



Rau rangatira mā, tēnā koutou katoa,

### *Salisbury School – The Nelson Residential School Leading the Way in Education for Sustainability*



I am thrilled to announce that Salisbury is one of three finalists in the national competition - **Keep New Zealand Beautiful Sustainable Schools Award**. Carolyn Shirliff, our longest serving staff member, is the main driver behind this outstanding achievement and she will be attending the dinner for finalists in Dunedin on 24<sup>th</sup> October, when the winner will be announced. Carolyn has taken the lead in developing Salisbury's high sustainability profile nationally, with the school winning Green/Gold Status over a number of years.

The students, staff and Board of Trustees are strongly committed to Education for Sustainability. The skills the girls learn while working on the education for sustainability projects are skills which they can take back to their own areas when they have completed their enrolment at Salisbury. Throughout recent years, Salisbury School has introduced many environmental initiatives. Girls have been involved with numerous community activities such as the restoration of a local urban creek as well as voluntary work in the Mangarakau Swamp, the largest remaining wetland in the Nelson/Marlborough region which is seeking Ramsar status as a wetland of international importance. The girls have been involved in Arbor Day planting as well for many years.

Salisbury has also participated in the Blumine Island project. This is a restoration project on an outer island in the Queen Charlotte Sound focussed on restoring the island back to its natural state. The project is in partnership with Untouched World, University of Canterbury and Department of Conservation. Additionally, under Carolyn's direction, girls at Salisbury have helped to create an area of original lowland native bush on the school property which won a NZ Plant Conservation Award. The native garden has since been blessed by local iwi and is a taonga for schools and early childhood centres in the district and is regularly utilised by the community.

Since 2016 the school has been involved with providing plants for the Waimea Estuary Banded Rail Project for their estuary margin replanting programme. The project aims to increase the numbers of Banded Rail and other shy margin dwelling birds on the edge of the Waimea Inlet. Of special interest were our two coastal saltbush in our Lizard garden which are quite rare around the estuary edges. Cuttings were taken and grown for the project. Students are now collecting seed from existing native plants as well as potting on seedlings from our grounds and growing the plants required. This planting season we have contributed over 500 plants which will bring the school's total to over 2,000 plants raised and gifted since 2016.

Carolyn and her committed group of students and helpers have had their contribution to environmental initiatives recognised through several additional awards in recent times, including Carolyn being a NZ Gardener of the Year finalist (2013) in recognition of work done at Salisbury, Green-Gold Enviro School status, the Nelson/Tasman Environmental School award for its work on its recycling and a Trustpower Nelson/Tasman Community Regional Heritage and Environment Award.

Regardless of the outcome of the **Keep New Zealand Beautiful Sustainable Schools Award**, we are immensely proud of Salisbury's significant record of achievement and its environmental sustainability projects over many years. Thank you, Carolyn, for your dedication, tenacity and hard work, you are the face of Sustainability at Salisbury, ka mau te wehi, kapai koe.

On this very positive note I say farewell to Salisbury at the end of the term, to take up a new national role with Evaluation Associates, based in Wellington. I would like to tautoko the Board of Trustees, staff, parents and especially the girls who have benefited from residential education over the nine years I have been Principal. I will look back with fondness and pride at all we have achieved together in our determination to become

***'A Centre of Excellence offering Extraordinary Education to girls with complex needs'***

Ma te wa, hei kona

Brenda R Ellis, Principal  
MPP (Victoria), MTchLn (Cant), AdvDipTchg

# News from School ....

We are nearly at the end of term three and the first signs of Spring are beginning to appear. This term our junior and intermediate syndicates (He Kākano and Kimi Ora) have been exploring the theme of natural habitats as part of our science focus while our senior students are continuing with their SPEC (South Pacific Education Courses) focus. Each day the school is abuzz with new discoveries and inquiry learning as the girls take an active role in shaping their own learning. School staff have also been busy this term with a special focus on the new digital technologies curriculum and integrating play-based teaching and learning.



We are also enjoying having Judith back this term in a teacher aide role –  
**Welcome Judith!**

*Enjoy reading our updates 😊*



Towards the end of last term all girls participated in a tree planting morning at Hoddy's Estuary. The restoration of the habitat in this area has a particular focus on protecting the Banded Rail bird whose numbers have been declining. The 'Battle for the Banded Rail' is a project that Salisbury School has a long history of working in support of and the latest efforts from the girls was awesome! Tumeke. 😊





In other enviro news the girls have been busy sowing microgreens for use in our school lunch boxes and also potting on seedlings of Salt Marsh Ribbonwood that has been sown from seeds the girls have collected.



Students at Salisbury have also noticed a plover nesting on our front field. Shikara went to great lengths to ensure the bird was protected by putting cones around her and the nest she is sitting on. We are all enjoying watching from a distance to see what happens with the plover and she continues to nest.



Nest

### Deaf Education and NZSL at Salisbury School

Our NZSL sessions have restarted for the term and students are enjoying expanding their knowledge and skill in this area. It is awesome to see the girls now well equipped to engage in social communication with our deaf student. A big thanks to Cathy Gutschlag (NZSL Tutor) and Hearing House Nelson for supporting this in-school initiative. Several staff members have also been enjoying undertaking continuing study through van Asch's education outreach programme which continues to add valuable input into our programme.

### Southern Cochlear Implant Programme (SCIP)

At the end of last term one of our students went to SCIP in Christchurch with two staff members to be fitted with a new processor for her cochlear. This visit was highly successful and we're delighted to see and hear her continued progression. A big highlight of the trip for our student was a visit to the Margaret Mahy Playground after her fitting at SCIP. What a delightful time she had!



## *RDA - Riding for the Disabled*

Another great term is underway for four girls at Motueka RDA. Each student is working on a individualised programme with a range of differing physical, communication, and social-based goals in place. It is great to see the girls achieving so well – one of the highlights of the week.



## *Ballet - Enrichment Curriculum*

A student has recently opted to attend classical ballet lessons as part of her enrichment curriculum at Salisbury. This young student has been working on strengthening her motor skills and recalling sequences of movement – what a star she has proven to be! A big thank you to Peta Spooner for working alongside our student each week.





## Food Technology – From Plant to Plate



This term the girls are continuing their food technology focus on 'Plant to Plate' with a specific emphasis on wholefoods versus packaged food and learning how foods are processed.

Recently the school enjoyed a trip to Pic's Peanut Butter World where they were able to view the factory in action and learn how peanut butter is made. A great trip was had by all!



## Play-based teaching & learning

### Play in the Classroom

effective teaching and learning in a play-based classroom



At the start of the term, staff at Salisbury had the opportunity to participate in a Longworth Education workshop on play-based teaching and learning. This workshop was then followed up with a visit from the Longworth team to explore our own play-based teaching and learning programme at Salisbury. We received this great feedback from the team after their on-site school visit:

*Salisbury School is such an exciting opportunity for us all to learn so much and we were left inspired. The opportunities for rich learning through play are endless and the positive energy around this learning was really motivating. We both loved the playroom. What an amazing space with great indoor outdoor flow.*

We are delighted to have the opportunity to continue our partnership with the Longworth team over the coming period and look forward to their return in week 7 this term.

## Good2BGreen Sessions @ Salisbury

As part of our approach towards supporting positive behaviour at school a traffic light system is used by staff to guide students towards on-task behaviours that reflect a 'green' and ready to learn 'light'. Each week a fun activity celebrates the green light status through a 'Good2BGreen' session on a Friday afternoon. This is a great time for the school to come together and celebrate the week that has been and the successes the girls have made. A recent visit to our local Natureland Zoo was particularly enjoyed by all during a



**SVA  
SERVICE  
AWARD**

**WOW!**

Our senior class has recently registered for the new SVA (Student Volunteer Award) programme, a nationwide initiative developed from the initial efforts and ethos of the Student Volunteer Army following the Christchurch earthquakes to promote community contribution from students in New Zealand. The award recognises different levels of achievement based on volunteer time with each registered student maintaining an online log of hours.



*Willow gets stuck in to weeding towards earning her first SVA badge.*

Our senior students are enthusiastic to work towards this award and have already been canvassing the campus to identify jobs they could do to support the school. One of the volunteer jobs undertaken has been to help with the gardening and weeding over our extensive campus site. Coming up soon the girls will be aligning to the nationwide 'Keep New Zealand Beautiful Clean-Up' week.

Students have also learnt about some of the volunteer agencies in the wider community and are investigating joining the group 'Days for Girls' to further their volunteer work.

SVA is an awesome initiative which empowers our girls to recognise their strengths and connect with the community.



*Rachael cleared a sizeable patch of garden while working towards her first SVA medal.*



## Health & Physical Education

Our students are currently preparing for **Special Olympics Basketball**. They have been enjoying practising together and playing against the staff. We have also been out on bikes again and participating in weekly 'Swim Magic' lessons at the ASB Aquatic Centre. For our health focus we are continuing to explore Growth Mindset ideas with the girls setting goals and supporting each other to make positive social choices. Some of the goals we are working on are learning to make sushi, biking on the BMX track, teaching each other things and swimming in deep water – awesome learning in action is being seen all round!



## Mindfulness & Yoga

Mindfulness is well researched and supports practitioners to understand life from a viewpoint of empowerment and equality. Mindfulness has proven to be an effective addition to education based programmes. Salisbury students have responded particularly well to our weekly sessions with some incredible results, especially with stress reduction and positive focus.



The ability to manage stress and anxiety and to maintain physical and mental health is vital within any spheres of an individual's life, but especially so during education. We recognise well that student health and wellbeing is intrinsic to learning and development. To enrich our curriculum further in this area we are delighted to be able to offer a weekly yoga session for the girls. Yoga in schools is well supported in research evidencing positive gains such as increased attention, improved concentration, increased self-control, and the developing of healthy coping mechanisms as key outcomes. A big thank you to Kris Wilson, certified yoga teacher, who takes this session for our students.

## Further news from our school syndicates.....

### Kimi Mātauranga



*Search for Knowledge and Wisdom*

**SPEC**

South Pacific Education Courses



SPEC tasks currently being undertaken:

Workshop - Use recycled rimu timber to construct a set of mini shelves for a collection of miniatures.

Modify a chair to suit specific needs and upholster.

A SPEC module on 'Crafts' where the student recycled a soft toy and made it into a wheat bag.

This term we have increased the difficulty and type of SPEC tasks that we are doing and the students are loving it. It is a wonderful opportunity to develop new skills and extend our students' as they step out of their comfort zone to try new things.



*Willow carefully places the rimu T & G boards on to her backboard.*



*Rachael begins to construct a cushion for her chair.*



*Emilia has learnt how to make a paper pattern through her project work*



*Emilia enjoys the feel of kinetic sand*

Other modules also on the go are 'Performing Arts', 'Managing-Self' and 'Horse riding' and are all at various stages with some tasks already completed and others are in the pipeline and ready to go as a part of rotation activities .



## He Kākano



### *Sowing Seeds of Learning Success*

This term, under the theme of Living World / Ecology we are focusing animal habitats and micro beasts. The structure of learning is very hands-on with the students exploring habitats in our community such as the beach, streams, bush and Salisbury's Lizard Sanctuary.

This provides students with the opportunity to develop their own

interests in these areas through

student-led inquiry learning and dovetails in nicely with this term's key competency focus around 'Managing Self'.

One of our highlights has been identifying micro habitats, learning about living and non-living elements and how these meet the needs of the creatures that live there. First the girls choose a micro beast they are interested in learning more about. Then they follow the inquiry process, asking questions, gathering information through research and taking photographs. Next they present their learning in a creative way, sharing their knowledge with others. This also leads into a technology focus where the girls



*Willow at the entrance of the Salisbury Lizard Sanctuary.*

have visited a local zoo/animal park and learnt about features needed to construct a functioning habitat for a living thing.

Willow is also working towards gaining skills to travel on a bus independently. The programme is designed to develop skills for road safety, following a bus timetable and protocol for safely using a bus.



*Willow is checking the bus timetable for the best time to catch the bus into Nelson city.*



This term the students have the opportunity to work on their swimming skills through the Swim Magic programme which is held at the local aquatic centre. The girls participate in a 30-minute small group lesson, then its free swimming time. Our syndicate enjoys this focus!

*Shikara attending a swimming lesson at Swim Magic.*

## Kimi Ora -



### *Search for Health & Wellbeing*

Play based learning is well embedded into the Kimi Ora day and the language development opportunities flow from Elizabeth's drive to explore, gather and discover as she pushes the cart around the grounds, occasionally picking up interesting things to put in.



The building of social competence and meaningful, interactive peer friendships in the context of play has proven results for our students and we continue to develop play-based programmes in response to individual needs.

RDA for some students is a challenge because they are developing in their confidence around horses. For others it is challenging to co-ordinate the actions required to remain seated, send the correct message to the horse and maintain the posture required to be a kind rider. Quite an accomplishment for Molly to be looking so calm in this photo. Her body is working very hard to manage her ride. She shows resilience and determination to achieve – super star Molly!





## Residential News ...

What a lovely surprise the girls had on a weekend trip to Animates. One of Salisbury School's support dogs called Mihi was there to have her bath. The girls thought this was very exciting, when they were asked if they would like to help. There was water and bubbles everywhere. The girls listened carefully to the owner of Mihi, following direction. Mihi of course, wagged her tail continuously.



It was a very happy moment for the girls whilst at the SPCA. They witnessed one of the dogs being adopted by a local family. The family took the dog into one of the paddocks to bond with the dog, and gave her little tid bits. The girls understood that bonding was important for the dog to be happy to be adopted. The dog was called Tiger Lilly. All the way back to School the girls chatted about how happy Tiger Lilly would be with her new family.



On an outing to Motueka Market it was lovely to see Emilia and Willow enjoying each other's company. They looked at the stalls and chatted about what items they liked, as teenage girls do. As a treat after the market, they had a picnic lunch at Mapua, sat at a picnic table. Hot chips were bought to go with their sausages, onions and ketchup. A very pleasant morning out for the girls and staff.



# Flatting Programmes

Morning routines are well-established this term, with all of the girls taking on extra responsibilities. The girls have a roster of jobs which change daily. They are becoming increasingly confident and able with these tasks and are gaining increasingly independent skills for their future.

As a reward for morning jobs well done, the girls have a special Friday breakfast in front of the big screen TV watching the cartoons where the cottage staff become “waiters” and take their order and deliver breakfast to them. The girls are not required to do jobs on Friday either – yippee!



Elizabeth is learning to run the water in the sink at the correct temperature and to squirt just the right amount of detergent in the water. Elizabeth loves to play with the water.

Elizabeth and Rachael are washing and drying the breakfast and doing a dishes, and doing a very good job of it!



Molly and Emilia take the trolley and dishes back to the main kitchen. Molly picks up the morning tea and takes it to school.



Molly is teaching Debra some ballet positions!



## Craft

Emilia is practising hand-sewing to upcycle a dress for the dress-up box. She neatly sewed on rosebuds with little support from staff. Emilia has also been busy making lavender bags on the sewing machine and is becoming independent at this task.



## Routines

Molly has been learning how to care for her clothing this term. She found it difficult to keep track of her socks and “smalls” in the top drawer with everything ending in a big mess. So we came up with a cunning plan that has solved the problem beautifully! Molly has three baskets in her drawer, one for socks and tights and the other two for her “smalls.” She is learning how to roll her clothing and this has helped her quickly identify

articles, rather than having to search through a pile.

Good job Molly!

