



## CHARTER 2020 - 2022

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## 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 Richmond, Tasman, 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.

Salisbury is a one school campus, providing 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 competencies 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.

Students can be enrolled via the Intensive Wraparound Service (IWS). In addition to IWS, a new enrolment pathway, refining the 'Residential Only' pathway, was agreed to by the Ministry of Education and the three residential schools in December 2019. The operational details of the new pathway are in development, with implementation planned for Term Two.

Specialist support for students with ORS funding is provided by the Ministry of Education. The students live at Salisbury in comfortable, homely accommodation. Residential staff provide 24/7 care, life skills education and recreation opportunities. Salisbury is 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 neighbouring Waimea College, St Paul's School and the adjoining Te Kura Kaupapa Māori ō Tuia Te Matangi, the Nelson Marlborough Institute of Technology, and businesses which actively provide work experience opportunities for Salisbury students.

### Vision

*'Every Girl Succeeds - Ka angitu ngā kotiro'*

### Mission

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

## Values

Salisbury Values	Meaning
<b>Manaaki</b> <b>Kindness</b>	To be generous to others and thoughtful of their needs. To demonstrate selfless acts of kindness. To accept kindness shown and received. To be kind to our environment and all creatures within this.
<b>Mana Tangata</b> <b>Integrity</b>	To do the right thing and act with loyalty and truthfulness. To be a role model to others demonstrating strong moral and ethical principles and standing for what is right. To take on responsibility, keep commitments, and be known as a trustworthy person. To demonstrate self-control.
<b>Mahi Pono</b> <b>Honesty</b>	To know yourself as a learner and learn from mistakes. To see things as they really are, being honest and true with yourself and honest and true with others. To be a sincere person. To voice opinions in a kind and thoughtful way.
<b>Whakawhiwhi honore</b> <b>Respectful relationships</b>	To treat others, and our environment, well with consideration, care, and compassion. To value others, their beliefs and their skills. To be tolerant of others, listen to others, and enjoy being part of a team. To be a good friend. To speak, act, and present yourself in a respectful way.
<b>Manawanui</b> <b>Confidence</b>	To have faith in your own abilities and motivated to take risks. To be comfortable with your true-self, knowing you have worth and value. To give all that you undertake your best shot. To seize opportunities to learn and grow. To walk with assurance in decisions and choices well made.

# STRATEGIC GOALS

## 2020 - 2022

### Broad Aims

By 2022, the Salisbury Board of Trustees intends to:

- **Achieve a progressive increase to the notional roll to a minimum of 40 students**
  - Establish an appropriately-funded Salisbury enrolment committee to make the enrolment process easier, more transparent and more equitable
  - Strategically market nationally, while also re-establishing the school's local identity
  - Continue to network through the Kāhui Ako (Communities of Learning), educating them about the benefits of residential education, and aligning where appropriate with their plans
  - Strengthen transition services, with a view to adding an outreach service
  - Develop a model for an outcome-based length of stay, rather than time-based
  - Commission a research paper about residential learning support
  
- **Be known throughout New Zealand as a Centre of Excellence for students with complex needs**
  - Continue to build a specialty for effectively and safely meeting the needs of students with autism and/or intellectual disability, as outlined in the *Salisbury Solution*
  - Further develop our syndicate and strand pathway approach expanding on local and national initiatives
  - Form partnerships with government agencies and ministries to prioritise the needs of students in low decile areas and Māori and Pasifika priority learners
  - Broaden and develop the concept of Salisbury as an Education Hub which can be accessed by the wider community
  - Develop a staff Wellbeing programme
  - Work with the other special residential schools on strategic matters that strengthen the schools' governance, operations, and programme delivery
  - Take steps to build a relationship with teachers' colleges, such as the University of Canterbury and the University of Waikato to assist in their learning about residential education
  - Provide onsite PLD for other schools, focussed on the needs of students with complex learning and life skills needs
  - Have ongoing dialogue with decision makers across political parties to ensure in-depth understanding of the benefits of residential education
  - Leverage the current Government's political vision, opportunities and promote how our expertise can deliver on the vision
  - Promote a 'one school' culture reflecting the importance of all parts of the curriculum
  
- **Establish a sustainable fit-for-purpose school**
  - Ensure a Capital Works building programme is delivered in a timely fashion and aligned to the Education Brief
  - Ensure buildings and programmes are fit for digital natives and tailored to our special cohort of learners
  - Broaden funding and revenue opportunities
  - Investigate the option of fee-paying students
  - Continue our commitment to ongoing whole school reviews in areas identified as needing improvements, 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 through the ongoing development of our three new syndicates.
  - To increase student agency and student voice and promote the visibility of this through learning stories and student ownership of learning intentions.
  - Extending play-based teaching and learning with a core focus on refining planning and assessment processes.
  - Broadening the delivery of the SPEC programme through wider integration of student programmes (SVA, work experience, RDA).
  - To review planning and assessment tools for He Kākano with a key focus on further embedding literacy and numeracy progressive pathways.
- Integrating the new Digital Technology curriculum across all 3 syndicates To strengthen collaborative partnership enhancing learning and achievement (cross-campus, Kāhui Ako, multi-agency, specialist providers, family / whānau).
  - To undertake a cross-campus self-review of our IEP / ITP process in line with 'Collaboration for Success' (MoE, 2007) and stakeholder feedback.
  - To revisit the Salisbury Graduate Profile cross-campus and promote the visibility of this within our programmes and documentation.
  - To align with the Kahui Ako Strategic Plan on developing our school wide restorative practice model.
  - Implement e-portfolios (Storypark) for all students enabling a central collaborative platform for staff, students, and parents / whanau to share individualised student progress and achievement.
- To extend our 2019 revised 'Teaching as Inquiry' model with a key focus on collaboration and a peer-based model of observation and critique, and undertake a review of our appraisal documentation cross-campus.
- To self-review our Positive Behaviour Support Manual and associated campus-wide procedures through MoE UBRS (Understanding Behaviour, Responding Safely) training.
- To self-review our enviro practices in preparation for our external Green-Gold review with a key focus on strengthening practices and teaching on 'Reduce-Reuse-Recycle'.
- To redevelop our Transition Services to facilitate a coordinated and well supported entry into Salisbury for Direct Access enrolment students
- To begin a self-review process of staff and student wellbeing engaging with Wellbeing for Success (MOE) and Me and My School (NZCER) alongside broader scoping surveys to inform target areas.

## School Syndicate Based Teaching & Learning

	<h3>Kimi Ora</h3> <p>Emergent Level 1 NZC Developmentally focussed curriculum Play-based learning/Teaching through play Multi-sensory learning Individual Development Plans (IDPs)</p>
	<h3>He Kākano</h3> <p>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)</p>
	<h3>Kimi Mātauranga</h3> <p>Senior class for students preparing to leave school Community-based vocational and life skills given emphasis Work experience, community interaction (SVA), and possibilities for tertiary enrolment Curriculum underpinned by SPEC, offering recognition of learning through a nationally moderated panel Individual Transition Plans (ITPs)</p>

### Schoolwide enrichment opportunities complementing syndicate focus:

- RDA
- Swimming
- ASB Gym / Individualised Programme
- Waiata and Kapa Haka experiences
- Special Olympics
- SVA – Student Volunteer Army
- Enviro Studies
- Music Therapy
- Yoga
- Growth Mindset and Mindfulness classes
- Inclusion / reverse inclusion in local settings
- LEOTC
- Food Technology
- Weekly 'Good2BGreen' activities celebrating positive behaviours
- Weekly NZSL classes
- Outdoor education and school camp

2020 ANNUAL PLAN SCHOOL BASED PROGRAMMES			
Term 1	Term 2	Term 3	Term 4
<p>Teaching as Inquiry to be further embedded to grow effective teaching practice. Tātaiako – cultural competencies to be further extended within review of Performance Appraisal documentation. Positive behaviour for learning, individualised functional analyses of behaviour, and schoolwide systems to be self-reviewed. IEP documentation and process to align to Collaboration for Success guidelines. 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. SPEC and SVA developing core programme focus in senior syndicate. Assessment tools further tailored to syndicate level.</p>			
<p>Planning and assessment tools revised to further 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 further embedded. Learning Progressions introduced further. 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. Learning Stories fully embedded as core formative assessment approach.</p>	<ul style="list-style-type: none"> <li>● Continue to develop a future-focused curriculum that meets the needs of all students.</li> <li>● Student and family / whānau voice and a collaborative multi-agency approach continue to ensure relevant programmes result in meaningful learning.</li> <li>● Wellbeing self-review driving direction for strengthening of approaches and input.</li> </ul>	
<p><b>STUDENT TARGETS</b></p> <ul style="list-style-type: none"> <li>● 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 &amp; Learning.</li> <li>● All students will achieve 80% 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).</li> <li>● All students will achieve 75% 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Senior students will achieve 85% 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.</li> </ul>			

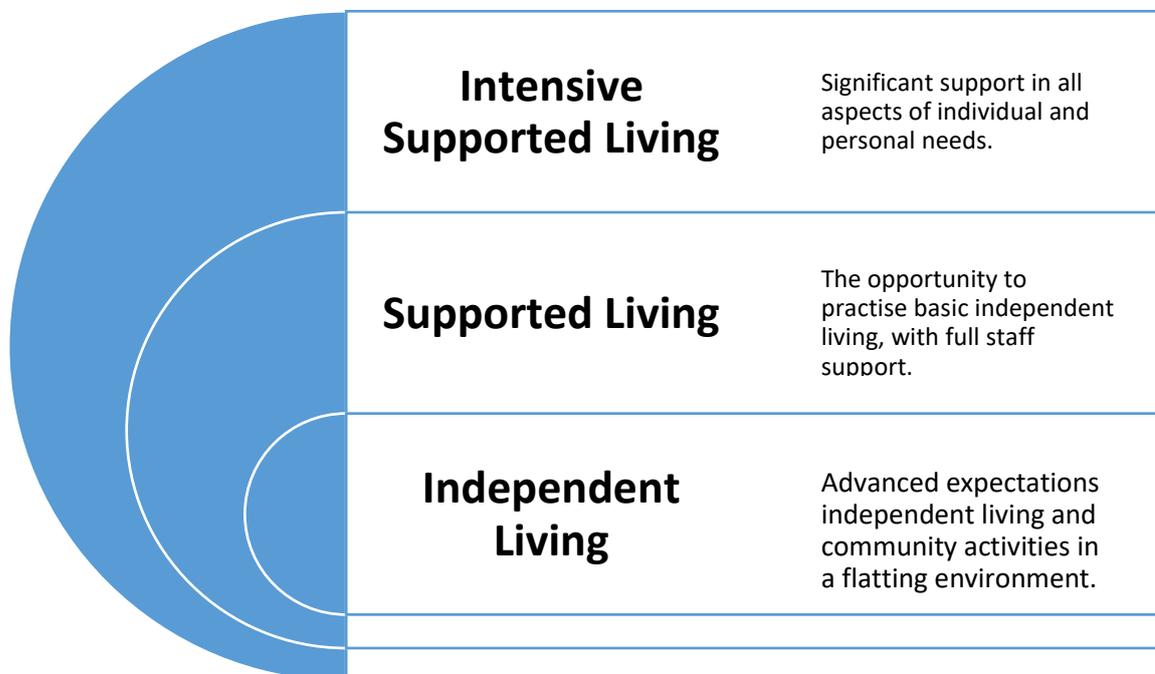
## ANNUAL SECTION

# Residential Curriculum

## Specific Targets – Planned Actions

- To strengthen key competency development for all students through the individualised delivery of the Living and Learning Curriculum (LLC). A key emphasis in 2020 will be placed on ‘relating to others’ and a targeted approach to developing prosocial peer-based skills.
- To introduce and implement a term calendar guiding community engagement and residential enrichment programmes. To gather student voice and use this to inform the planning of term calendars.
- To develop further the flatting programme aligned to the residential strands of ‘supported living’ and ‘independent living’.
- To extend and broaden the residential enrichment programmes throughout the development and implementation of 3 new programmes (Colourful Crafts, Friendship Formula, and Let’s Get Going/ Kori Tinana).
- To engage with a campus-wide review of our IEP / ITP process.
- To integrate the ‘Lunchbox Programme’ within the morning cottage routine for all students alongside individualised student goals.
- To strengthen collaborative partnership enhancing learning and achievement (cross-campus, multi-agency, specialist providers, family / whānau).
  - To undertake a cross-campus self-review of our IEP / ITP process in line with ‘Collaboration for Success’ (MoE, 2007) and stakeholder feedback.
  - To revisit the Salisbury Graduate Profile cross-campus and promote the visibility of this within our programmes and documentation.
  - Implement e-portfolios (Storypark) for all students enabling a central collaborative platform for staff, students, and parents / whanau to share individualised student progress and achievement.

## Residential Strand Based Programmes



### Residential Curriculum Enrichment Areas

- Independent Living
- Health and Hygiene
- Health and Well-being / Let's Get Going
- Self-Care
- Communication and Participating
- Leisure and Recreation Programmes
- Relating to Others / Friendship Formula
- Participating and Contributing
- Cooking and Kitchen Skills
- Lunch-Box Programme
- Community Engagement and Activities
- Budgeting and Shopping Skills

### 2020 ANNUAL PLAN RESIDENTIAL BASED PROGRAMMES

- Focus on formulating programmes that meet individual student need (three new target programmes for 2020)
- Establish and maintain consistency and routine in the residential environment
- Endorse new 2019 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
- Continue to 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 and engage with campus-wide planned reviews
- Implement a holistic approach through student and family/whanau voice with multi agency information sharing via Storypark

#### STUDENT TARGETS

- All students will have 'relating to others' individualised targets for two consecutive 6 month periods. The combined student cohort within each 6-month period will achieve 75% of their targeted goals. Assessment will be via 'overall teacher judgement' (OTJ) with moderation occurring through team meetings.
- All students will achieve 85% or more of individualised 'managing self' SMART goals. Assessment will be through the use of 'overall teacher judgement' (OTJ) and will be triangulated with the Salisbury Living and Learning Curriculum (LLC) and assessment profile.

**Salisbury School  
Annual Plan 2020**

NAG 1 Curriculum Delivery

Goals	Targeted Time Period	Core Lead Person / Group	Action
Strengthen the visibility of student voice and student agency across campus	Ongoing Terms 1-4	SLT	<p>Storypark ePortfolios will be introduced Term One (school) and Term Two (residential). This will be the central platform for communicating with parents and sharing student voice.</p> <p>‘Learning Stories’ to be centralised as the school’s core formative assessment practice building on 2019 PLD. These will work to capture and promote student voice and student agency and give evidence to a cycle of student-driven learning. On-going PLD to be delivered to staff throughout 2020 to work alongside this target.</p> <p>Principal and DP to engage with 2020 leadership cluster PLD focusing on student voice &amp; student agency / Richard Newton, University of Auckland, Centre for Educational Leadership.</p> <p>Campus staff will be supported through targeted PLD to develop student voice (e.g. “I am working on...” statements) linked to SMART goals and learning intentions.</p> <p>Residential staff to develop processes that support capturing and documenting student</p>

			<p>voice and student agency that drive programmes of leisure and recreation. Student voice will be visible on learning walls. Students will develop in their contribution to and understanding and ownership of their learning goals.</p> <p>‘Teaching as Inquiry’ focus areas will be individually selected from a schoolwide focus on ways in which student voice can be increased student voice and integrated into planning.</p>
<p>Develop further our ‘Teaching through Play’ and ‘Play-Based Learning’ school programmes</p>	<p>Ongoing Terms 1-4</p>	<p>Deputy Principal, Kimi Ora Syndicate Leader</p>	<p>Planned engagement confirmed with Longworth Education (year-long) to guide development in this area.</p> <p>Core focus will be directed to planning, assessment and documentation methods with the refinements of current processes / templates.</p> <p>This work links with our Kāhui Ako Strategic Plan (Goal 9). Opportunities to share best practice and reflections will occur within this forum throughout the year, enabling further refinement of practice.</p> <p>Source and consider national networks and Special Interest Groups (SIGS) to collaborate further with.</p>

<p>SPEC- South Pacific Education Courses</p> <ul style="list-style-type: none"> <li>To further develop our senior syndicate enabling programme core features to be fully interconnected and aligned to SPEC targets</li> <li>To become a 'SPEC School of Excellence'</li> </ul>	<p>Ongoing Terms 1-4</p> <p>Term 4</p>	<p>Kimi Mātauranga syndicate leader and DP</p> <p>DP, Kimi Mātauranga syndicate leader, Principal</p>	<p>Term planning processes will further support the integration of the senior programme, inclusive of the Student Volunteer Army Award (SVA) into planned SPEC Targets. SPEC portfolios will provide documentation of goals and the wider senior programme in action. Documentation will be collated, including student and parent voice, networks further developed and an application submitted in December for recognition as a SPEC School of Excellence.</p>
<p>Targeted PLD for staff (especially He Kākano Syndicate) developing increased familiarity with the Literacy Learning Progressions and a targeted approach to Reading Programmes (guided, shared, independent)</p>	<p>Term 1: Reading Approaches Workshop (Sheena Cameron and Louise Dempsey)</p> <p>Terms 2-4: Literacy Learning Progressions</p>	<p>DP, He Kākano Syndicate teacher and other teachers as appropriate</p>	<p>Targeted PLD focus will be sourced and directed towards these two areas with a key focus on students working L1 and higher of the NZC.</p>
<p>Residential teams will deepen knowledge of tools and approaches that can support student development with the focused key competency 'Relating to Others'</p>	<p>Ongoing Terms 1-4</p>	<p>SLT</p>	<p>Key Competency Pathway (Relating to Others) considered to broaden practice and inform student goals</p> <p>Friendship Formula and / or associated programmes (Socially Speaking) integrated to enrich the Living and Learning Curriculum</p> <p>IEPs to hold a key focus on 'Relating to Others' for all students.</p>

Teachers will develop confidence and expertise in delivering the new Digital Technology Curriculum across strands.	Ongoing Terms 1-4	DP, Kimi Mātauranga, He Kākano and Kimi Ora Syndicate Leaders	Long term plans will reflect integration of the new Digital Curriculum strand. Teachers will be supported to implement drawing on 2019 PLD and will consider further resourcing that may be needed here.
Transition processes for newly enrolled 'Direct Access' students will be strengthened through the development of a formal process underpinned by a culture of collaboration.	Terms 1-2	DP, Principal, SLT, Admin Staff	Processes strengthened for application, enrolment, and transition phases of student movement into Salisbury and from Salisbury. These will be documented through 'Transition Guidelines' and referenced in the school's Desk File.
The broaden the scope of residential enrichment programmes through the integration of 3 new programmes targeting social, leisure, and fitness.	Ongoing Terms 1-4	Residential Managers	The intent of each new programme across differing strands will be considered alongside supports needed to implement and review. New programmes – Friendship Formula Let's Get Going / Kori Tinana Colourful Crafts
<b>NAG 2 Reporting Self-Review and Community Consultation</b>			
<b>Goals</b>	<b>Targeted Time Period</b>	<b>Core Lead Person / Group</b>	<b>Action</b>
To maintain a programme of self-review	Ongoing Terms 1-4	BoT, Staff, Community, SLT	Self-review schedule followed (Page 22).
To undertake a self-review of the Salisbury Graduate Profile taking into account the school's new 2019 vision and values.	Term 3-4	SLT (in consultation with campus staff and school community)	Self-review current Graduate Profile.  Scope and survey school community on envisioned and desirable outcomes on graduation for Salisbury students.  Senior Leadership Team to consolidate scoped data into core themes and present a draft

			<p>profile to the community. This will be refined through a cycle of feedback.</p> <p>A new Graduate Profile will be launched. SLT will consider ways in which this will drive core curriculum focus / documentation / visibility.</p>
<p>To self-review our campus IEP process aligned to the MOE 'Collaboration for Success' guidelines. Consultation with our parent community and stakeholders will support and inform this process.</p>	<p>Term 2-4 planned action</p>	<p>SLT, school community, external stakeholders (as participants)</p> <p>SLT</p> <p>SLT</p> <p>All residential and school staff</p> <p>SLT</p>	<p>Term Two: Consultation with key stakeholders (parents, external agencies, campus groups, students).</p> <p>: SLT to undertake Collaboration for Success Workshop training</p> <p>Term Three: Feedback from stakeholders and alignment to current processes / documentation to be reviewed. Proposed changes drafted.</p> <p>Campus-wide review of new draft IEP alongside core concepts from Collaboration for Success.</p> <p>Term Four: Refinement and review of process and documentation. Guidelines written, desk file updated. Preparation for Term One 2021 launch.</p>
<p>Reporting to parents to be self-reviewed and considered alongside deeper alignment to our one campus ethos</p>	<p>Terms 2</p>	<p>SLT</p>	<p>Mid-Year and End-of-Year Report format to be self-reviewed with a vision of working towards one campus report mid-year and end-of-year. Parent voice to be captured on user-experience and preference to guide action.</p>

<p>Participate in a successful, future-focussed Green-Gold EnviroSchool external and internal self-review. Practices will be strengthened linked to the Three R's – Reduce-Reuse-Recycle</p>	<p>Terms 2-4</p>	<p>Enviro Lead, DP, Principal (in consultation with campus staff)</p>	<p>Term 2 – Self-Review aligned to Green-Gold Indicators undertaken with a key focus on the Three R's and next steps for our campus.</p> <p>Campus staff scoped for priority future-focus areas of development linked to the three R's</p> <p>Term 3 – External review Next steps documented through the development of a strategic plan.</p> <p>Term 4- Campus collaborative work developing a 'Salisbury Treaty of Enviro Practice' which will consolidate self-review work undertaken and enable a shared understanding of core practices to grow cross-campus.</p>
<p>NAG 3 Personnel</p>			
<p><b>Goals</b></p>	<p><b>Targeted Time Period</b></p>	<p><b>Core Lead Person / Group</b></p>	<p><b>Action</b></p>
<p>Staff Induction Handbook to be reviewed</p>	<p>Term 2</p>	<p>Principal, DP, H&amp;S Committee</p>	<p>To combine the Residential Induction Handbook and School Induction Handbook into one, alongside refining and updating campus-wide processes. To ensure all aspects of Health and Safety are comprehensively covered within the new Induction Handbook.</p>
<p>Staff appraisal / performance management documentation refined</p>	<p>Term 1 Reviewed Term 4</p>	<p>Principal with SLT</p>	<p>Building from feedback sourced at the end of 2019, the documentation and process associated with staff appraisals will be further refined.</p>

			Staff to have input into draft development. To be rolled out mid-term one and reviewed end of term 4.
Staff, students, and parents will experience a campus that is enhanced by technology.	On-going Terms 1-4	Technology Working Group	To develop a Technology Working Group that will consult to formulate a Strategic Plan which will inform and guide investment in a technology upgrade across the campus. Strategic Plan to be rolled out once finalised in line with resourcing.
Staff will develop an increased active presence in our Kāhui Ako, local and national Special Interest Groups, and professional associations (e.g. NZEALS). This will enable staff to broaden collegial connections supporting their roles and provide a forum for sharing best practice.		DP/Principal/ Kāhui Ako In-Schools Teacher	Opportunities to engage and participate within specialised areas of interest sourced and shared with staff. Campus meetings will include dedicated time and space to sharing collegial platforms of external collaboration. Opportunities to share best practice and areas of specialisation from Salisbury will proactively be sought.
Peer-sharing and/or a ‘critical friend’ will be introduced to support our ‘Teaching as Inquiry’ cycle to deepen reflective practice and share best practice collaboratively.	On-going Terms 1-4	Overseen by DP/Principal as lead	Models of critical peer sharing to be introduced early term one. Teaching team to decide on appropriate model and Terms of Reference. Teaching as Inquiry Cycle underway mid-Term One support by a regular peer-share framework with a selected critical friend. Mid-year review of peer-share model to be undertaken by DP / Principal. Further PLD / resources needed considered at this point. Peer-share to continue to support Inquiry cycle till mid-term four.

			Opportunities to review and evaluate will occur at this time through formal and informal means (appraisal, teacher meeting, survey monkey).
To deepen collaboration and communication across the campus through increased shared and visible practices	On-going Terms 1-4	SLT	Collaborative Term Calendars will be developed (Residential and School). Electronic student files will be further developed to provide a central place for all staff to access information with ease and transparency. eTap notices to be supported by guidelines that enhance the transfer of information across shifts. Weekly Panui (internal newsletter) to be self-reviewed.
<b>NAG 4 Finance and Property</b>			
<b>Goals</b>	<b>Targeted Time Period</b>	<b>Core Lead Person / Group</b>	<b>Action</b>
Maintenance of financial procedures in conjunction with BOT, Finance Committee, and Principal	All year	Principal, Finance Committee, Financial Administrator, and BOT	Regular meetings, monthly financial reports prepared for BOT meeting, financial forecasting.
Deputy Principal responsible for management of all curriculum resources.	All year	DP	All resources purchased supporting targeted professional learning and development and curriculum priorities.
5 Year Agreement	All year	BoT / Principal	School buildings and property that is in current use will be secure and well maintained. Residential and school buildings will be considered and reviewed for full notional roll for upcoming interim period prior to rebuild.

The Education Brief will guide a fit-for-purpose Capital Works rebuild programme	All year	Principal/ Project Control Group Delegates	Refinement of Education Brief and central positioning of this to guide Project Control Group action.
<b>NAG 5 Health and Safety</b>			
<b>Goals</b>	<b>Targeted Time Period</b>	<b>Core Lead Person / Group</b>	<b>Action</b>
To review our Positive Behaviour Support Manual (PBSM) and associated processes in line with current MOE UBRS (Understanding Behaviour, Responding Safely) training. This will include review of our Restorative Practice processes.	Ongoing Terms 1-4	DP/Principal	<p>All teaching and residential staff to attend UBRS training with MOE staff early Term One. UBRS framework to support self-review of current PBSM alongside feedback from staff on current processes.</p> <p>Self-review to drive focused next step areas for development and reflection in terms 2-3.</p> <p>Key staff will attend Kāhui Ako Restorative Practice PLD and this will be extended campus-wide.</p> <p>PBSM to be re-written late term 3 / early term 4, staff PLD to be considered alongside targeted areas of potential change.</p> <p>Links to associated documentation to be aligned to PBSM in term four.</p>
To ensure that all staff and all students experience Salisbury as a campus where wellbeing is prioritised and processes are in place to support and enhance the maintenance of this.	Terms 1-4	DP, Principal, Student Health Coordinator, SLT	<p>Initiate a self-review process of staff and student wellbeing engaging with Wellbeing for Success (MOE).</p> <p>An external facilitator will work with students to capture student voice associated with wellbeing (linked to Me and My School (NZCER)).</p>

			<p>Staff surveyed on key areas of wellbeing, linked to wellbeing indicators.</p> <p>Self-review data analysed for common themes and positions of strength and areas to inform next step development. Next step development to be considered strategically at this point.</p>
To integrate the 'Lunchbox Programme' into the morning cottage routine for students alongside individualised goals	Ongoing Terms 1-4	Weekday Morning Residential Manager supported by SLT	<p>Lunchbox menu to be externally reviewed.</p> <p>Routines and resources developed.</p> <p>Integration into Living and Learning, student IEPs to be considered.</p> <p>Reporting to parents, sharing successes and embedding new skills to be considered.</p>
To develop a Health and Safety Work Plan to guides a strategic focus of self-review	Ongoing Terms 1-4	Health and Safety Committee	<p>Development and implementation of a Health and Safety Work Plan that guides a strategic focus of self-review strengthening practices and processes.</p>

## REVIEW PROCEDURES 2020 - 2022

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 / Whānau

Every student has an Individual Educational Plan (IEP) or Individual Transition Plan (ITP) incorporating academic and life skill goals in each area of the curriculum. There is a new IEP plan for each student, each term. Formative reporting to parents is ongoing throughout the year. Formal summative reports are written mid and end of year to parents.

## Planned Policy and Documentation Review 2020-2022

2020	2021	2022
Use of Units (Jan) Curriculum Delivery (Feb) Positive Behaviour Support (Feb) Petty Cash and Expenditure Policy (Mar) Health and Safety (Mar) Consultation with parents/caregivers & community (Apr) ORRS funded students (Apr) Transition (Apr) Disaster Management (May) Reporting to Parents (May) Self Review (May) Self Review (May) Work Experience (May) Agricultural and chemical sprays (May) Classroom Release Time (May) Surrender and Retention (June) Privacy of Information (June) Protected Disclosures Act 2000 (June) Classroom Release Time (May) Professional Learning and Development (Jul) Volunteers and Trainees (Jul) Education Outside the Classroom (September) Sexual Harassment (Nov) IEP Process and Documentation Transition Guidelines Staff Appraisal and Performance Management documentation Green-Gold Enviro Self-Review Indicators Salisbury Graduate Profile Positive Behaviour Support Manual and Restorative Practice Guidelines Reporting to Parents Induction Handbook & Induction Guidelines Health & Safety Work Plan	Financial Control (May) Credit Card (June) Travel (June) Property and Asset Management (May) Staff Code of Conduct (May) Road Safety (June) Child Protection (Aug) Sun Safety (Aug) Theft & Fraud (Aug) Food and Nutrition (Sept) Budget Holders (Sept) Alcohol and drugs (Nov) Smoke Free Environment (Nov) Pandemic Preparedness (Nov) Salisbury Curriculum Planning and Assessment Processes and Documentation Positive Behaviour Support Manual Reporting to Parents Transition Processes / Guidelines EnviroSchool 'Salisbury Treaty of Practice' Desk File Update Health and Safety Work Plan Learner Qualities (linked to revised Salisbury Graduate Profile)	Assessment and Evaluation (Feb) Complaints (June) Performance Management/Staff Appraisals (Sept) EEO (Nov) Appointments (Nov) Leave (May) Classroom Release Time (May) Agricultural and chemical sprays (Sept) Disaster management (Sept) Education Outside the Classroom (Sept) Syndicate Assessment Processes Health and Physical Education Curriculum (cross-campus) Health and Safety Work Plan

Code: **Board Policy** **Management Policy** **Campus Documentation Review (linked to Annual Plan)**