

## He mai mahana ki a koutou katoa

Earlier this month, DFNZ (Dyslexia Foundation of New Zealand) hosted the 2016 Neurodisabilities Forum in Wellington, an event convened to discuss how neurodisabilities create vulnerability when they come into contact with the justice system, as evidenced by the gross over-representation of neurodisabilities in NZ court and prison statistics.

Neurodevelopment disorders, which may range from learning differences such as dyslexia, to communication disorders, attention deficit hyperactive disorder, autism, traumatic brain injury, epilepsy and foetal alcohol syndrome, had been 'largely invisible' in the Youth Court for the past 25 years, and their prevalence and implications for the youth justice sector were only now just beginning to be understood. "Every one of these disorders has sky high disproportionate prevalence in the New Zealand youth justice system", Judge Andrew Becroft, Principal Youth Court judge and newly appointed Children's Commissioner, said.

Key recommendations stemming from the Forum report include that urgent funding and resourcing be made available for a specific study on the prevalence of neurodisability in the New Zealand justice system and that front line police and other justice practitioners are equipped with better knowledge as to how neurodisabilities present and how best to manage this.

The report also recommends the Government take urgent action to either raise the Youth Court age or introduce an alternate mechanism to refer vulnerable people with neurodisabilities down to Youth Court. Such action would follow through on recent moves to overhaul Child, Youth & Family to better protect vulnerable children. These are not 'soft on crime' options, but rather recognition of the vulnerability of these individuals and the need to mitigate further criminalisation of mental health issues.

Salisbury provides education for girls, in a therapeutic and caring environment. Many of our students, who live on the school site in our boarding facilities, have neurodevelopment disorders such as autism and foetal alcohol syndrome and may also have been known to practitioners working across the youth justice sector. Salisbury's academic programmes are adapted to meet individual need, we adopt a 'one size fits one' approach and all learning is underpinned by positive behaviour support and restorative practice. At Salisbury all girls are 'priority

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Registrations are now open for our Centennial celebrations on 1-2 October 2016. Go to [www.salisbury.school.nz](http://www.salisbury.school.nz) for more information.

### CALENDAR

**20 June** – Board meeting  
**8 July**—students travel home  
**25 July**—students return to Salisbury

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learners' and all girls achieve to their potential. We welcome the opportunity to work alongside other agencies so that together and in partnership we can bring about change and make a difference to the lives of at risk and vulnerable young females.

Congratulations to Judge Becroft, who takes up his new position as Children's Commissioner from 1<sup>st</sup> July.

*Rawa hiahia pai*  
*Brenda Ellis*  
*Principal*



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## Board of Trustees elections 2016

Following the 2016 elections I am pleased to advise the Parent Representatives on the Board of Trustees are:

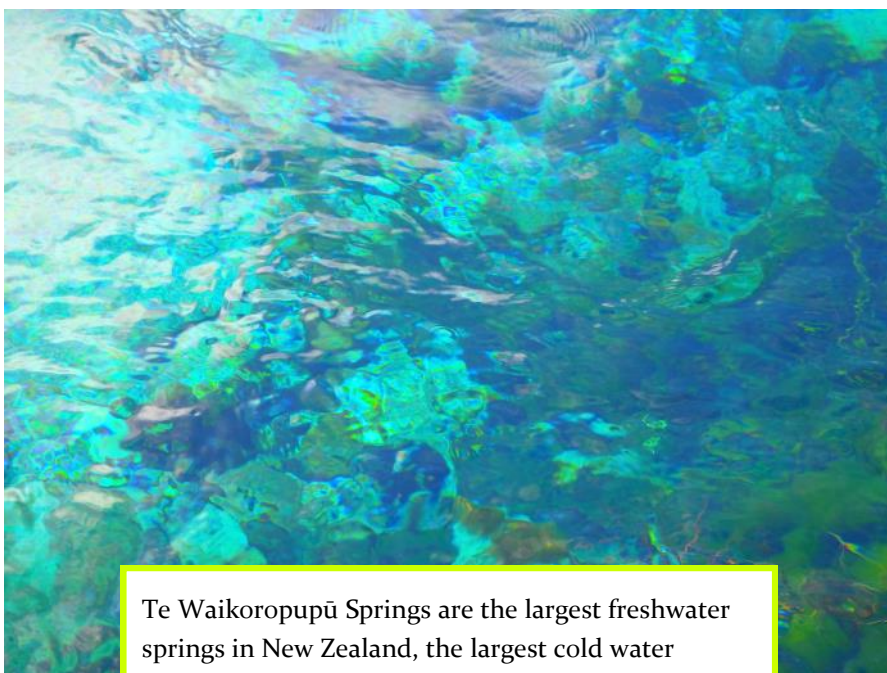
- Peter Campbell
- Jocelyn Cooney
- Ngahua Cassidy
- Janine Clayton
- Lisa Nand

Other members of the current Board are John Kane (Chairperson), Brenda Ellis (Principal), Julia O'Connor, Emma Thompson and Carolyn Shirtliff (Staff Representative).

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Highlights this term have been the Mangarakau Swamp Camp and Outdoor Education Week. All students were able to take part in this week-long initiative.

You can read about these experiences in pages 4-7 of this newsletter.



Te Waikoropupū Springs are the largest freshwater springs in New Zealand, the largest cold water springs in the Southern Hemisphere and contain some of the clearest water ever measured.

## School News

As we near the end of Term 2 we begin to carry out our half yearly assessments to measure the achievement of our students during the first 6 months of 2016. Mid-yearly assessments are gathered and triangulated with other assessment information and observations to establish the progress achieved for each of our students. We look forward to updating parents on how their daughters have progressed as part of their mid-year report.

Our high percentage of IEP goal attainment in 2015 continues this year with a target set to achieve at least 80% of IEP goals during Term 1 and 2 of 2016. At the end of 2015 it was pleasing to report that all IEP goals set in numeracy and reading were achieved and 71% were achieved in written language.

Our robust literacy programmes continue to result in positive outcomes for our students' academic achievement especially in regards to the shifts in reading ages with gains of one year made on average per student. On average students achieved two numeracy IEP goals per term at the end of last year and again we hope to meet our target of 80% of IEP numeracy goals achieved with two to three goals achieved on average per student.

Individualised interest-based learning set at the appropriate level has contributed to these positive outcomes for our learners. New, innovative and creative ways are always being sought to spark excitement and interest in learning. Opportunities for students to take the lead with their learning are always encouraged as it is a great way for students to develop inquiry thinking and to be self-motivated.

The implementation of a number of rubrics across a variety of learning areas has enabled students to track their progression through stages as well as be able to identify goals and next steps of where they want to progress to. For example, our students are becoming more independent in identifying their learning goal in Food and Nutrition by referring to the stages of their assessment rubric.

Key competency learning continues to be embedded in all that we do and it is pleasing to see students thinking about what they hope to get out of their time at Salisbury and with support, setting realistic and meaningful targets for each term and evaluating their progress towards achieving these. Most importantly our continued focus on our students building resilience, perseverance and the confidence to try new things contributes to preparing them for life after Salisbury.



*Using Melissa's love of water helped to create innovative experiments which helped to demonstrate several scientific concepts, as well as build skills and knowledge.*



## Mangarakau Camp

In week 3 a camp group of 5 students travelled to Mangarakau Swamp for four days of fun and adventure. The week was full of new experiences for most with a focus on pushing personal boundaries, building their independence and leadership skills while extending student knowledge and understanding of the importance of sustainable living. Throughout the week we had epic weather patterns including thunder and lightning, heavy rain and wind, which we enjoyed while out and about around Mangarakau and from the comfort of our warm lodge. All students shone in different ways throughout the week. We had expert weta spotters, helpful volunteers and lots of girls stepping out of their comfort zone and trying new things. It was great to see the girls engaging in different activities in the evenings also, taking part in guitar, singing, colouring in and card games. It was most noticeable how fantastic the students were at thinking and caring for others during this trip. Everyone worked hard and found many ways to contribute throughout the week which was so pleasing to see. Mangarakau is such special a place with many great memories made.



### Day 1

We left on Tuesday morning, with the hope of arriving at Waikoropupu Springs before the rain set in. Our bags were well packed with warm and waterproof clothing as the weather forecast wasn't that great. We enjoyed a lunch stop at the Pupu Springs picnic area before exploring what is the largest fresh water spring in the southern hemisphere. At Te Waikoropupu Springs, meaning 'Water of Life', we donned our raincoats and everyone was handed a workbook with a series of questions that required some serious detective work to answer. We were able to learn more about the history of the spring and about the creatures that call the area home.



We then continued on to Mangarakau Swamp which is approximately one hour drive from Collingwood. Mangarakau Swamp is a national treasure. It is the biggest wetland in the Nelson/ Marlborough region. The word Mangarakau means 'place of water and sticks' and is a freshwater swamp which drains into Te Tai Tapu Reserve. Once we got unpacked and settled at the Lodge we went for a walk to check the Weta boxes that had been constructed and placed by Salisbury students some years ago. Mrs Shirtliff opened the boxes to a chorus of squeals but none so loud as her own, when the door fell off one box and the wetas came tumbling out! By this time it was starting to get quite cold so we headed back to the Lodge for showers tea and a relaxing evening.



Escapee from a Weta box

# Mangarakau continued

## Day 2

Day 2 dawned to the tune of thunder, lightning and intermittent heavy rain. The electrical storm had passed by the time our local guide Murray Gavin arrived to tell us a little of the history of the area. Between showers we planted a number of native trees in an area that is being encouraged to return to native bush. Murray then set some fish traps in a stream to check and release the next day.



Murray setting fish traps in the creek



Strong winds at Patarau Beach

After lunch we set off in strong winds for Patarau Beach. We were the only ones on the beach and at times it was hard to stand up straight! We had a lot of fun looking through all the driftwood to find pieces that looked like something else. We found ballerina legs, horses, cats and ducks to name a few.



Mr Evans had some activities lined up for us, balancing and walking along the top of a log, supporting each other to reach the end. Even those who were at first reluctant, managed to complete this task with the help and encouragement of others. The sensory trail resulted in a lot of giggles and fun as the person blindfolded placed complete trust in the one who was leading them through a series of obstacles. Those who were not blindfolded had a chuckle when Rachael who was leading Mr Evans pointed and said "Go there Mr Evans, go there!"

We were a tired bunch by the time we returned to the Lodge so it was showers, tea and an early night for everyone.



# Mangarakau (continued)

## Day 3

Everyone was up and on track keen to meet the Farewell Spit Bus. Our bus driver and tour guide was very welcoming and gave us an informative and at times humorous commentary. At the start of our tour he mentioned that it was possible that we may get stuck ....and we did! Not once but twice and it was all hands on deck to dig and push the bus out. We saw a number of seals sunbathing in the sand and a lot of local bird life. The lighthouse is in the process of being repaired and painted so we were not able to get close to it. Our tour guide treated us to muffins, biscuits and a hot drink before starting the return journey with a stop off at the big sand dune for those who wished to launch themselves off the top. It was really windy and there was a lot of sand being blown



around, a bit like being sandblasted, but there were a few hardy folk who braved the wind and sand and jumped. It was a tired group who returned to Mungarakau that night.

## Day 4

Home day, so it was breakfast, packing and clean up before departing . There was time to check the fish trap that we had set with Murray yesterday and we were all surprised at the fish and creatures that were caught.

We got back to Salisbury mid afternoon and once we unpacked and showered were able to relax and enjoy sharing our camp stories.



# Kimi Ora—Outdoor Education Week



Kimi Ora's Outdoor Education week involved many exciting adventures. The focus was to support the Key Competencies of: Managing Self, Participating and Contributing and

Thinking and Problem-Solving in the wider community.

The more capable students had opportunities to demonstrate leadership skills with the less confident students encouraging them to be involved with the planned activities.



The highlight for all of the girls was taking the water taxi from Kaiteriteri to Anchorage on the Abel Tasman track. The previous week the students were taken out to Kaiteriteri to show them where the water taxi would leave from. This was supported with visual cue cards so they were well prepared. All

students commented on how exciting the boat ride was, with one student adding that it was "the best day ever".



The boat dropped us at Anchorage, a beautiful little inlet, where we had lunch, a bush walk, searched along the beach for treasures, and walked into a little cave. The photos say it all....walking along the beach as a group, collecting sea treasures, and riding on the 'wind-swept' top deck of the boat.

Another outing was to Jester House to feed the eels. Our focus here was on Salisbury's current theme of Fish Migration. We learned that from about the age of 20 the eels migrate to breed near Samoa. All the girls engaged with feeding the eels. The students demonstrated appropriate social skills at the Jester House café, socialising appropriately with the public and enjoying a hot drink for a morning tea treat.

From Jester House we ventured to Rabbit Island for our BBQ lunch. Some of the girls assisted with the setting up and cooking. Back at school the students created visual diaries and reflected on their experiences based on their individual photos. The following week all students identified ways to present their learning at our school assembly.



Feeding the eels



The Kimi Ora students managed themselves really well in the community and participated easily in all the activities because of the residential support staff preparing them each morning and the high student teacher ratios from the school staff.



# Kimi Ora

Anneke has settled well into Room 7. During the school day she joins in with class activities such as Fun Fitness. Anneke was very proud of coming first in a running activity. She volunteers to be time keeper for other activities. Anneke enjoyed learning about early inventions and was very interested in the newspaper printing press during a class visit to the Nelson Museum. Anneke was excited to find some information about dinosaurs.



Like all students, Anneke's individual learning activities are based around her Individual Educational Goals. With support she completes reading, writing and spelling booklets based around her interests. Anneke joined in with a class 'skip counting' activity and was delighted that she could skip count in 2's to 100. Anneke has shown her artistic flare in her drawing and painting. She has a strong eye for fashion style.

Anneke has proved to be a reliable and conscientious worker in the school café. This involves setting out the water on the tables, serving, cleaning and tidying the café after lunch. Anneke arrives on time and is pleasant and polite as she serves. She is delighted that this is a paid job.

One challenge for Anneke was riding on the ferry in Able Tasman during our Outdoor Education week. To prepare her for this Anneke and another student visited Kaiteriteri beach the week prior to familiarize them with the beach and see the boat. This was successful as Anneke enjoyed riding inside the ferry on the way to Anchorage, and even went on the top deck on the returning trip. Another day they visited a local café where Anneke fed the eels and enjoyed a hot chocolate.





# Residential News

## Purple Party

As an end of Term One treat and a big thank you to all the girls for a fantastic term's effort, we celebrated our success by having a 'Purple Parker Party' and games evening on the last Saturday of the term. The girls blew up purple balloons and decorated the recreation room, colour coordinating the supper table using purple fabric and cups, plates and matching straws.



Games and music were organised with the help from students, which included playing statues,

three legged race, musical chairs, egg and spoon race, pin the tail on the donkey, and pass the parcel.

There were spot prizes for best outfit, great participation, and prizes for winning the games. This allowed for everyone a chance for a dip in the treasure box. There was lots of laughter especially during the three legged race watching everyone trying to work together and go in the same direction. At the end of the evening there was a well-deserved healthy supper and chilled sparkling water for refreshments.

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## Thinking of Mum on Mother's Day

The preparation for the 'Celebrating Mother's Day' feast started on the day before. Students helped select fresh vegetables from the main kitchen that they liked and thought would go with a pork roast. Students worked alongside staff peeling and chopping vegetables, practising their knife handling skills, calculating portion amounts, selecting suitable cooking vessels, whilst discussing the 5+ a day philosophy.

On the day of the feast, other students enjoyed decorating the long table being set for 14 places, and using their imagination and resourcefulness to find decorations to enhance the table setting for little or no cost. Other students worked together to locate flowers from our beautiful grounds to create several flower arrangements for the table. It was a great whanau environment with absolutely everybody being part of organising the celebration.

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# Residential News

## Thinking of Mum on Mother's Day

(continued from previous page) With the pork roast and vegetables cooked and ready to serve, the students eagerly sat with their friends around the table. After Karakia, each student shared what they loved about their Mums the most. Some of the special acknowledgements were "Mum is very special and I love her very much," "She is kind a caring and takes me places like restaurants," "Mum is kind and caring and she loves me" and "best custard maker", to name just a few.

After serving the roast pork, crackling, roast potatoes, kumara, pumpkin, cauliflower, broccoli, peas and carrots, the girls were spoilt for choice of gravy or apple sauce. You could hear a pin drop. The meal was a great success with lots of family social interactions and **every** plate scraped clean.

A very touching moment was when several girls acknowledged that the staff were sharing this special day with them and not their own families.

Happy Mother's Day "best custard maker".



## A Very Social Occasion

One of our students enjoyed a lovely outing to a sophisticated café by the Maitai River in Nelson. This young lady said hello to several other customers and ordered her hot chocolate and paid for it herself independently. While waiting for her order to be delivered, this student approached some customers that were seated around a table and introduced herself to them as well as asking if she "can tell you something" followed by "have fun". The hot chocolate arrived and at one point this student picked up a magazine and flicked through the pages for the sole purpose of posing for this gorgeous photograph!

