

Salisbury School

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Te Whaiao, Ki Te Ao Mārama

Tihei Mauri Ora

Tēnā Koutou Katoa

““Happiness lies in the joy of achievement and the thrill of creative effort” Franklin D. Roosevelt.

We have had some busy girls and busy staff, and some great achievements so far this term. The activities, efforts and achievements highlighted in this newsletter illustrate the value of education for girls in an integrated holistic setting. The range of environments our students access and the opportunities available to them are unparalleled.

We regularly hear from professionals in the field who are working with students they believe would benefit from residential education. We are also regularly contacted by parents asking how they can enrol their daughter into Salisbury School. The demand from families around New Zealand for Salisbury is encouraging. We know we could easily fill the school, and are ready to do so. The school's dedicated Board of Trustees is determined that Salisbury will stay open to provide real choice for girls with intellectual impairment or autism, so don't be put off by the assumption that the 'school is closing'.

The current process of enrolling at Salisbury involves applying for the Ministry of Education's Intensive Wraparound Service (IWS) and we encourage you to apply if you have a student who would benefit from residential education. To gain access to the IWS, an application needs to be made by a Resource Teacher: Learning and Behaviour (RTLb), ORS fund holder schools (including day special schools) or by the Ministry of Education. These professionals can refer a child to IWS following discussion with the child's parents/caregiver and school.

If you would like to talk about the potential benefits of a residential option for a student or would like to find out more about Salisbury School please give us a call at the school, we would love to talk to you. There is also information available on our website. Otherwise just enjoy our newsletter and celebrate the girls' achievements with us.

Ritchie Telfer, Relieving Principal



School News

Mangarakau Camp

Seven students attended camp at Mangarakau from the 16th to the 19th of May.

Mangarakau means 'place of water and sticks'. The Wetland is located south of Farewell Spit and it offers a rich and diverse learning environment for our students. It covers an area of about 350 hectares, of which half is owned by the Department of Conservation and the rest by the NZ Native Forest Restoration Trust.

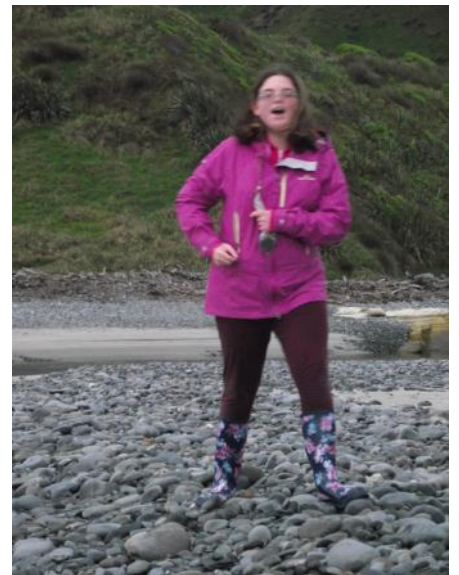


We have been involved in helping "The Friends of Mangarakau Swamp" since 2006.

This environment gives our students an opportunity to learn about the importance of preserving wetlands and the wildlife connected to it. They also learn about the impact of predators on our native birds. Technology has also been a focus in previous years as students built Weta hotels which have been installed in the bush. Checking and recording data from these is a daily activity.

During the week we were at the Swamp each student had an opportunity to plant several native trees or do weeding. This year the girls managed to plant another sixty nine trees in an area that Salisbury students have worked on over many years. To be able to choose and use appropriate equipment for the job as well as being taught the correct procedure for planting a tree is all part of the girls' learning.

Over the week everyone learnt to be an effective member of a team by working with others to achieve a common outcome. For example, cooking meals, doing dishes, Weta box monitoring and planting were all undertaken without complaint. Individual students had the opportunity to step up and show leadership in an activity of interest to them.



Nicola said "So I'm looking for memory stones, but oh so many to choose"

Even though the weather wasn't particularly friendly to us at times we still managed with coats and gumboots to get out for walks, visit the field centre (which is like a museum) and local Patarau Beach where the girls collected small stones to create their own memory collection.

Inside activities during heavy rain included school workbooks about wetlands, art work, card and board games and colouring in.



Kimi Mātauranga (Search for Knowledge and Wisdom)

Tēnā kotou te whānau o Salisbury from all of us in Kimi Mātauranga. We are half way through the term and the girls are generally going very well with all of their respective individual programmes. Ciarra, who is at the school as an adult learner is showing great maturity and motivation with her individualised programme. All but one student is in a flattening situation and this is indicative of the way the girls are developing into resilient and mature young women.

The theme this term that we are focusing on is 'Interaction' and the Key Competency is 'Participating and Contributing'. This means that we are looking closely at how we interact with our local and wider community and what support services are available for us to access in a range of situations.



Four of the five students in class went to Mangarakau for a four day camp and although the weather wasn't perfect with the excellent planning and preparation that had gone into it ensured that they had a fantastic experience. They came back with lots of stories as usual and all being proud of the way they had coped with the challenges and changes that they had experienced during the week. It is so important for our girls to have those experiences and opportunities to explore the outdoors and to learn what nature has to offer, and also learn the importance of protecting our environment for future generations to enjoy.



Those staff and students who remained at school had a long list of jobs and learning to do and the girls got to mix with students they wouldn't normally mix with. Poppy spent time mixing with Grace, Melissa and Anneka and got to know them better. She showed Grace her dog training skills that she had previously learned from her course at The Ark, Poppy was also a great help in reviewing some of our school resources that had been in storage and managed to obtain a few treasures for herself in the form of old books no longer required.

The evening prior to departing on camp the girls sung a lovely waiata to welcome the new Minister of Education, Nikki Kaye, who had come for a visit. Poppy led the song with her beautiful voice and the Minister personally complimented each student afterwards. Our girls probably have more opportunities to meet high profile people than most students in mainstream schools. This always provides them with more life experiences they can draw on in the future.

We are all looking forward to Week 8 when we will be having a fun-filled week with crafts, outings, sharing kai and a lot of group work to celebrate Matariki.

Work experience for the girls is going well and they are achieving A's or A+ on their weekly report cards, and the written comments are all extremely positive with lots of learning happening and work skills developing. It is so important that our girls get as many opportunities to experience life out of Salisbury in the community in order to set them up for their respective futures.



Kimi Ora (Search for Health and Wellbeing)

This term, under the theme of 'Interaction', we are focusing on the Social Sciences and learning about what makes a healthy community. The objectives we are working towards include developing skills in social-inquiry research and a deeper understanding about our local community. It also provides students with the opportunity to share personal strengths and skills to make the school community a better place.

We began with discussions about what makes a healthy/unhealthy community. This extends into looking at diversity within our communities. As part of our learning, students chose two community support groups and are completing research projects to present to at Assembly.

The concluding activities involve developing and implementing a service project for our school community based on each student's skills and strengths. This theme underpins the learning in other curriculum areas such as writing, current events and reading.

The numeracy focus this term is algebra, where the students have the opportunity to be creative. This involves activities such as making beaded jewellery, and paper bunting using repeated, mirror and growing pattern designs. Other numeracy is based around each student's individual educational goals.

To build on student knowledge and use of IT, the girls edit and publish their writing using a Word document. This utilises the skills of copying, pasting and re-sizing relevant pictures.

Horse riding at Motueka RDA continues this term. All the girls are building on their skills and confidence. It is a highlight of their week. The girls are working at extending and challenging their fitness levels at the gym.



Sophie and Anneke are learning to make a repeated pattern using beads, then record this in their maths books



Anneke learning to care for her horse, Honey, at Motueka RDA

SCHOOL CALENDAR

Monday 19 June—Arbor Day tree planting

Week 8 19-23 June Matariki celebrations

Week 9— 30 June, early finish at school to attend annual farm trip

30 June Reports completed and IEP drafts submitted

6 July—11:00am final assembly

7 & 24 July, student travel days

Kimi Ora [\(Search for Health and Wellbeing\)](#)

After their holiday break Melissa and Rachael transitioned well back into their school programmes and routines.

The school theme this Term is 'Interaction' and Room 4 have focused on 'People Who Help Us'. Our outings to the Richmond Library on Friday mornings meant that we could lead the girls into an understanding of how a Librarian helps us as we have often asked a librarian where particular books are in the Library. Also we queue at the Issues Desk and talk with the Librarian. Writing letters home and posting them in a Post Box has brought in discussion about the roles of a postie van driver, and a postie.

The Key Competency is 'Participating and Contributing' and the girls' out-of-class-programmes link well with this. Rachael goes to the Gym, RDA, Elim Kids (Work Experience) and the Library; and Melissa to the ASB Aquatic Centre and the Library. Both girls are making pleasing progress in their activities, particularly in the area of self-management – gaining confidence whilst demonstrating socially appropriate behaviour.



During Week 2 we celebrated Rachael's 19th birthday and Melissa's 16th birthday. Room 4 hosted a birthday party to honour both girls. Invitations were extended to all students and staff and everyone attended. All the girls enjoyed their treats (fun whistles and glow sticks), their popcorn and soda, and the pass-the-parcel game.



On Friday 12 May Rachael attended The Ark for the morning for a follow up course. There she met her dog Buddy's foster family and got to spend some time with him again.

In Week 3 most of the students went on a school camp to Mangarakau. Two vans and a trailer left school and as those who were staying behind bade farewell to the campers. Rachael was very excited to be part of the camping group. On the way to camp they stopped at The Grove Scenic Reserve where they went for a walk to explore the native bush.

Room 4's sticker chart system is working exceptionally well. The girls need to earn at least 4 stickers a day (for completing work and good behaviour choices) throughout the week towards earning a Good to be Green treat on Friday afternoon. This has usually been a DVD with popcorn and a cup of tea.

Rachael and Melissa are having a great Term so far.

Kimi Ora (Search for Health and Wellbeing)

Term 2 has been filled with success for Grace. She has relaxed into her learning and as time passes we get to know more about how to provide a more precisely targeted curriculum to meet Grace's learning needs. Grace is working hard and making big improvements on saying words correctly and this is helping her to grow socially.

Grace loves the regular contact she has with her family and this supports Grace to be doing her best at all times. Grace loves to make her family proud.

The wonderful ladies at Parker cottage have sent



Grace to school

recently with the most beautiful plaits, making Grace feel very elegant, calm and able to begin her school routines.

Students are enjoying the ways in which Grace shows her affection and friendship towards them. It's fantastic to see Grace actively seeking out friendships, playing in a team, challenging others at hop-sotch and speeding around on her bike when she needs time to herself.



Residential News

Don't leave town until you've seen the country!



A 'Rove and Ramble' programme was initiated in Term 1 to encourage students to explore and discover what is in their own back yards for no cost. With the expansive grounds, students explored different areas and learnt the history and significance of the Salisbury Story. One student chose to use her three wheeler bike to join the 'Rove and Ramble' group each week.

The girls enjoyed climbing the trees and collecting the biggest juiciest fruit that they could reach. They also learned where the food was stored in heritage buildings around the campus in the past.

The late summer harvest of plums and various varieties of peaches were distributed to the cottages for the girls to share. Some of these original fruit trees still remain from the orchards planted many decades ago and were used in the day to day menus. Also found were mandarins,

lemons, feijoas, loquat, quinces and passionfruit. One student found a loquat tree and shared her knowledge about them. After more research with the students, we all agreed that loquats should be declared a superfood!

The abundance of fruit collected was also used to teach the girls how to make jam which was stored for the cottage use throughout the year. The girls enjoyed making jam and soon realised it was very hot work!



Our 'Rove and Ramble' group meandered through to the top field where the girls learnt about our heritage trees. In particular the girls were attracted to a huge Himalayan Cedar or *Cedrus Deodara*. It was as tall as the eyes could see. They got close with nature and decided to thank the tree and hugged it in adoration.



Residential News

Our new student Grace was full of smiles when she had the chance to experience riding on a pony and trap one weekend. The previous week Grace was introduced to the ponies. She quickly showed that she felt comfortable around them and thoroughly enjoyed feeding them mints.

Being given the responsibility to guide the ponies around the paddock, Grace was full of giggles especially when the pony



stopped to eat the grass. This was seen as a therapeutic experience for Grace, with her showing contentment with just being around her new friends. Grace was also very sociable with the other adults helping with the ponies, sharing her stories with confidence and excitement.

Riding on the pony trap was the next step to Grace's full experience with the ponies. She happily sat next to Nicky whilst they trotted along. It was a beautiful setting out at Rabbit Island with the trees and estuaries around. Photos were taken to be sent to Grace's family and for reminders of fun memories.