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Our students have enjoyed a very busy term filled to the brim with fascinating learning opportunities, what lucky girls! When I reflect on student progress and achievement of individual learning goals I feel a great sense of pride in the staff, their patience, expertise and commitment during what can only be described as a most challenging time in the school's long history.

Speaking of which, we are about to celebrate our centenary! Over the weekend of the 1<sup>st</sup> and 2<sup>nd</sup> October, past and present students and staff, board members, parents, community supporters and Friends of Salisbury will be joining together for a weekend of celebrations, social functions and informal get togethers, including a bus trip to favourite places, down 'memory lane'. Much planning has gone into this event and Carolyn Shirtliff, who has been a staff member for 31 years, is to be warmly thanked for her unwavering energy and attention to detail in the planning for this momentous occasion. Our pōwhiri will begin at 10.30am on Saturday 1<sup>st</sup> October, and our esteemed Kaumātua, Harvey Ruru, will officiate at this event.



The Hon Hekia Parata has announced a delay in her decision regarding the future of our school. We are encouraged that she is taking time to look closely at the research and evidence provided to her, before making her decision in November.

Ngā mihi, warm wishes and a safe and enjoyable holiday break for all students, families and staff.

#### CALENDAR

**5 September** – Board meeting

**23 September** – students travel home

**10 October** – students return to  
Salisbury

# School News

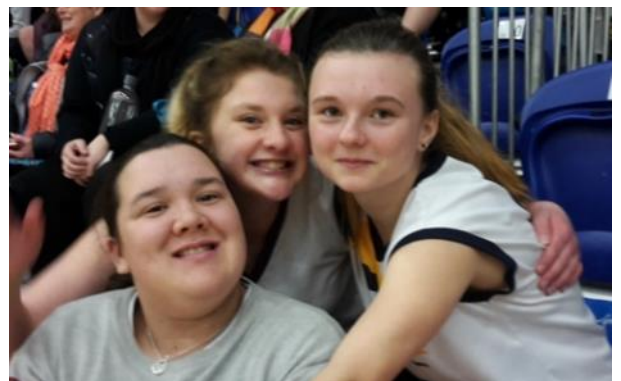
## Empowering Students to Succeed Independently

Health and Physical Education is a priority focus for all our ākonga. Participating in Special Olympic events each term is an excellent opportunity to keep fit, be part of a team and to foster new friendships. Recently all the students attended the Special Olympic Basketball Tournament which incorporated the practising of skills and team games with schools from the top of the South Island.



The Salisbury Stars won all three of their games finishing top of Division 2. They worked hard, displayed exceptional teamwork and supported each other throughout the day. The girls also listened to advice and made sure all members of the team were included. All team members were part of passing plays and had opportunities to shoot and score, which many of them did! Most students attended the event and participated with excellence and were positive and friendly towards students from other schools.

At Salisbury the key competencies are embedded across all that we do in the development of social and self-management skills. Students are able to practise the strategies they have been taught to lower anxiety, resolve conflict and develop safe, positive relationships with their peers and members of the wider community. With support Salisbury students become empowered to independently achieve success in many different social and work experience environments. As they grow in confidence and make safe and positive choices, further opportunities are created so students can challenge themselves and take increasing responsibility for the way they relate to others.



### Life Education Bus

We were lucky enough to have Harold and Ingrid from the Life Education Bus visit us for two days during Week 4. All students participated in the two day intensive programme focussed on cyber safety, nutrition and body image. Students were able to draw from personal experiences and real-life scenarios which ensured the learning was student-centred and relevant. The learning was interactive and we were impressed with the recent upgrade to the Life Ed. Bus which added fun and excitement to the experience. At the completion of the learning we were lucky enough to have a visit from Harold himself! This was a worthwhile learning experience which was beneficial in reinforcing the learning we have been doing in class .

*See the photo on Page 1—the very popular Harold from Life Education with our girls*



# Kimi Mātauranga and Community Learning

This term, more than ever, we have such a diverse and busy timetable. Students are accessing so much more as part of their programmes and often individually in an area of interest. Students are working hard to ensure that as they take on other commitments outside of the classroom as well as out of school, they are continuing to prioritise and make sure they are meeting their academic learning goals.

Some of the activities Kimi Mātauranga students are accessing outside of the classroom include art, food and nutrition, sewing & recreation, RDA, The Ark, volunteering opportunities at The Ark, NMIT, work experience and training at our local gym and aquatic centre. At many of these programmes, students are supported one on one with quality incidental learning taking place, linking to our key competencies focus during this time also.

We started the term exploring our own individual creativity as an introduction into our term theme of 'Creativity'. Students were given creative freedom to make a variety of crafts using things such as buttons, balloons, pipe cleaners and by folding and manipulating paper in different ways. The materials we used were affordable, accessible and demonstrated how we can use various objects to make new things for ourselves and others. Some of the girls created eye-catching bowls of different sizes using only balloons, buttons and PVA glue. Part of this learning was to problem solve how to create an effective and eye-catching object without using instructions. As part of our term theme 'Creativity' we have also learnt more about our skin, how to look after it and what things can negatively impact on our skin. We look forward to creating our own beauty and skincare products using natural ingredients.



The next step in our creativity unit is for students to design and make a wheat bag and also to research and make cosmetics from natural products.

During week four students created some very effective Onomatopoeia Poetry which encompassed Technology, Measurement, Oral Language, Writing, Reading, Presenting and Viewing. The Technology component consisted of students needing to calculate measurements, evaluate the outcome and make changes to make their 3D presentations really come to life. The presentations had to link visually with their poem. Each poem was a different subject and one had a funny twist at the end.

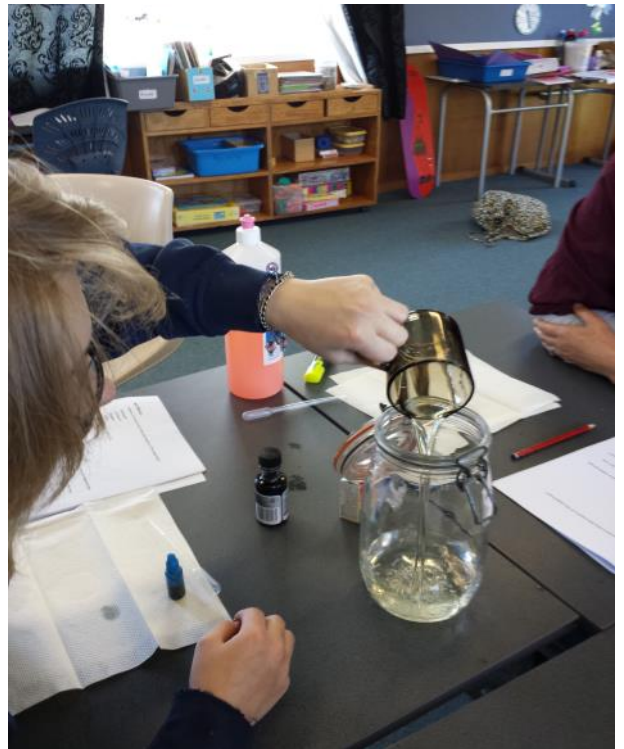
This term Mr Evans has been teaching performance skills on Tuesday mornings with a focus on developing the overall expression and confidence of our students. We have been discussing the ways the brain interprets communication with a focus on body language, voice intonation and how we can use these features to communicate effectively in a range of social contexts. It has been worthwhile learning that it isn't always what we say but how we say it, that can influence how the message is interpreted.

## Kimi Ora, Room 7

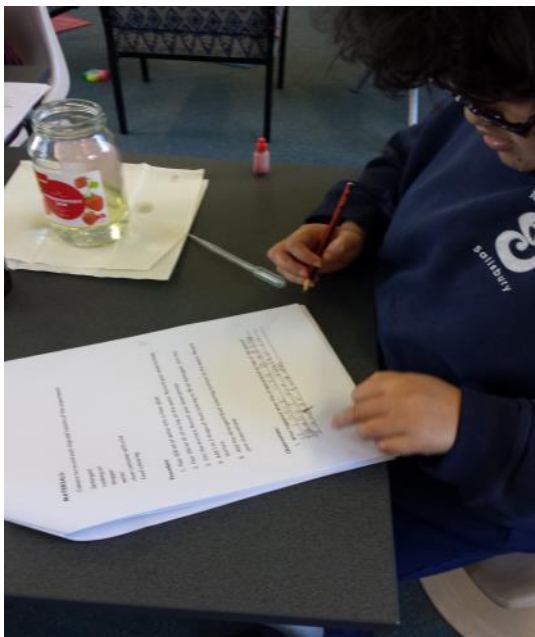
This term, under the school-wide theme of Creativity and Science, we are exploring *Body Wellness: Our Skin*. This theme underpins the learning across all curriculum areas. The objective we are working towards is understanding our skin, what affects it, for example stress and chemicals, and how we can care for it.

We began by learning about the biological structure and function of the skin. As part of our learning the students conducted science experiments including skin absorption and the sense of touch. We then looked at skin conditions such as acne, sunburn and the effects of chemicals found in personal care products. This led into exploring natural medicines, particularly around Māori use of plants, such as harakeke, for healing. As a class we are reading a story about Rongoā, healing plants used by Māori. This has stimulated much discussion about the difference between conventional medicines, herbal and organic products.

As the term continues we hope to learn to make our own beauty products using organic materials and will visit a local organic soap maker. Numeracy is also incorporated into this theme with the students learning about the shapes of the skin cells as well as learning to draw and label a diagram. The concluding activities involve setting up a beauty parlour incorporating activities and products that we have learned can reduce stress and benefit skin health, such as a lavender-infused Epsom salt foot bath.



*Sophie is adding the ingredients for the science experiment about mixing oil and water.*



*Rachael writes her observations on her recording sheet.*

To build on student knowledge and use of Information Technology, the girls edit, then publish their writing using a Word document. This includes the skill of copying and pasting relevant pictures. They are learning to research and print appropriate, relevant information around our theme.



## Kimi Ora, Room 7

This term the Room 7 girls and Samara from Kimi Mātauranga have begun horse riding at Motueka RDA. This has been a challenging yet enjoyable experience for all of them. Anneke and Samara have a little knowledge and experience with horses and enjoy sharing this with the other students. Sophie and Rachael had not ridden a horse before. Sophie challenged herself and succeeded in mounting her horse, Humphrey, on her first lesson. Rachael is very confident around her horse, Wizard, and enjoys instructing him to walk on by encouraging him to do so in a clear, calm voice.

## Kimi Ora, Room 4

It is well recognised that to assist students with Autism to achieve to their potential the implementation of a visual, thematic approach to academic programming is effective. Where possible a similar approach is also recommended with positive behaviour support. Capturing a student's personal interests is of paramount importance to achieve success with programme delivery.



This Term a BEE theme is being used and where possible a student's Maths and Literacy programme (Speaking/ Listening, Reading and Writing) has this theme interwoven throughout her school day. Many resources have been created to have Melissa readily engage in her planned activities.

Melissa is working on addition and subtraction to 10 using laminated bee and beehive pictures, participates in reciting Bee poems, listens to a chapter of Winnie-the-Pooh 2-3 times a week and completes Bee Puzzles. Geometry has focused on shapes and her story writing has included bees on honeycomb (Melissa dictates text which is scribed for her to copy under).

The school's Key Competency for this Term is 'Participating and Contributing'. In Room 4 we have introduced a Participating and

Contributing ✓ Chart as a visual prompt to raise Melissa's awareness as to what is expected with tasks and behaviour. Her daily timetable is now written on the Whiteboard (a BEE picture/speech balloon asks, "What is my work for today?"), and she enjoys reading the timetable with staff each morning and then ticking off each task on completion.

Melissa is expected to complete 3 tasks within each of the 3x daily teaching blocks, and this includes her participation in school-wide activities.

A Treasure Box and Bee Certificates are used as incentives. She is working exceptionally well towards earning an incentive each day.



*Anneke riding her horse, Honey, at Motueka RDA*



The hairdressing salon which is situated in the Recreation Room area of our school has been smartened up. The salon space is divided into areas where students can build practical skills relating to hair, skin, foot and nail care. Posters on the wall have been carefully selected to model appropriate and achievable hair and makeup styles which girls can trial on themselves or others. The salon experience gives the opportunity for students to develop socially and learn new skills. Helping someone to wash and style hair and decorate their nails is fun and a way to learn how to use equipment and cosmetic products appropriately. Encouraging one another to achieve a desired hairstyle or share ideas about affordable and effective skin care can be empowering. Students take photos of their completed looks as a record for their visual diaries.

Peer feedback is an integral part of the learning experience and students begin to realise the importance of being sensitive and honest with one another, while recognising the need to be mindful of how we say things to our peers. All students can learn to be accepting that everyone has different likes and dislikes while developing self-confidence and self-awareness.

The room opposite the salon is perfect to use as a waiting room for a larger group as we did recently for our 'Good to be Green' whole school incentive. Everyone had a pampering of their choice, such as a massage with lavender oil as soft music played. Students had soda water with lemon while they waited for a vacancy in the salon. It was a lovely afternoon being indoors and celebrating positive behaviours on a very cold day!



*Students have a massage and soda water while they listen to soft music and wait for a space in the salon.*



# Residential News

## Tuesday evening baking



and mixes it well. Both girls are experts at licking the bowl. They are also learning to work co-operatively with each other, sharing the jobs

One of the regular weekday programmes in Parker is 'Tuesday night baking'. Sophie and Melissa work together with staff to bake muffins for supper. Sophie is able to read the text of the recipe and can obtain the ingredients from the pantry. She can measure a cup and teaspoon, is learning how to break an egg into the bowl and is gaining strength when mixing the bowl.

Melissa is very adept at sieving dry ingredients together, can identify cup and teaspoon measurements, successfully breaks an egg into the bowl

and respecting each other's space when working side by side. They have also

learnt to be aware of safety when working with hot ovens and muffin trays. This programme has been running for over a term now and the girls have maintained their enthusiasm for the activity. Each week



they get a little more confident and are very proud of the end result.

# Residential News

## SMART Goals

One of Haagen's IEP Smart Goals has been to join a bank and to obtain and learn to use an EFTPOS card.

It has taken us a while to gather the correct documentation required by the bank before we could go ahead. We finally had everything we needed so made an appointment at the Westpac Richmond Branch.

We were met by one of the bank staff, Julie, who helped Haagen decide what type of bank account she would need and then went through the process of setting it up.

Haagen chose to have internet banking and Julie sat Haagen at the computer and guided her through the steps to activate her own account.

The final task was to activate the EFTPOS card and enter the secret squirrel pin number.

Just to make sure the account was activated we went to the ATM and Haagen deposited \$10 of her pocket money and then checked the balance.

All systems go!



*Haagen and Julie at the bank*





## Residential News

We packed up our blankets, donned our winter woollies and headed out to the Russ farm for another of their epic bonfire and barbeque nights.

We had the pleasure off the company of our new student Ellen and her parents who lined up with everyone for barbeque sausages, hot chips and the world famous (in Nelson) dessert of Apple Crumble made by Mrs Russ.

The girls get the opportunity to experience a farm atmosphere along with interactions with members of the community. It is always lots of fun and enjoyed by everyone.

