



Rau rangatira mā, tēnā koutou katoa,

2019 SALISBURY SCHOOL ERO REPORT

Following the Education Review Office (ERO) three day visit to the school in early May, we are proud to confirm Salisbury has achieved ERO's highest rating. ERO's overall judgement of Salisbury School, with reference to the ***School Evaluation Indicators: Effective Practice for Improvement and Learner Success*** (July 2016):

Needs Development / Developing / Well Placed / Strong

STRONG

STRONG is defined by ERO in its overall findings and judgements in the following way:

- Outcomes are consistently equitable and excellent
- Disparity is systematically identified and effectively addressed
- There is well sustained high performance and consistent improvement over time, informed by rigorous internal evaluation
- The school is strongly improvement and future focussed
- The school and its personnel contribute positively and consistently to the wider education community and system
- Learning and achievement are systematically and significantly accelerated for those Māori and other students concerned
- Consistency of outcomes is strongly evident across learning, engagement, wellbeing and other areas - in terms of identity, culture, and language - across all groups of students - and in significant, well sustained improvement over time
- School conditions are consistently well developed
- Staff work together in a highly coherent and integrated way to support the outcomes for students as outlined above – and make and sustain any needed improvements in the school's performance for its students and community. This is the result of strategic approaches and deliberate programmes of action that are strongly improvement and future focussed
- Decision making is informed by rigorous internal evaluation by the board, leaders and teachers
- The school and its personnel contribute positively and consistently to the wider education community and system

ERO IDENTIFIED ADDITIONAL KEY STRENGTHS

- Accelerating the learning of those students who need significant additional support
- Strong, positive relationships that provide a basis for student growth and success
- Delivery of individualised programmes that support student learning and wellbeing
- Highly skilled staff with specialised expertise
- Strong and supportive community links that provide a wide range of additional learning opportunities
- Leadership that supports and grows teacher practice
- Stewardship that is committed to, and advocates for, the learning and wellbeing of students

ERO acknowledges the school's strengths in positive behaviour support and restorative practice (Salisbury does not use restraint or seclusion), active membership of the Kāhui Ako where specialist knowledge can be shared with mainstream schools and a staff culture where strongly embedded professional learning and refinement of expertise builds capacity and the sharing of best practice.

We invite you to read our full **May 2019 ERO Report:** www.salisbury.school.nz/about-us/education-review-office-report

Tuia i te herenga tangata,

Brenda Ellis

MPP (Victoria), MTchLn (Cant), AdvDipTchg

Principal

GIRLS AND AUTISM

Often thought of as a predominantly 'male' disorder, autism has long gone unidentified, unnoticed and unsupported in girls – sometimes with devastating consequences for their social and mental wellbeing. Current research reveals a much more balanced male to female ratio in autism and the following list of myths and truths (Lawson, 2019) offers useful points to consider for some girls when wondering about the autism spectrum:

- She is too social to be autistic. She has friends or wants to have friends so she cannot be autistic. **MYTH**
- She looks at me when I speak to her, so she cannot be autistic. **MYTH**
- Girls follow the rules – they are less likely to act out due to a need to please others. **TRUE**
- Girls may have difficulty communicating their feelings and may become mute within the classroom, despite talking at home. **TRUE**
- Girls will mimic others so they blend in – and their true difficulties are often overlooked because of this. **TRUE**
- Some girls may not want to be the centre of attention or have the spotlight on them. **TRUE**
- Others love the spotlight! Also **TRUE**
- Girls may have a love of technology, horses, animals, reading and/or friends. **TRUE**
- Girls may live their lives through others and find personal autonomy elusive. **TRUE**
- Some girls may live with severe anxiety. **TRUE**
- Many girls have performance issue and will not settle for less than perfect. **TRUE**
- Girls may be unable to stop certain behaviours – having to twirl or spin, pick at their fingers, scrunch up their toes or face, have a need to twitch. **TRUE**
- Girls need to tune into their cues and follow them strictly to know what comes next. **TRUE**
- Girls find it difficult to process lots of information at once. They need to do one thing at a time. **TRUE**
- Girls need consistency, structure and continuity. **TRUE**
- Girls exhibit rigid behaviours and resist change. **TRUE** - though some girls do not have an issue with change.
- Routine is very important to girls and if it changes they need to have this visually presented or written down **TRUE**
- Girls find body language and facial expressions difficult to read. **TRUE**
- Girls often have an inability to understand jokes or make jokes that others do not understand **TRUE**
- Lots and lots of questions about life are often repeated and answers fail to make sense. **TRUE**
- Girls show an inability to move on and let negatives go; they fixate on stuff and do not know how to process this or let it go. **TRUE**
- In school, girls are often missed as they appear to be conforming. The teachers and professionals do not see the issues that are going on at home – the lack of sleep, the outbursts, the lack of understanding. Professionals have to listen to the parents, and parents have to take notes and document what is happening. **TRUE**

Utilising a girl's strengths and interests is the best way forward in autism and at Salisbury our programmes are designed to meet the individual needs of every girl, including those girls who are on the autistic spectrum. Please contact Salisbury, or view our website for more information.

Reference

Lawson, W. (2019). A call for action. In B. Carpenter et al. (Eds.), *Girls and Autism: Education, Family and Personal Perspectives*. UK: Routledge.



Parent Feedback

Elizabeth, our beautiful, highly spirited and busy young lady started at Salisbury in May 2018. Elizabeth has Down Syndrome, she is profoundly deaf when her cochlear implant device is turned off at night, when swimming etc and she relies on multiple pathways for communication. Elizabeth is also ADHD and is a zipper kid, meaning that she has had open heart surgery.

Terry and I, her elderly parents by guardianship, are forever grateful for the opportunity for Elizabeth to attend Salisbury Residential School. Whilst the deep connection and love between us as a family is huge, we recognised that Elizabeth needed intensive teaching and care, learning life skills and ABOVE ALL have the opportunity to forge friendships with peers, something she had never known how to do before coming to Salisbury. We also recognised that she is very much at risk at a personal safety level in social situations, including in a regular mainstream school and we want her to learn the skills to keep herself safe when we are not able to do this for her.

We can't speak highly enough of the experience and opportunities that Salisbury offers, and Elizabeth is achieving outcomes beyond our wildest dreams.



The education is definitely individualised.

Last term when Elizabeth came home for the school holidays, WOW! We saw a young lady with confidence, routines established and such positive behavior that we could easily take her out on special occasions. We felt confident that she was beginning to self manage her behaviour in social settings, with support. She was speaking in small phrases and her words were so clear. Now this term, Elizabeth is actually able to speak to us on the phone, knowing who she is speaking with and actually listening to our conversation. This is the most incredible progress with her wearing of her cochlear device and being taught improving language skills. All the Salisbury team are amazing the way they embrace Elizabeth's communication needs and how they unpack her challenging behaviours, work out strategies to manage them and help us learn new ways too.

All the staff are very fond of our princess, and we can see how loved and accepted Elizabeth is. And we always so look forward to Elizabeth coming home for all the school holidays. It is very special time for our family.

Elizabeth enjoys everything she does and learns. She needs intensive support if she is to reach her potential and she receives this at a very high level at Salisbury.

This is the very best education and behavioural support programme carried out with so much dedication and great love that we could ever have hoped for, for Elizabeth. We feel blessed that Elizabeth has this great and wonderful opportunity. We enjoy all the reports and communication. We just love the happiness Elizabeth shares with us over each of her achievements—all the different activities, basketball, swimming, nature walks that she is able to take part in and how she is learning to care not only for herself, but the beautiful world around her.

The joy of seeing her develop lasting friendships that don't quickly disintegrate is wonderful.

Terry and Colleen Bayer

News and Events from School

Since our last newsletter in March it has been all go at Salisbury School from ballet to football, student inquiry into the sun and moon, swimming and gym programmes, growth mindset work, statistical investigations, reading eggs and a wide host of diverse learning in-between! The school is certainly abuzz with learning and excitement as the girls extend on their interest areas and build on their existing knowledge and skill. Towards the end of March, we had a shuffle around of rooms at school and have been enjoying establishing our new syndicates within more site specific spaces. Our newly launched syndicates this year are:

Kimi Ora – for our students for enjoy multisensory learning and play-based learning and who are engaged in a developmentally-focussed curriculum.

He Kākano – our middle school syndicate for students working level one of the New Zealand Curriculum and above with a focus of strengthening core curriculum knowledge and key competency skill.

Kimi Matāuranga - our senior class, future-focussed on enhancing the pathways that girls will engage within when they leave Salisbury.

The girls have also been enjoying setting up their own 'common room' where break times are commonly spent and games and fun of all types are to be found. As the winter weather starts to appear we are taking stock of being almost half way through the year, celebrating what we have achieved and putting in place some exciting plans for the next period ahead.

We hope you enjoy reading some of our highlights.



*Lunchtime in our new
common room*





We currently have a student who has shown a keen interest in setting ink pads into tracking tunnels so we can see what is in our native bush area. Recently the ink pads were set with peanut butter and chocolate. The peanut butter was a successful lure and attracted various predators. We believe we have hedgehogs, rats and mice so a next step will be to set some traps. The same student has also been active in putting up weta houses to see if we get any occupants. A great inquiry in action!



In other enviro news:



Willow has potted up one hundred and ninety carex fascicularis seedlings in the last two weeks. These were grown from seed collected by the girls and grown on in trays. They will eventually be planted beside our stream once they get big enough.



Eighty cabbage trees and twenty coastal salt bush plants grown in our nursery for the Banded Rail project were planted by volunteers on three coastal properties along Bronte Peninsula on the last weekend in May. In the upcoming weekends the rest of our plants will be used on other properties as the volunteers continue with their work to provide good habitat for these elusive birds.

Article from the April 2019 Banded Rail Newsletter

Great Work by Salisbury School

Last year Battle for the Banded Rail gave Salisbury School 16 podocarps (including totara, rimu and kahikatea) in root trainers to grow into bigger trees for planting this season. We also donated potting mix. Students are now involved with looking after these plants and have also helped to pot up other plants including grey salt bush, cabbage trees, and Carex secta for the project.

This activity benefits the students with their learning and work experience, and benefits the project with receiving great plants to add to our estuary sites. We are told the girls are enjoying watching the plants grow. Thank you so much, Salisbury School.

Ballet in a Box – The Royal NZ Ballet



Recently the girls enjoyed a whole school outing to the Theatre Royal in Nelson to watch 'Ballet in a Box' – a series of excerpts from well-known ballets performed by dancers from the Royal NZ Ballet.



The girls were mesmerised by the dancing, costumes and staging. This performance was the first live ballet opportunity for many of the girls. Two of our students have gone on to express their interest in ballet and are now learning ballet at a local ballet studio.



Since our last newsletter, several of our students have participated in a 'St John in Schools' programme. This programme focused learning on 'helping ourselves and helping others' and supported the girls to develop a good practical understanding of what to do in various medical incidents.

Four of our girls continue to attend weekly St John's evening classes.

A big thank you to Kathryn Halstead, St John's Educator, for working alongside our students.



We had a fabulous school-wide focus on road safety during the recent national week for road safety awareness. Teaching and learning opportunities included reviewing safe ways to access our community as a pedestrian, a passenger in a vehicle, and as a cyclist. Re-visiting and extending knowledge on commonly used road signs was a key part of this work alongside quizzes and games to consolidate new learning in fun and memorable ways.

Road Safety Week finished with a great afternoon with Constable Susan and an opportunity for the girls to reflect on their learning and share this with others. Great work everyone!



Farewell to Constable Susan



Recently we said farewell to Constable Susan Finigan, a wonderful supporter of our girls for a number of years.

Constable Susan has been a regular contributor to our teaching programme and has gained the respect of all the girls.

We wish Constable Susan well with her new endeavours and look forward to working alongside Constables Marcus and Charlotte next term.



Wednesdays remain a favourite day of the week at school for both students and staff as Cathy Gutschlag, New Zealand Sign Language tutor, arrives and helps us extend our NZSL skills.

Staff and students are now becoming very skilled at NZSL and it has been great to see this in action around the campus in so many varied ways, especially alongside our deaf student. Tumeke, awesome!

Thanks Cathy & Hearing House Nelson



Eddie

A regular member of the team at school is Eddie, the lovely dog of one of our teacher aides. Eddie has a special nature and works with sensitivity and patience around the girls. Dogs in schools are well recognised in literature for the positive effect they have on students' well-being, empathy, and stress reduction.

Eddie recently had a visit from Mimi at school and we all thought we were seeing double!



Special Olympics Football

Congratulations to all the Salisbury students who recently participated in the regional Special Olympics Football event. The girls had been strengthening their passing, dribbling and shooting skills with Mrs Canton during weekly preparation sessions prior to the event and truly shone on the day. It was great to see the girls work as a team and also support their opposition competitors in friendly and thoughtful ways.

'Player of the Day' was awarded to Rachael for her awesome 'give it a go' spirit.



Health and Physical Education – Term 2 Update

We have been encouraging students to identify their preferred sporting activities and take a leading role in designing games and using equipment in various ways. This has led to greater participation and we see the girls encouraging each other and settling to an activity for greater lengths of time. Girls have tried out boxing and rope swinging. A new game, 'Ground is Lava' has developed. Biking is popular again this term. The girls bike in a group and practise using the court space safely. This provides extra opportunities for the girls to interact socially while they exercise.

We see the girls become inspired by others and find new confidence in their own ability.



School Assembly.....



is scheduled weekly at 9:45am on Fridays. Family / whānau and members of our school community are always welcome to attend.

A range of weekly awards are presented to girls, including our very popular 'Kindness / Manaaki Bear' which spends a week with the lucky student who receives this award.



RDA - Riding for the Disabled

Five students attend weekly sessions at the Motueka Riding for the Disabled Association. All students have individualised goals and set targets within their weekly programme. Recently this group of girls were presented with Rider Awards acknowledging the skill and knowledge they have developed in this area. Big congratulations to everyone!



Further news from our school syndicates.....

Kimi Mātauranga



Search for Knowledge and Wisdom



Earlier this term we bid our fond farewells to one of our Kimi Mātauranga students who has moved into the local community. She was well prepared for the transition and worked positively towards the next chapter in her life.



Kimi Mātauranga is always a hive of industry as students come and go on a daily basis to attend various programmes. Each day is very different and students are always motivated and engaged in their various learning activities, on or off campus. Break times are a great opportunity for friendships to develop and social skills to strengthen.

Our student who is attending a full time 'Food and Beverage Service' course at NMIT is meeting all of her goals. As part of her course programme she participates in

weekly experience in serving the public directly from the NMIT restaurant, either at lunch or dinner service. Our other NMIT student who attends 'Animal Welfare' is also exceeding all of her course requirements and is always keen to share her successes on her return to school. Both girls transition independently to and from their respective courses utilising the public transport system. Our part time NMIT student also has three different work experience commitments each week and this term as she has recently begun a placement at a busy pre-school facility.



Nicola and Emilia have learnt to use the photocopier and laminator to help create our Road Safety card game and SPEC work.

SPEC underpins planning and implementation of programmes in Kimi Mātauranga, which support our students to develop Key Competency skills that they will be able to utilise when they transition to their new environments after graduating from Salisbury School. The SPEC topics are varied and interesting and specifically target each student's individual needs. To date the girls have achieved from four to eleven tasks each which is really impressive. We are currently undergoing assessment of the tasks to prepare student folders for moderation.

Road Safety week proved to be highly successful in Kimi Mātauranga with a variety of activities being undertaken. In particular, a card game we called 'Stop, Think, Act' was developed, incorporating SPEC goals and students found this process highly motivating.



Rachael was a great team member when it came to manufacturing our card game. Ellen is in the background, immersed in her Friday study time for her NMIT course.

He Kākano



Sowing Seeds of Learning Success

This term, under the theme of Planet Earth and Beyond we are focusing on our star the Sun, Earth and the moon and their relationship from a science perspective. The structure of learning is very hands on with the students making models of the earth and moon, showing their orbit around the sun.

Targeted teaching and learning this term provides students with the

opportunity to develop their own interests in these areas through student-led inquiry learning and blends in with this term's focused key competency of 'Thinking'.

One of our highlights has been using the the sun to heat water, to make a solar cooker. First the girls made predictions as to how long it would take our solar cooker to heat food to 'very hot'. There was a wide variety of times from one to five hours, with Willow being spot on at two hours. We learnt how the cooker must stay in the direct sunlight for it to work! This learning fitted in with the numeracy focus of using the statistical cycle to answer inquiry questions.



Willow holding up the model of Earth about to hang it from its 'orbit'. Anneke in the background is working on the moon.



Willow measuring the length of her shadow at different times of the day.



He Kākano girls developing jigsaw puzzle skills with our teacher aide, Mrs Scott

Kimi Ora -



Search for Health & Wellbeing

by students and difficulties were overcome by encouraging students to support one another. Seeing our students increasingly showing empathy for one another reflects their strong desire to experience genuine friendships in their daily living.

Plant to Plate – Food Technology Unit

Our highly motivating theme of growing plants for the plate has been integrated with the key competency of relating to others and through this each girl has been able to achieve new learning. The challenges of organising and planning for the planting have been undertaken



Our plants are being carefully looked after until they are big and tasty enough for us to eat!



Kimi Ora students at work on their garden this term

The Sun, Moon and Earth – Our Science Focus

Using gross and fine motor skills to make models of the sun, moon and earth has provided opportunities to improve cutting with scissors and placing objects in proportion on a presentation.



Drawing shadows on the concrete for balance work was challenging!

Students were surprised to see the sun is so huge and the earth so small in comparison.



Molly's shadow is long at 11:30am.

Socially Speaking

Waiting for a turn, allowing another person to make a mistake and problem solve, and dancing to the music of another student's choice are all skills we have been strengthening this term.

Mindfulness, a well-researched approach to well-being

Teaching students to keep their body still for a short period of time has been a journey in realisation for our students. Essentially at present our focus is for stillness of body and mind, being aware of our senses and the importance of learning how to rest. Results and progress to date has been very promising.



Table time on collaborative tasks give students the opportunity to interact positively and put skills they have learnt into action.

Residential News ...



During the weekend Shikara likes to explore the local area. One of her favourite places to explore is the Nelson marina. While visiting the wharf Shikara is looking out for Bob the stingray and seahorses that come close to the surface. She is often welcomed by a boat-cat or boat-dog, Shikara loves to pet the animals and they love the attention. She takes bread or rice bubbles to feed the small fish that sometimes appear at the surface. Often the seagulls swoop down and pinch the food before the fish get a chance. Shikara and Willow attempted to chase the birds away. Some birds flew away but were quick to return, waiting to be chased again.

Shikara and Willow are learning how to self manage behaviour in a public setting, being polite and respectful of other users in the area, including boat owners who often stop to chat. Shikara likes to explore each of the jetties (many steps!). Willow was wary of walking on the jetty, however she conquered her fear and eventually became confident enough to do so.





The girls had an opportunity to learn a new crafting skill over the winter months. The project involved making a simple lavender bag. Judy brought in a variety of patterned fabric from home and picked lavender heads from her garden. This activity showed the girls that they could make inexpensive gifts for friends and family utilising things that were cost effective and freely available.

Judy taught the girls to lay the fabric ensuring that both finished sides faced together, and then cut out the two identical squares. She taught the girls to pin the two pieces together around three sides of the square. By pinning horizontally across the fabric edge, Judy showed the girls that it was easy to hand sew over the pins this way. Once the bag was secured by hand stitching, the girls filled the bags almost to the top with dried lavender flowers. Judy then showed them how to hand finish off the bags with hand stitching. The skills they learned was measurement, laying fabric, cutting with scissor skills, hand stitching and patience. After the craft session, the girls were proud that they had made such a pretty and thoughtful and useful gift.

Faulkner's Bush

A beautiful Sunday morning was an opportunity for an outing at a local park, Faulkner's Bush. The girls enjoyed socializing with other visitors to the part, especially those who were walking family pets.

The girls also enjoyed time on the swings and flying fox. The outing was concluded with a shared morning tea of hot milos, fruit and crackers. There was lots of chatter and laughter, and lovely interaction between all the girls.

