



CHARTER 2019 - 2021

CONTENTS

INTRODUCTION

- Vision, Mission, Values

STRATEGIC SECTION – BROAD AIMS

- 2019-2021 Strategic Goals

ANNUAL SECTION – SPECIFIC TARGETS, PLANNED ACTIONS

- 2019 Annual Plan

REVIEW PROCEDURES

- School and Residential Team Reviews
- Governance Reviews

INTRODUCTION

Salisbury is a national residential school for female students with complex learning, social and life skills needs. Our focus is on raising individual student achievement levels and improving life outcomes. Salisbury is situated in the suburb of Richmond in Nelson, in a therapeutic park-like setting. The current notional roll is 20.

Salisbury's staffing entitlement is 5.8 FTE teachers. Staff are experienced working with priority learners. The Principal, Deputy Principal and Residential Student Support Managers form the Senior Leadership Team.

There are two enrolment pathways:

- Residential with Intensive Wraparound Service
- Residential only

Specialist support for students with ORS funding is provided by the Ministry of Education. The students board at Salisbury in comfortable, homely accommodation. Residential staff provide 24/7 care, life skills education and recreation opportunities. Salisbury is also an Enviro Green Gold Award winning school and has a strong interest in environmental education.

Local facilities welcome the involvement of Salisbury students. Facilities include sports and recreation clubs, church groups, local primary and secondary schools including the adjoining Te Kura Kaupapa Māori o Tuia Te Matangi, the Nelson Marlborough Institute of Technology, and businesses which actively provide work experience opportunities for Salisbury students.

Vision

'Every Girl Succeeds'

Mission

'To provide 'extraordinary' educational opportunities for students with complex learning, social and life skills needs in a supportive and nurturing 24/7 setting.'

Salisbury provides tailored academic and life skills programmes for students who are not achieving in their local community school. Salisbury also offers the opportunity for students to develop the skills, knowledge and positive attitude that will assist them to manage inclusive school settings when they return to their home community or to access tertiary courses or supported employment options if secondary education has been completed.

Values

1. Manaaki - Kindness
2. Mana Tangata - Integrity
3. Mahi Pono - Honesty
4. Whakawhiwhi honore - Respectful relationships
5. Manawanui - Confidence

STRATEGIC GOALS 2019 - 2021

Broad Aims

By 2021 the Salisbury Board of Trustees intends to:

- **Achieve a progressive increase to the notional roll to a minimum of 40 students**
 - Promote residential school representation on MOE Residential Special School Enrolment panels
 - Continue to network through the Kahui Ako (Communities of Learning)
 - Strengthen transition services, with a view to adding an outreach service
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- **Be known throughout New Zealand as a Centre of Excellence for students with complex needs**
 - Continue to build a speciality for meeting the needs of students with autism and/or intellectual disability, as outlined in the *Salisbury Solution*
 - Form partnerships with government agencies and ministries to prioritise the needs of students in low decile areas and Māori and Pasifika priority learners
 - Develop a staff Wellbeing programme
 - Differentiate Salisbury from other residential special schools
 - Provide onsite PLD for other schools, focussed on the needs of students with complex learning and life skills needs
 - Have ongoing dialogue with the Associate Minister of Education (Learning Support Portfolio)
 - Leverage current Government's political vision, opportunities and promote how our expertise can deliver on the vision
 - Investigate Salisbury satellite classes on existing school sites with an emphasis on rural coverage

- **Establish a sustainable fit-for-purpose school and residence for complex learners**
 - Support a Capital Works building programme including fit for purpose accommodation, substantial refurbishment of classrooms and school facilities and new administration buildings
 - Increase staff and resources to meet student requirements
 - Broaden funding and revenue opportunities
 - Identify the best governance structure for Salisbury's national student body and contribute to the review of Tomorrow's Schools
 - Continue our commitment to annual whole school reviews to constantly drive to do the best we can

ANNUAL SECTION

School Curriculum

Specific Targets – Planned Actions

- To increase the engagement and participation of all students in meaningful and future-focused learning.
- To strengthen collaborative partnership enhancing learning and achievement (cross-campus, Kāhui Ako, multi-agency, specialist providers, family / whānau).

School Syndicate Based Teaching & Learning

	<h2>Kimi Ora</h2> <ul style="list-style-type: none"> • Emergent Level 1 NZC • Developmentally focussed curriculum • Play-based learning/Teaching through play • Multi-sensory learning • Individual Development Plans (IDPs)
	<h2>He Kākano</h2> <ul style="list-style-type: none"> • Level 1 upwards NZC • Students returning to schools in home regions on graduation from Salisbury • Focus on strengthening key competencies, 'learning to learn' skills, and core curriculum knowledge + skills • Individual Education Plans (IEPs)
	<h2>Kimi Mātauranga</h2> <ul style="list-style-type: none"> • Senior class for students preparing to leave school • Community-based vocational and like skills given emphasis • Work experience, community interaction, and possibilities for tertiary enrolment • Curriculum underpinned by SPEC, offering recognition of learning through a nationally moderated panel • Individual Transition Plans (ITPs)

Schoolwide enrichment opportunities complementing syndicate focus:

- RDA
- Swimming
- ASB Gym / Individualised Programme
- Weekly school waiata
- Special Olympics
- Individual leisure and recreation programmes
- Enviro Studies
- Music Therapy
- Inclusion / reverse inclusion in local settings
- LEOTC
- Food Technology
- Weekly 'Good2BGreen' activities celebrating positive behaviours
- Weekly NZSL classes
- Outdoor education and school camp

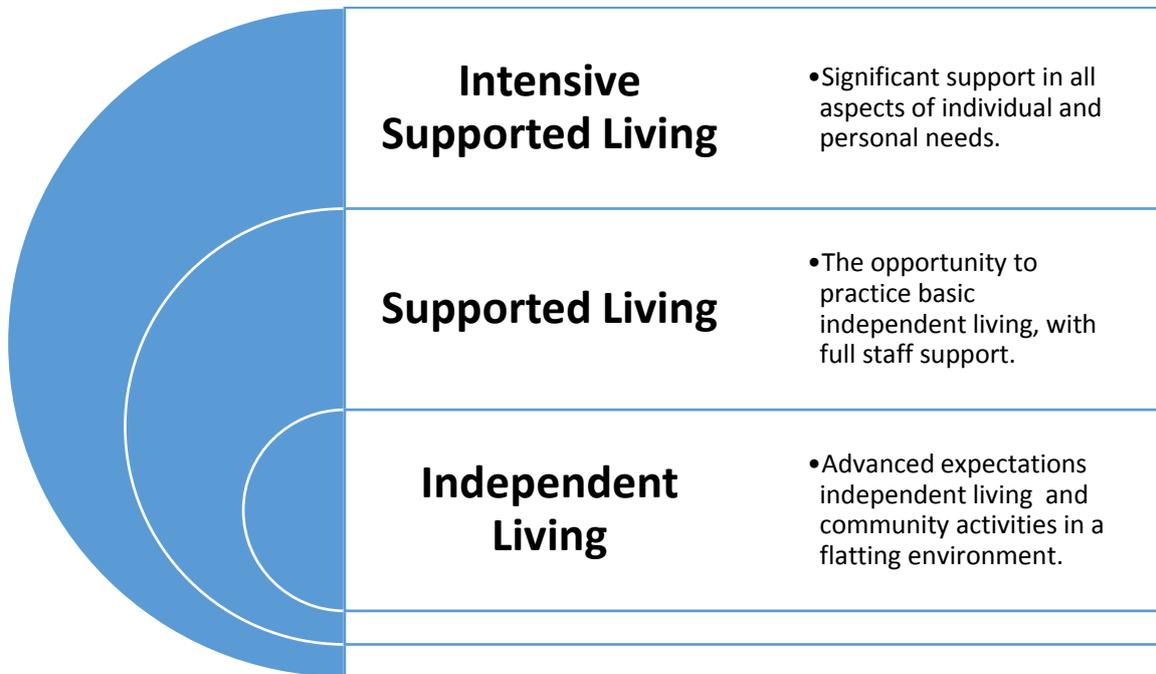
2019 ANNUAL PLAN SCHOOL BASED PROGRAMMES			
Term 1	Term 2	Term 3	Term 4
<p>Teaching as Inquiry introduced to sustain and grow effective teaching practice. Tātaiako – cultural competencies underpin effective practice and provide an active framework for teacher observation and reflective practice. Positive behaviour for learning, individualised functional analyses of behaviour, and a multi-agency collaborative approach give direction towards successful learning and achievement for all students. E-Portfolios introduced, enhancing the sharing of learning success, student and family / whānau voice, and campus-wide formative assessment.</p> <p>Teaching through Play and approaches to Play-Based Learning continue to develop and provide enriched learning contexts for students.</p>			
<p>Planning and assessment tools revised to enhance the implementation of new syndicate programmes. The Key Competencies Pathway, Engagement Scale for Cognition and Learning (ESCL), Expanded frameworks for English and Mathematics, and Learning Stories introduced. Salisbury Curriculum to reflect teaching and learning approaches for each syndicate and the accompanying planning and assessment cycle.</p>	<p>Formative and summative assessment continue to strengthen individualised planning and programming ensuring success for all students.</p>	<ul style="list-style-type: none"> • Continue to develop a future-focused curriculum that meets the needs of all students. • Student and family / whānau voice and a collaborative multi-agency approach continue to ensure relevant programmes result in meaningful learning. 	
<p>STUDENT TARGETS</p> <ul style="list-style-type: none"> • All students in the Kimi Ora Syndicate will progress a minimum of 2 steps in engagement for learning after one year as measured by the Engagement Scale for Cognition & Learning. • All students will achieve 75% or more of their termly literacy curriculum goals. Assessment supported by the New Zealand Curriculum English Exemplars and triangulated through the use of ARBs (Assessment Resource Banks). • All students will achieve 70% or more of their termly numeracy curriculum goals. Assessment tools to include Junior Assessment of Mathematics (JAM) / Overall Teacher Judgement (OTJ), Global Strategy Stage (GloSS) as relevant to syndicate. Assessment supported by the New Zealand Curriculum Exemplars and triangulated through the use of ARBs. • After one year of enrolment all students will demonstrate progression of one or more indicator level on an individualised and prioritised key competency. Progression evidenced through the Key Competencies Pathway tool and peer-moderated. • Students enrolled for six months or more will achieve 85% or more of their targeted IEP social skills objectives. Assessment is OTJ and peer-moderated. • Senior students will achieve 80% of their targeted South Pacific Education Courses (SPEC) learning goals during each half year period of enrolment. Assessment is OTJ, peer moderated, and verified through national moderation. 			

ANNUAL SECTION

Residential Curriculum

Specific Targets – Planned Actions

- To increase independence across the key competency learning areas within the residential living and learning curriculum
- To expose students to structured and incidental community activities that enable students to participate and experience as many social encounters as possible in order to increase social skill
- Consistently track each student’s individual progress, initiating regular opportunities to share information and gain input with families/whānau and stakeholders



Key Competency Learning Areas

- Independent Living
- Health and Hygiene
- Health and Well-being
- Self-Care
- Communication and Participating
- Relating to Others
- Participating and Contributing
- Cooking and Kitchen Skills
- Community Activities
- Budgeting

2019 ANNUAL PLAN RESIDENTIAL BASED PROGRAMMES

- Focus on formulating programmes that meet individual student need
- Establish and maintain consistency and routine in the residential environment
- Endorse campus wide values and role modelling
- Implement programmes that cater to student needs and interests especially with community events
- Establish Living and Learning programmes for independent living, self-care and social/community skills
- Develop and adapt the three areas of Living and Learning consisting of Intensive Supported Living, Supported Living and Independent Living
- Continue to implement Positive Behaviour Support Plans, individualised Functional Analysis of Behavior, Restorative Practice and the Traffic Light System so that students are empowered, motivated, confident life-long learners
- Implement a holistic approach through student and family/whanau voice with multi agency information sharing

RESIDENTIAL STUDENT ACHIEVEMENT

The Residential Living and Learning curriculum assesses student ability in Life and Social Skills.

The Residential Living and Learning documents are used to identify areas of greatest need.

SMART goals for Individual Education Plans are reviewed and reset each term. A minimum of six SMART goals for each Individual Education Plan are set, with each SMART goal broken down to create manageable steps (task analysis).

Students will achieve 80% of SMART goals set.

REVIEW PROCEDURES 2019 - 2021

Self-review at Salisbury is a planned, on-going and collaborative process of professional and organization wide learning. This review takes place at many levels (individual, class, residential team, school wide and Board of Trustees level) and draws on evidence from a range of sources including IEP documents, staff feedback and input, research, student, parents and whānau perspective and the wider school community.

Underpinned by evidence, reflective practice and the constant drive to do the best that we can, form the heart of the self-review process.

We engage in ongoing self-review and reflection in three key areas: Learning and Teaching Practice across the whole school, Collaborative Practice and Staff Culture, and Governance and Management Practice.

School and Residential Team Reviews

Each team regularly reviews practice based across student progress (including IEP goals and process), the demographics of current students, including diagnoses and needs.

Each year the school will identify areas for whole school review. These will be identified through any of the following ways:

1. Student Achievement Data
2. Staff Feedback
3. Formal Audits
4. Parent and Whanau Feedback
5. Board of Trustees review and monitoring
6. Management Direction
7. Any other means, such as ERO

Governance Reviews

The Board of Trustees will regularly review the following areas as part of its governance role:

School Policies

Strategic Direction

Annual Planning

Annual Budget Setting and Monitoring

Governance performance

Internal Audits – Health, Safety and Nutrition

Reporting to Parents / Whanau

Every student has an Individual Educational Plan incorporating academic and life skill goals in each area of the curriculum. There is a new IEP plan for each student, each term.