning, working on self-improvement in all areas. All successes are celebrated regardless of small or large gains and most goals are achieved each term.

This term, we have integrated our theme 'Creativity' into all curriculum areas with the major focus on the Arts, Technology and Literacy.

Arts and Literacy

- Drama is used to explore how movement and expressions can tell a story without speaking. Most students grew in confidence as they role played using movement and voice projection.
- We also explored Urban Movement in the community with a focus on shapes, statues, objects and the local organisations who have impacted on our visual environment. The girls all posed with the objects and endeavoured to copy the shapes as a part of our study and learned what purpose the placed objects had in our community. Most students became more observant of what was in their surroundings after the trip and once the photos were edited they compared them with commercial photos of urban movement.



Technology

- Each student has designed and made a wooden Jacobs Ladder which required close attention to follow the assembly instructions. The Jacobs Ladder helps to improve wrist coordination.

Matariki will be celebrated this term and planning is currently underway to deliver a stimulating and fun filled week that everyone will enjoy. Activities include planting in the community, making kites, making and sharing kai, waiata and action dances, making putiputi from harakeke, using rakau in music and exploring how other cultures celebrate Matariki.

Education out of the classroom

- A student attends Nelson Marlborough Institute of Technology two full days each week studying literacy and numeracy. Through this experience she gains valuable social and academic skills.
- Two students are gaining work experience skills , one at the SPCA Op Shop and one at Elim Childcare. One of these students also has a second placement at a kennel where she can often care for up to 26 dogs. The goal is for the girls to use their initiative, follow through with tasks, communicate with colleagues and customers in a positive manner and develop transferable work related skills, usually achieving A to A+ on each of the criteria on their work reports each week.
- A third student completes environmental tasks on site working one to one with our Environmental Co-ordinator.
- Three students attend RDA riding lessons building their skills and confidence working with and around their horses. One student was challenged by having to have a change of horse which required her to overcome her concerns of working with a new horse.
- We have a minimum of two timetabled PE sessions each week. Fitness levels are generally good as the girls are motivated to participate and for some it is the highlight of their week.



Food technology

Girls generally require one to one support during food technology lessons but they are improving in independence and create some delicious light lunches.



Our Room 3 student has made great progress with transitioning to other learning spaces. She has participated fully in our recent swimming lessons and shown the ability to follow instructions and practise skills in a group situation. She has also made progress by attending Art and Technology, Te Reo and Sport in whole school lessons and has demonstrated she can settle to a task for a length of time and to work alongside other students with growing confidence. She has made a toy and has started to design a kite.



This student has been able to join the other girls in our cosy Common Room to play socially and to chat. She is practising how to be a good friend. We have seen great improvement in this area of social development. She has developed a greater understanding of what is acceptable and appreciated. This student is more patient and will stop to think about the best way to interact.

We have observed an increase in confidence with respect to learning tasks, particularly writing and

reading. In short bursts we are able to read and record facts on a greater variety of subjects.

Cooking and riding have also been added to our weekly programme. We are working on making these positive and a routine experience.

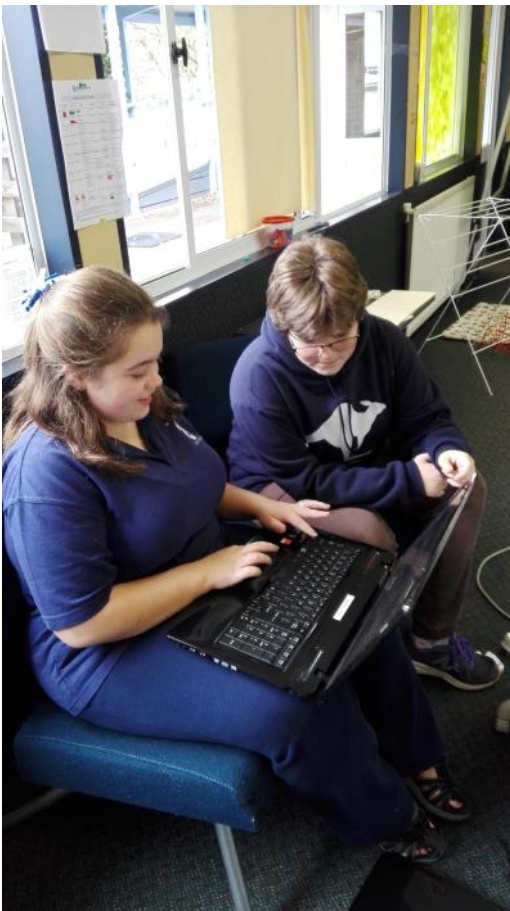
In Topic we continue to focus on familiar high interest areas. We are looking further into the cat family and building knowledge about cougars and their habitat.

Currently we have indoor plants to look after and the student who responsibility for this has also worked to achieve the School Environmental Award. To do this she picked up rubbish around the school and local community, gardened and developed her knowledge of the skills required to conserve power.

'Speaking kindly' has been a focus in Room 3. This student worked hard to complete an incentive sticker chart and this learning has continued this term with a marked difference in the appropriateness of communication. She can also follow through with making amends if she forgets to speak politely. This is a very valuable addition to her personal skill set and positive behaviour support builds on the strategies which form part of our Traffic Light system.

Kimi Ora Search for Health and Wellbeing

During Forest and Bird week, all the girls participated in a rubbish clean up to help spruce up the local environment. We were pretty shocked to see how much McDonalds rubbish was scattered along the Railway Reserve. It was nice to see the girls thinking about our bird life and the ways that we can help them.



Grace has learnt to screenshot main events, transfer them to a word document and print. She has taught two other students and also a teacher aide how to master this skill.

Pinkalicious is Grace's favourite book character and these stories tie in especially well with the Salisbury Values, giving simple messages about being a good friend and caring for others. We have some great discussions about Pinkalicious doing the right thing.

Last and certainly not the least for Grace is 'Tom, Angela and Friends'. The friends have adventures that Grace understands more each time we revisit the story. We turn on the captions and screenshot favourite parts so we can clap the syllables in sentences which helps Grace to improve her speaking.

Twice weekly we visit the ASB Fitness centre for our swim and workout in the gym. Lately on sunny days we have walked for extra fitness.

Each week we exchange our library books, always impressed by the Maori myths and legends collection. Grace searches independently on the library computer for interesting books and we are learning how to find the books on the shelf. That's after we have checked the sale table for 20 cent books!

Kimi Ora (continued)

Ellen has reached her goal of being a senior student mentor and has achieved beyond expectation, helping others at every opportunity and using her initiative to contribute to problem solving. She can offer effective and practical strategies.

We are very proud of Ellen achieving many credits in NCEA so far this year. Ellen has earned every credit through hard work and dedication to task completion.



Ellen doesn't enjoy getting her hands dirty and yet she modelled to others how to mix cement and how to mould it to make a fairy garden, resulting in other students expressing an interest in knowing how to do this. Ellen may need to teach classes next term! Ellen unselfishly allowed the garden to be shared by others, commenting that she had made the fairy garden primarily to demonstrate the process so that others could learn from her.



Ellen promoting the use of safety helmets to Grace.

Residential News

Grace's Place

Grace has been living in one of our flats since the beginning of the year and it is proving to be a successful move for her. She has settled into her own routines and is taking responsibility for some of the tasks needing to be done. Grace has shown us she is able to complete many skills independently, something she had been keeping secret for some time! She takes care of her own washing every day, although hanging it out is not yet on her list of things to do!

We do lots of activities after school and at weekends, which Grace enjoys. Baking is a favourite, with the cookies or cupcakes shared with the girls in the cottage.



She is particularly keen to go shopping at the supermarket and is more competent at the self-checkout than the staff! Grace looks things up with only a little help and then completes the transaction, delighting in watching the money disappear!



Residential News

Shikara's Sanctuary

Shikara is very happy in the second flat and follows set routines really well. A residential staff member works with her 1 to 1 from 3pm Monday to Friday and they have worked together to develop a plan for activities and goals she can achieve. Shikara made suggestions for her IEP goals which included independent living skills. We have been baking, cooking a meal together and sharing housework.

I suggested to Shikara that it might be a good idea to change the name of the flat while she is living there, to maybe Shikara's Place. Shikara's reply astounded me. She suggested naming the flat 'Shikara's Sanctuary'. When I asked her the meaning of the word sanctuary, she said "It's a place where things are protected and kept safe".



Shikara has good knowledge in a wide variety of subjects. She has an inquiring mind and enjoys learning new things. Shikara's Sanctuary is a great place for these things to take place. If she can feel safe and cared for, everybody working with her can share in her success.

Mount Sinabung!

Shikara enjoyed creating her own science experiment which involved making a volcano with baking soda, vinegar and food colouring. After putting on her safety glasses, she began the experiment.

While the volcano was being made there was lots of talk about volcanoes, the Pacific Ring of Fire and why volcanoes erupt. She was then able to inform some other students that magma rises through the cracks in the earth's crust and that when a tectonic plate moves, the pressure inside is released causing magma to explode to the surface causing an eruption.

The experiment was a lot of fun to carry out and all girls enjoyed learning from Shikara. Her amazing general knowledge surprises and delights us all.



Enviro News

The Salisbury Board of Trustees are now the holders of a DOC Wildlife Act Authority which gives us permission to place and check three different types of Lizard houses at Mangarakau Swamp and around parts of the local Waimea Estuary.

We have made wedge shaped boxes, Onduline stacks and closed cell foam covers, which are attached to tree trunks.

Students will be able to look inside and hopefully identify what type of lizard, if any, are there. This information will be helpful for both the Friends of Mangarakau Swamp and the local Banded Rail Project.

Our contribution of plants to the Waimea Estuary Banded Rail project last year was well over one thousand plants. These have been either propagated or grown from seedlings from under our own native bush here at school.

Approximately 700 of these were the rare Coastal salt bush. These were propagated in our school nursery from the two plants we have in the Lizard garden.

Our efforts will continue again this year.



Fire Drill

Knowing what to do if there is a fire is very important. To make sure that everyone knows what to do in an emergency we have a good plan in place. To test our plan we had a practice fire drill on 15th June. The alarms didn't go, but to alert everyone in Te Ara Hou Shikara shouted "fire drill! fire drill!" very loudly. All the girls and the staff in Te Ara Hou quickly went outside and went to the assembly point.

In Hurley staff banged on pots and Sophie shouted "fire! fire!" and they too quickly went outside and straight to the assembly point.

Lyndsay and Nicky were our Fire Wardens and they checked that everyone was accounted for.



Students and staff point at the Assembly Point sign

To really test our fire drill plan we had a surprise on 26th June when our fire alarms went off just after everyone was back from school. One student who really doesn't like the noise quickly grabbed some ear muffs and was out the door like a rocket! The Te Ara Hou girls were beaten to the assembly point by Miss Ellis and Carmel, followed by Jon from the kitchen and then the Hurley girls who had to walk further from the others.

With everyone accounted for we returned to our areas safe in the knowledge that if there was a real fire we would all know what to do and where to go.

Feeding out at the Farm

With winter starting to bite lots of animals like cows and horses rely on their owners to give them a food top by the way of silage or hay.

Recently two students had the opportunity to do this at a local farm. Grace was very helpful loading up the trailer with silage for the cows, even though she did say it was stinky. Willow wasn't quite so keen but was happy to watch. The cows were very pleased to see their supper arrive and followed the trailer,

waiting patiently as Grace pulled large bundles of silage out for them to eat. When the silage was all gone and it was back to the hay barn to load up with some hay for the four horses. Willow helped with the hay as it didn't smell so bad!

It's a great opportunity for the girls to experience a little of farm life, and both Willow and

Grace enjoyed getting out in the fresh air and doing something a little out of the ordinary.

