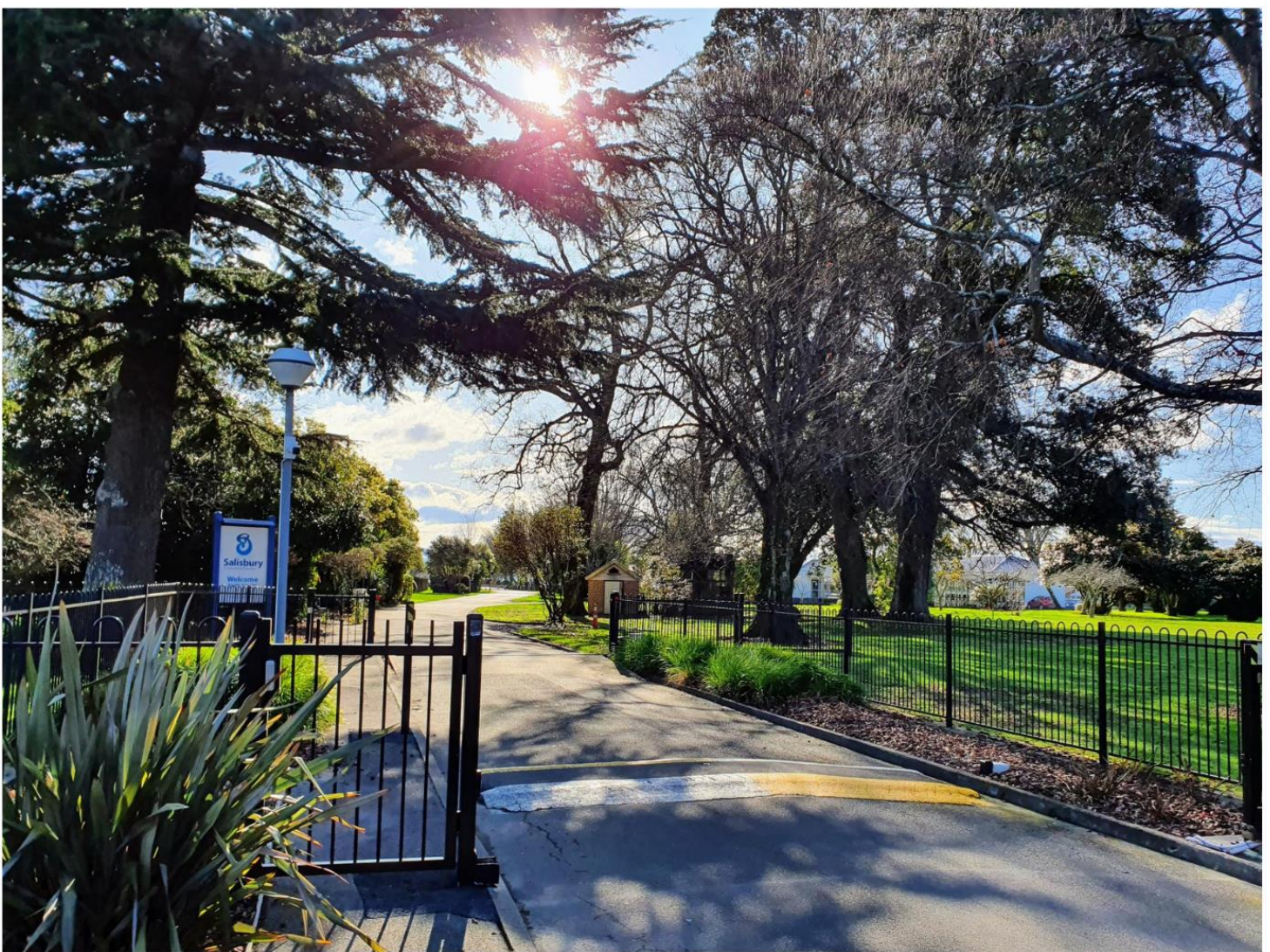


# Salisbury School

2023-2025 CHARTER & ANNUAL PLAN



**Transformative success  
leading to greater possibilities in life and living  
beyond Salisbury for ākonga & whānau**



# *Contents*

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3  
SALISBURY SCHOOL  
OVERVIEW

12  
STRATEGIC GOALS -  
PLAN ON A PAGE

17  
BALANCED SCORECARD  
OBJECTIVES

36  
REVIEW PROCEDURES

4  
OUR GUIDING COMPASS:  
VISION, VALUES, MISSION &  
CURRICULUM

13  
STRATEGIC ROADMAP  
2023-2025

23  
ANNUAL PLAN -  
2023

10  
CONSULTATION

14  
STRATEGIC METRICS

35  
STUDENT PROGRESS &  
ACHIEVEMENT TARGETS

# Salisbury School

Located in a tranquil park-like environment, Salisbury School is proud to be New Zealand's only school to offer single-sex whole of life residential learning for girls aged 8-15 years old with complex learning and social needs. Students are enrolled from all over New Zealand.

At Salisbury, curriculum and learning programmes extend beyond the traditional walls of the classroom. The integration of our residential setting and our nature-based enviroschool into the 24/7 living & learning philosophy ensures that intentional and meaningful learning occurs for students across the campus in rich and varied ways. Through short-term intensive programmes we provide the best possible learning opportunities and encourage individual strengths and interests to flourish. Each student at Salisbury has a programme tailored towards transition and life beyond Salisbury, with inclusion, agency, wellbeing, and empowerment at the heart of their programme. Deep, authentic, culturally responsive relationships with family / whānau and the local home settings that our students will return to, alongside specialist input, are central to the success of students beyond Salisbury.

Salisbury proudly holds a range of high-quality awards, and we enjoy leading within our field. For example, we are our region's first Green-Gold enviroschool and have enjoyed finalist positioning with the Keep New Zealand Beautiful Awards. We are proudly recognised as a SPEC Excellence School. We are also amongst New Zealand's first schools to be recognised as a Seizure Smart School and, more recently, we have been a pilot school on the Springboard Trust's Balanced Scorecard for Schools Aotearoa (BSSA). The school celebrated its 100th anniversary in 2016, treasuring its long history as a leader for specialist education for girls in the southern hemisphere and drawing strength from the long tradition of amazing wāhine toa.

In 2023 we look forward to continuing to host our region's Managed Moves Pilot Project, Te Tumu, working to strengthen regional inclusive pathways for learners whilst also continuing with our successful national residential school. Amidst initiatives underpinning these pathways, we are excited as we also prepare for a full new site rebuild.



# Our Guiding Compass



## Mission Statement

We build inclusive capacity through partnering with learners, families, and schools. We do this by providing short-term educational programmes unique to the needs of learners.

## Vision

Transformative success leading to greater possibilities in life and living beyond Salisbury for ākonga & whānau.

## Values

Kindness – Manaaki

Courage – Kaha

Belonging – Mana whenua

Working Together – Mahi Tahī

## Cultural Perspectives

Salisbury School celebrates and honours the diverse cultural backgrounds of all members of its school community. Our school will reflect this diversity by:

- Providing opportunities for our students and staff to share their culture and heritage openly within the school.
- Exploring traditions and values of other cultures through learning contexts.
- Developing respect for others through our school values.
- Working to create an authentic sense of belonging for all.

Our school will reflect the unique position of Māori as tangata whenua by:

- Respecting and honouring the traditions of Māori students and their whānau.
- Supporting access to kapa haka from within our Kahui Ako.
- Providing all students with learning opportunities about Māori culture and heritage with annual wānanga.
- Embedding cultural initiatives within our Enviro Treaty, Principle 2 – ‘Growing Positive Relationships’.
- Ensuring Matariki and Te Wiki o te Reo Māori are focal points of the school’s annual calendar, alongside a dedicated ‘Huihui Akorangi’ week for deep cultural learning and engagement across the campus.
- Integrating te reo Māori across the campus and developing respectful tikanga practices.
- Drawing upon guidance from our kaumatua and mana whenua for knowledge and partnership.
- Operating consistently within the principles of Te Tiriti o Waitangi.

## Creating a Positive & Supportive Learning Environment

Developing caring relationships with students is a key aspect of establishing a positive learning environment. Staff at Salisbury School value students as individuals and take the time to get to know them by:

- Learning about their culture.
- Engaging in conversation with whānau.
- Learning about their strengths and interests.
- Maintaining high expectations and encouraging students to always give their best.
- Working within a strengths based framework for all aspects of student engagement and reporting.

Salisbury School works creatively to enhance access, engagement, and participation in authentic and meaningful learning for all students. Clear expectations of behaviour and the explicit teaching of positive behaviour are central to the kaupapa of Salisbury. These areas have been brought to the fore in the school's current PB4L (Positive Behaviour for Learning) journey. Complimenting positive supports is recent training the school has undertaken in restorative practice (RP). In combination, our PB4L and RP framework underpins all that we do through an extensive mentoring and guidance network providing highly personalised social, educational, and cultural support for our ākonga throughout their learning and development journey. Each student at Salisbury has a personalised Wellbeing Plan and a Positive Behaviour Plan.



**Te piko o te māhuri, tērā te tupu o te rākau.  
The way a sapling is nurtured determines how  
strong it will grow as a tree.**

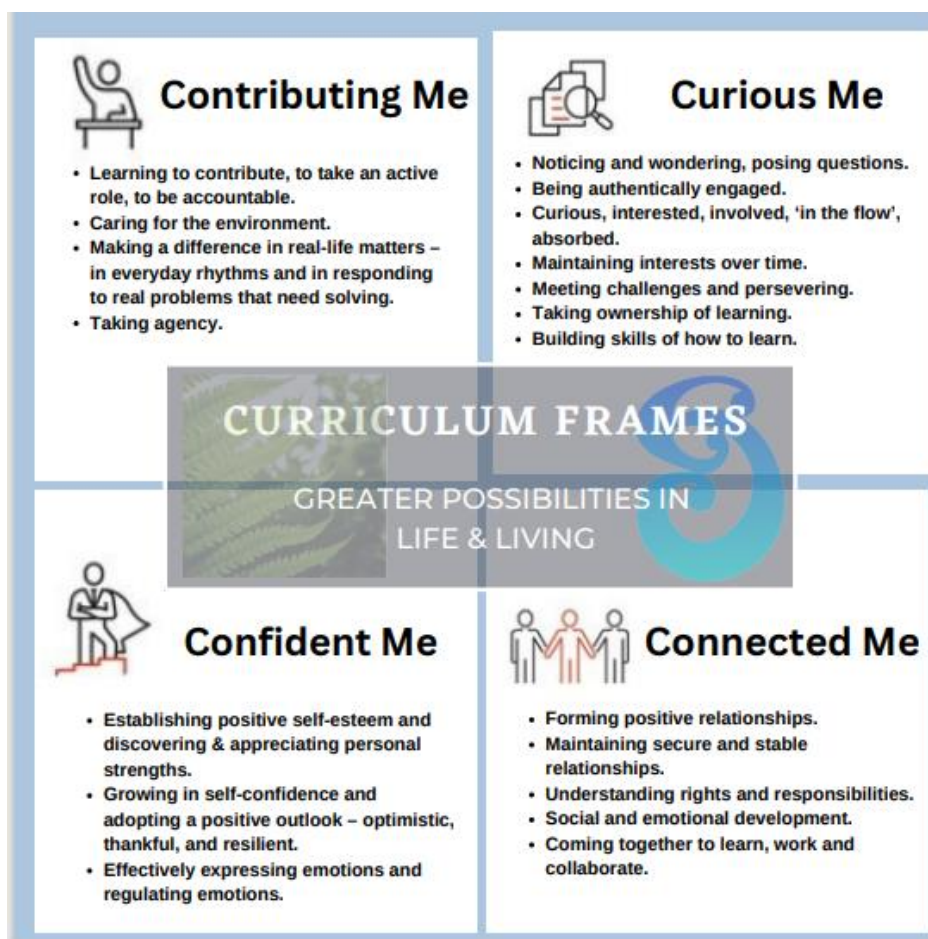
Through modelling, teaching and reinforcing positive behaviours we enjoy a healthy environment where the school community is focused on caring for ourselves, others and the environment.

## Curriculum

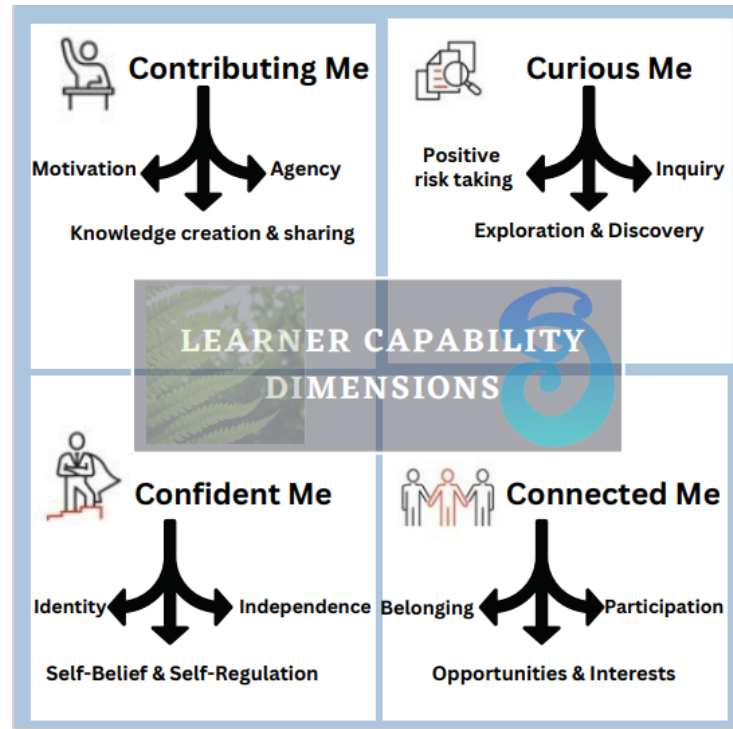
Our Salisbury Curriculum is currently being redeveloped in consultation with our community. This will bring to the fore our new vision and mission statements, alongside a revised 'whole of campus' approach to learning. This exciting work positions teaching and learning on the core principles of:

- Celebrating uniqueness and developing a healthy sense of self
- Growing strengths, surfacing vulnerabilities, and developing resilience
- Choosing connection and developing relationships
- Actively linking learning to action, making a difference to self, others, and environment.

Within our new curriculum, four 'curriculum frames', surfacing the New Zealand Curriculum's key competencies, underpin teaching and learning at Salisbury:



These four curriculum frames provide a platform for 12 distinct learner capabilities to be focussed on. Our strategic work in 2023 will see the completion of this new framework. Our new curriculum will see each student progressing through a personalised pathway of learning based on our learner capabilities.



Each student at Salisbury has an Individual Plan (IP) which brings to the fore targeted goals that increase access to learning, working to achieve whānau and student aspirations of life beyond Salisbury. A Transition Action Plan (TAP) runs alongside this, ensuring the a clear, collaborative and connected pathway in, through, and beyond Salisbury is navigated with success, surfacing of whānau and student voice.

### ‘Whole Campus’ Approach

Curriculum at Salisbury is delivered through a whole campus approach with both our day school and our residential setting working collaboratively together on student goals and personalised plans. Working in a deep, collaborative way across our campus, and with our whānau, maximises connected and authentic learning for our ākonga. As our students are short-term at Salisbury, this collaborative approach works to ensure every days counts in the learning journey at Salisbury.

Celebrating success and strengthening our campus community ethos is achieved in many ways at Salisbury. Joint units of work across the day school and the residential setting, shared student e-portfolios, whole of campus student plans, joint assemblies, community inclusion programmes, celebrations, and outings, highlight these rich activities.



### Salisbury Graduates Are...

<p>Confident, engaged young people who enjoy participating in meaningful, authentic learning.</p> <p>Life-long learners who are ready, willing and able for learning and vocational pathways beyond Salisbury.</p>	<p>Independent learners equipped with life skills who aspire to be self-managing and community connected.</p> <p>Young people who feel valued and have a strong sense of self, others and belonging.</p> <p>Value driven young women who seek to give and receive kindness.</p>	<p>Aware of their strengths &amp; interests enabling lifelong leisure and recreation activities to be pursued.</p> <p>Active and aware of protecting our environment through daily actions that make a difference.</p>
<p><b>Achieving, investigators, effective communicators, problem solvers &amp; team players.</b></p>		



# Green-Gold Enviroschool

Salisbury School proudly holds recognition as the region’s first Green-Gold enviroschool. Our campus includes a potting shed and nursery alongside a beautiful native garden, Mara Rakanui, developed in consultation with our local iwi.

Our community re-visioned our enviroschool statement in 2021. The guiding vision, developed for our enviro focussed work, is:

**A sustainable future where education is key driver towards protecting and sustaining our environment. Eco friendly initiatives through individual and collective action and matāuranga Māori will make a transformative difference.**

An ‘Enviro Treaty’ supports teaching and learning at Salisbury. Outside of what is viewed as our core business, three key enviro initiatives are developed by our community for focus each year, strengthening the focus of our shared enviro vision and our overall Enviro Treaty commitment. Across the 2023-2025 strategic period these initiatives are:

Core business	Our 4-fold Enviro Treaty		2023	2024	2025
Mindfulness, yoga, HPE, sensory focused enviro sessions, gardening/planting, Student Volunteer Army, William Pike Challenge, EOTC (e.g RDA, weekend trips), Keep NZ Beautiful, etc)	1	<b>Connection with our environment</b>	<i>Expand nature-focused Mindfulness programmes (Creative Arts Therapist)</i>	<i>Kaitiakitanga</i>	
Karakia, Te Reo me nga Tikanga Māori, Matariki celebration, Wananga, Huihui Akorangi, inclusion programmes within local schools, PB4L, RP, Wellbeing Plans, Social Skills programmes	2	<b>Growing positive relationships</b>	<i>Cultural wananga</i> <ul style="list-style-type: none"> <li>• <i>Embed new NZ histories curriculum</i></li> <li>• <i>Wananga event</i></li> </ul>	<i>Planting plan for future generations</i>	<i>Cultural wananga</i>
Use of decking areas for class work, gardening, EOTC trips, walks/ tours in Mara Rakanui, redevelopment of school / site planning	3	<b>Promoting the environment as a learning space</b>	<i>Develop sensory garden plans</i>		<i>Grow our enviro programme (Waho School)</i>
Weta hotels, lizard garden, litter patrols, growing natives, cross campus 3R projects, provide and produce plants for the Banded Rail Project, Tasman Environmental Trust, and other local initiatives.	4	<b>Protecting &amp; enhancing habitats</b>		<i>Recycle</i> <ul style="list-style-type: none"> <li>• <i>Enviro hub</i></li> </ul>	<i>Re-use</i>

# Consultation

The Salisbury School Board consults regularly with its community and the wider community. Over the past 12 months consultation has had a key focus on:

- Curriculum
- Vision and Values
- Health and PE
- Iwi & Cultural Narrative

Processes for consultation include:

- School Newsletters
- Storypark e-Portfolios
- Surveys
- Staff Only Days, Staff Forums and Board Meetings
- Hui
- Informal conversations with parents.

Consultation with iwi is currently enriched and intertwined with the school's rebuild project as the school envisions redevelopment opportunities.

The Salisbury School Board works to align its strategic plan to the National Educational and Learning Priorities (NELPS) and ensures these are given considered focus.

## Planning Year

The draft Charter and Annual Plan is presented in the October / November Board meeting each year for the upcoming year. The implementation of these plans is from the beginning of the new school year.

## School's Charter

The Salisbury School Board will send an electronic copy of the School Charter to the Ministry of Education by March 1 each year and a completed Analysis of Variance of the Charter Aims and Objectives (AoV).



# Strategic Goals 2023-2025

- PLAN ON A PAGE OVERVIEW
- STRATEGIC GOALS & INITIATIVES
- STRATEGIC ROADMAP
- KEY METRICS
- BALANCED SCORECARD



# Strategic Plan 2023-2025



# Salisbury

## ENGAGE

## INNOVATE

## DESIGN

## Our Values

### OUR STRATEGIC GOALS

**GOAL 1**  
Well-developed relationships & sustainable educational pathways.

**GOAL 2**  
To broaden & innovate whole campus practices and programmes.

**GOAL 3**  
Redevelopment of our campus & facilities.

### OUR INITIATIVES

1.1 Residential Specialist School (RSS) Capacity Building

1.2. Regional Pilot Project

2.1. Development of localised Salisbury Curriculum

2.2. Implementation of campus-wide PB4L

2.3. Enhance our wellbeing suite of programmes

3.1. Site Redevelopment Project - Capital Works

3.2. Advancing our Enviroschool Vision Map

### OUR SUCCESS

Salisbury School delivers national & regional educational initiatives that make an enduring difference.

Our programmes & pathways ensure the success of every learner.

Salisbury's culturally rich & inclusive environment enables & empowers diverse learners.

**KINDNESS  
MANAAKI**

**COURAGE  
KAHA**

**BELONGING  
MANA WHENUA**

**TEAMWORK  
MAHI TAHI**

# Strategic Initiatives & Roadmap

<b>1</b> LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	<b>2</b> BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<b>3</b> QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	<b>4</b> FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives
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## NELPS 1-4

		IMPLEMENT				CONSOLIDATE		SUSTAIN		
		2023 T1	T2	T3	T4	2024		2025		
<b>GOAL 1</b> Well-developed relationships & sustainable educational pathways <i>(NELP 1, 2, 3, 4)</i>	<b>ENGAGE</b>	1.1 RSS capacity building (NELP Priorities 1, 2, 3, 7)	<b>3R-3Yr Plan: Yr3 Reciprocity</b> <span style="float:right">Review</span> <b>MOE/RSS Focused Pathway &amp; Networking</b> <b>Stakeholder Engagement:</b> Develop shared understanding of contribution to inclusive education network <span style="float:right">Foster informed networking &amp; relationships</span> <b>Transition Survey Developed &amp; Active – 3mths, 6mths, 12 mths, 18mths (RSS / RPP)</b> <span style="float:right">Celebrate re-build and shared network vision</span>							
		1.2. Regional Pilot Project (RPP) (NELP Priorities 2, 3, 4, 5, 6)	<b>Implement</b> → <b>Land</b> → <b>Integrate</b> → <b>Iterate &amp; Refine Enabling Framework</b> → <b>Network Integration</b> (Phase 2      Phase 3      Phase 4) <b>Yr 2 Evaluative Success Measures</b> <span style="float:right">Business Case</span>							
<b>GOAL 2</b> To broaden & innovate whole campus practices & programmes <i>(NELP 1, 2, 3)</i>	<b>INNOVATE</b>	2.1 Development of localised curriculum (NELP Priorities 2, 3, 4, 5, 6)	<b>Cornerstones of Curriculum Practice &amp; Pedagogy</b> → <b>TESA &amp; IRIS Introduced</b> → <b>TESA &amp; IRIS Guiding Practice</b> <b>Curriculum Framework Completed</b> → <b>Embedding New Curriculum</b> → <b>Refining &amp; Review</b> <span style="float:right">Expanding Tools &amp; Measures</span> <span style="float:right">Coherent Pathways</span>							
		2.2 Implementation of PB4L (NELP Priorities 1, 3, 6)	<b>Schoolwide Understanding of Behaviour Expectations Implemented (PB4L Tier One)</b> → <b>Common Language, Lessons &amp; Reinforcers Embedded (PB4L Tier Two)</b> → <b>PB4L Framework Fully Integrated</b>							
		2.3 Enhance our wellbeing suite of programmes (NELP Priorities 1, 2, 3, 5, 6)	<b>Wellbeing Survey (T4)</b> → <b>Wellbeing Survey (T4)</b> → <b>Wellbeing Survey (T4)</b> <b>Online Suite Developed (Korero, Skodel)</b> → <b>Initiatives Reviewed &amp; Responsive to Survey</b> <b>Values Based Work Underway Across Stakeholders</b>							
<b>GOAL 3</b> Redevelopment of our campus & facilities <i>(NELP 1, 2, 3)</i>	<b>DESIGN</b>	<b>3.1. Site redevelopment project</b> (NELP Priorities 1, 3, 5)	<b>Design</b> <b>Decant &amp; Demo</b> <b>Build</b> → <b>Opening of New School</b> <b>Strengthening of Iwi Relationships</b>							
		<b>3.2 Advancing our Enviroschools vision map</b> (NELP Priorities 1, 3, 5)	<b>Initiatives 4-6 Developed-Embedded-Celebrated</b> → <b>Initiatives 7-9 Developed-Embedded-Celebrated</b> → <b>Revisioning work</b> <b>Draft design and resourcing for new enviro hub</b> <span style="float:right">Stakeholder engagement for enviro hub</span> <span style="float:right">Build of new enviro hub</span>							

## Key Metrics

	What success looks like	Key measures (summary)	2023 (milestones)	2024 (milestones)	2025 (milestones)
<p><b>GOAL 1</b></p> <p>Well-developed relationships &amp; sustainable educational pathways</p>	<p>Salisbury School delivers national &amp; regional educational initiatives that make an enduring difference.</p>	<ul style="list-style-type: none"> <li>Roll growth &amp; increased throughput of RSS students</li> <li>RSS 3-R 3-Year Stakeholder Evaluation (Y1, 2, 3) – Reach, Relationship Building, Reciprocity</li> <li>Build recognition: Strengthened awareness, knowledge and understanding amongst key stakeholders of Salisbury’s unique contribution within an inclusive and integrated education network.</li> <li>RSS Application process refined, and accessibility increased.</li> <li>LILI Pilot Phases &amp; Evaluative Success Measures of Regional Pilot / Te Tumu fully met.</li> <li>Transition Survey (3mth, 6mth, 12mth, 18mth) post-Salisbury developed and evidences lasting success beyond Salisbury – inclusive of student and whānau voice.</li> </ul>	<p>RSS-Only enrolments and throughput shows consistent increase across year (mid-year and end year data).</p> <p>Key stakeholders reached &amp; relationship building developed. Outcomes of Salisbury’s impact to increase inclusive capacity across the education network is acknowledged and understood.</p> <p>Reciprocity phase of engagement underway.</p> <p>Barrier-free, streamlined access in place for enrolment.</p> <p>Regional Pilot Project / Te Tumu continues. Formal evaluation underway, celebrating outcomes of success.</p> <p>‘Success beyond Salisbury’ transition survey embedded in practice.</p>	<p>RSS-Only enrolments and throughput aligned to notional roll capacity (termly scope).</p> <p>Regional Pilot Project – Te Tumu - Business case developed.</p> <p>‘Success beyond Salisbury’ is the common and shared language within key stakeholder groups, evidencing Salisbury’s role delivering overall inclusive capacity.</p> <p>Transition survey highlights success at data point measures post-Salisbury.</p>	<p>Key stakeholders know about Salisbury School and how to refer students.</p> <p>Strong and enduring relationships are in place across the education network.</p> <p>Regional Project- Te Tumu Integrated as core continuing business.</p> <p>‘Success beyond Salisbury’ data highlights enduring difference in young people’s lives &amp; learning.</p>

	What success looks like	Key measures (summary)	2023 (milestones)	2024 (milestones)	2025 (milestones)
<p><b>GOAL 2</b></p> <p>To broaden &amp; innovate cross-campus practices &amp; programmes</p>	<p>Our programmes &amp; pathways ensure the success of every learner.</p>	<ul style="list-style-type: none"> <li>• TESA (Teaching Expertise Scaffold and Analytic) tool evidences increased teacher development &amp; capacity building delivering new curriculum across the campus (RPP + RSS).</li> <li>• Student Progress &amp; Achievement Reports (mid-year &amp; end of year) highlight strong success for all students across the campus and within the home context.</li> <li>• Well-being measures for students &amp; staff (Skodel &amp; Workplace Wellbeing Survey – annually) evidence quality outcomes for all.</li> <li>• PB4L incident data and student voice – PB4L provides a consistency of approach that drives positive outcomes for student behaviours.</li> </ul>	<p>New school vision &amp; values have a shared understanding across our community.</p> <p>Cross-campus curriculum framework completed &amp; embedded with tools.</p> <p>Skodel further introduced to students &amp; staff across campus.</p> <p>PB4L SW Tier One achieved and embedded.</p> <p>Online Wellbeing Suite developed.</p> <p>Workplace Wellbeing initiatives (resultant from annual survey) are planned for and underway.</p>	<p>Curriculum framework &amp; transition pathway consolidated further with learner progression tools.</p> <p>Incept Lab’s TESA tool introduced &amp; Iris Technology</p> <p>Expansion of wellbeing suite</p> <p>PB4L SW Tier Two</p>	<p>Curriculum framework &amp; transition pathway fully embedded with resources, tools and processes.</p> <p>TESA tool evaluation</p> <p>Wellbeing suite supports high levels of wellbeing measures (staff &amp; students)</p> <p>PB4L Tier Three</p>

	What success looks like	Key measures (summary)	2023 (milestones)	2024 (milestones)	2025 (milestones)
<p><b>GOAL 3</b></p> <p>Redevelopment of our campus &amp; facilities</p>	<p>Salisbury’s culturally rich &amp; inclusive environment enables &amp; empowers diverse learners.</p>	<p>Salisbury School’s Education Brief is well realised through the Design Brief &amp; Build.</p> <p>Reference Group &amp; Focus Group provide external assurance of inclusive vision.</p> <p>Relationships with iwi are enriched and further developed.</p> <p>Co-location with Maitai School is guided by principles that reflect each school’s uniqueness.</p> <p>Site redevelopment is inclusive of a new ‘Enviro Hub’ that fosters community partnerships and collective action towards regional conservation projects.</p> <p>Enviro Vision Map planned initiatives (1-9) are realised and sustained.</p>	<p>Detailed Design Complete. Iwi voice &amp; vision is well integrated into design.</p> <p>Demo and Decant complete.</p> <p>Build underway.</p> <p>Cultural narrative with iwi extends and informs design. Cultural hikoi undertaken with Rangitane.</p> <p>Completion of business case and design for new Enviro Hub.</p> <p>Confirmed stakeholder engagement &amp; commitment to new planned Enviro Hub.</p> <p>Enviro Vision Map Initiatives 4-6 introduced &amp; embedded.</p>	<p>Construction Phase. Opening of new school.</p> <p>Enviro Hub completed and partnerships well integrated into shared plan for activity.</p> <p>Enviro Vision Map Initiatives 7-9 introduced &amp; embedded.</p>	<p>Revising work for enviro vision next steps.</p> <p>Evaluation phase of build and design – student, staff and stakeholder voice captured.</p> <p>Relationships with co-located site stakeholders developed.</p>



# Our Balanced Scorecard

PEOPLE, TOOLS  
& RESOURCES



OUR LEADERS ARE  
COURAGEOUS MOVING OUR  
VISION INTO ACTION

TEACHING &  
LEARNING



OUR CURRICULUM ENABLES  
SUCCESS FOR ALL ĀKONGA

WE LIVE OUR VALUES



SCHOOL  
CULTURE &  
COMMUNITY

OUR TRANSITION PATHWAY  
DRIVES SUCCESS FOR ĀKONGA  
BEYOND SALISBURY



ACADEMIC  
LEARNING

SALISBURY SCHOOL

*Greater Possibilities in Life & Living*

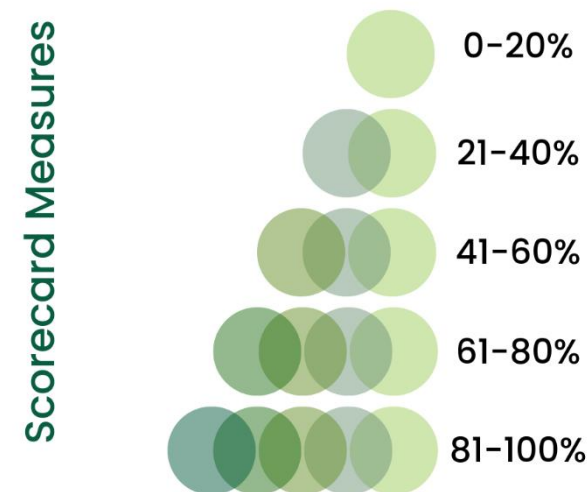
# Balanced Scorecard

Balanced Scorecard	Strategic Plan
Identifies areas for development to <b>improve school performance</b>	Prioritises <b>key areas for change</b> and sets the strategic direction for <b>3-5 years</b>
Uses <b>defined perspectives</b> of school performance that do not change over time	Uses <b>strategic goals</b> to assist the school to respond to its changing context, and which are reviewed every three years
Measures how the school is <b>performing over a long period of time</b> (e.g.; 10+ years)	Measures the <b>impact</b> of strategic initiatives over three years
Both are aimed at supporting improved student outcomes through alignment to the school vision	

Our Balanced Scorecard was developed in 2022 as part of our participation in the Springboard Trust’s ‘Balanced Scorecard for Schools Aotearoa’ (BSSA) pilot. The Balanced Scorecard ensures broader important areas (or perspectives) of a school’s operation are measured and tracked in order to provide the right conditions for the successful achievement of strategic goals. The Balanced Scorecard approach specifically focuses on measuring organisational performance and enables real time feedback on key objectives that hold potential impact on the achievement of strategic plans.

The Balanced Scorecard is distinct but complimentary to the Strategic Plan, and runs parallel to this to ensure quality outcomes for learners:

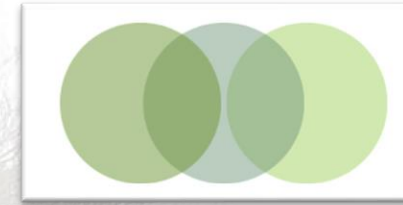
Our ‘Balanced Scorecard on a Page’ (presented in a similar way to our strategic ‘Plan on a Page’) aligns each perspective uniquely to our school vision and outlines the priority conditions we need in place to achieve our vision. Baseline measurements, most of which are currently reflective of start-up projects, are represented on our scorecard through green interlinking circles that reflect incremental bandwidths of 20%. Measures, targets and methods towards achieving our objectives for each perspective of the scorecard are outlined on the next few pages.



## PEOPLE, TOOLS AND RESOURCES



## BALANCED SCORECARD



### OBJECTIVE

Our leaders are courageous moving our vision into action.

### TARGET

80%+ achievement of targets established via CLP

### MEASURES

Courageous Leadership Profile (CLP)  
Professional Growth Cycle Targets

### METHOD

Leadership Coaching and Mentoring Plan  
Dare to Lead Training (Brene Brown / Boma)  
Courageous Leadership Workshops  
Quartley CLP measures

**Salisbury**  
Greater Possibilities in Life

## TEACHING AND LEARNING



## BALANCED SCORECARD



### OBJECTIVE

Our curriculum enables success for all ākonga.

### TARGET

All students achieve 1+ indicator steps on prioritised learner capability domains.

### MEASURE

Learner Capability Scale (LCS)

### METHOD

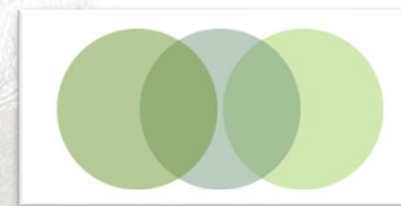
Baseline LCS on entry on prioritised areas.  
Quartley measurements.  
One campus wraparound curriculum with high impact practices driving accelerated growth, engagement and progression.

**Salisbury**  
Greater Possibilities in Life

## SCHOOL CULTURE AND COMMUNITY



## BALANCED SCORECARD



### OBJECTIVE

We live our values.

### TARGET

80%+ recognition of values in action from school community (students, staff, whanau).

### MEASURES

E-Portfolio data gathering – “Value Tags”  
SET External Evaluation Data – School Values

### METHOD

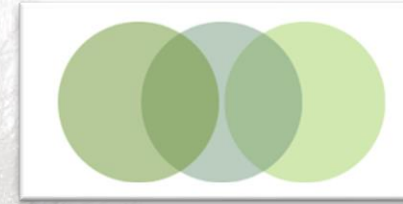
Quarterly measure of value tags across community members  
Annual collation of SET data scope  
Values in Action workshop  
School values to underpin all core school documents  
School awards aligned to school values  
Increase visibility of values across campus (school branding)

**Salisbury**  
Greater Possibilities in Life

## ACADEMIC LEARNING



## BALANCED SCORECARD



### OBJECTIVE

Our Transition Pathway drives success for ākonga beyond Salisbury.

### MEASURE

Transition Survey (Home School voice, Whānau voice, Student voice).

### TARGET

80%+ of agreed targets on graduation are met across the four data points post-Salisbury.

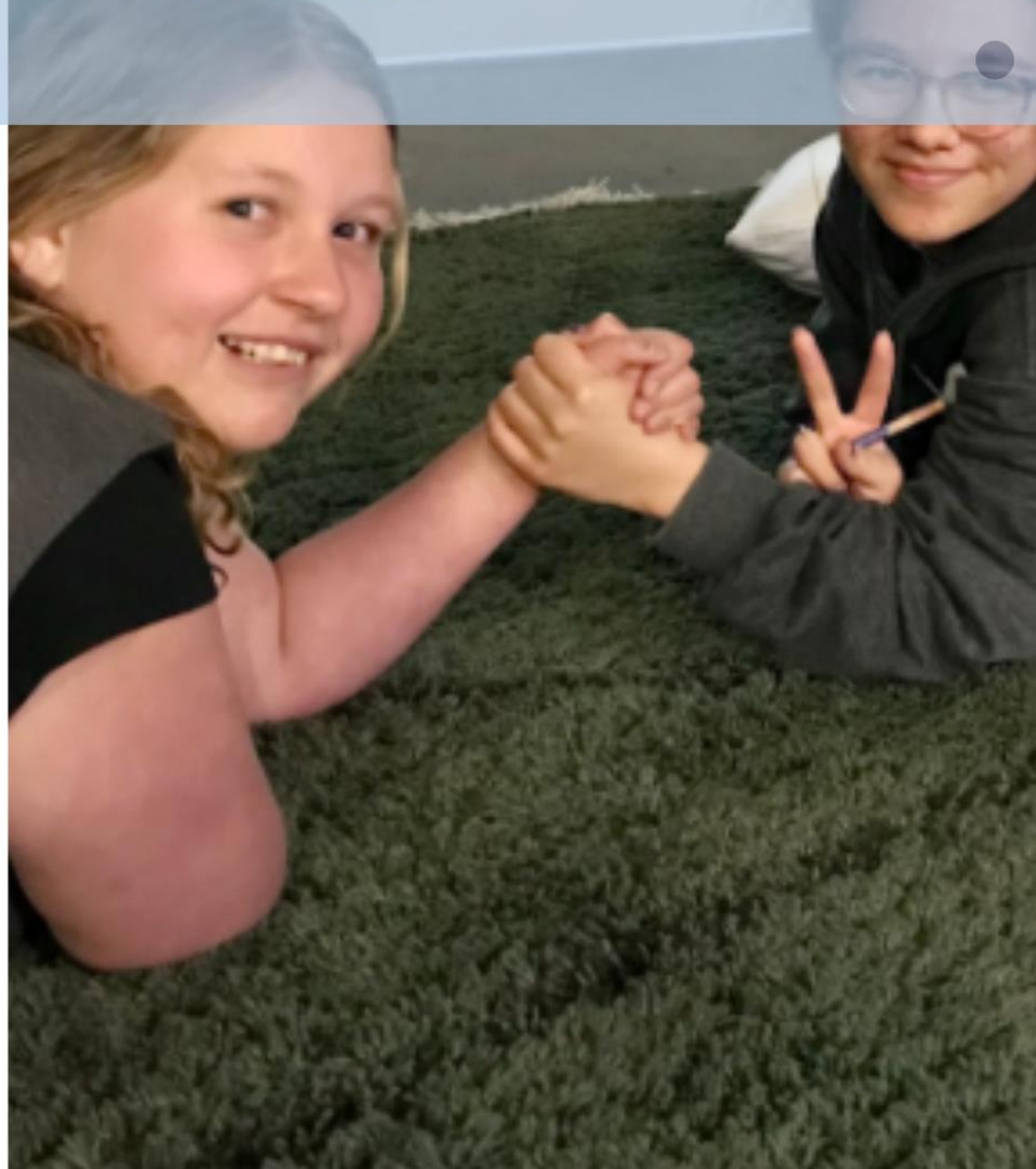
### METHOD

Data collection points on exit, 3mths, 6mths, 12mths post-Salisbury, carried out by CTEL & Global Research  
Transition Pathway personalised for each student fosters prioritised personalised goals beyond Salisbury, action plans, and mobilised resources to achieve these.

**Salisbury**  
Greater Possibilities in Life



# Annual Plan 2023



<b>ANNUAL PLAN: GOAL ONE</b>  Well-developed relationships & sustainable educational pathways	<b>Initiative 1.1 - Residential Specialist School (RSS) Capacity Building</b>  Measures: <ul style="list-style-type: none"> <li>• Roll growth and increased throughput of RSS students.</li> <li>• RSS 3-R Stakeholder Survey (Reciprocity)</li> <li>• Transition Pathway Goal Attainment &amp; Stakeholder Voice (aggregated data)</li> <li>• Initial Transition Survey measures.</li> </ul>			
<b>Outcome:</b> Salisbury School delivers national & regional educational initiatives that make an enduring difference.				
KEY ACTIONS	ACCOUNTABLE	RESPONSIBLE	RESOURCES	TIMEFRAME
Implement 'Reciprocity' Actions from 3R-3YR Plan, working towards well-developed relationships and sustainable educational pathways throughout 2023.  This builds on relationships established with our core referral network with the aim of delivering the right message to the right people at the right time.	Principal	Pathways Coordinator	3R-3YR Action Plan – Yr 1: Reach Stakeholder Survey  Pathway Coordinator  Networking Plan 2023  Open Days  Print and digital material & comms	Terms 1-4

Transition Pathway survey to be operationalised with external consultant	Principal CTEL / Pathways Coordinator	All staff Key roles <ul style="list-style-type: none"> <li>- Transition Lead</li> <li>- Pathways Coordinator</li> </ul>	Survey Consultancy	Terms 1-4
RSS Network Strengthening <ul style="list-style-type: none"> <li>- 2023 Sector and Stakeholder Engagement Plan</li> <li>- Website &amp; Prospectus Audit and Update: Key Messages</li> </ul>	Principal / Board Chair Board Working Group CTEL	Principal / Board Chair  Pathways Coordinator	RSS Network Connects  Strategic Consultant: Craig Neal  Prospectus re-print funding	Terms 1-4



<p><b>ANNUAL PLAN: GOAL ONE</b></p> <p>Well developed relationships &amp; sustainable educational pathways</p>	<p><b>Initiative 1.2 - Regional Pilot Project (RPP) / Te Tumu</b></p> <p>Measures:</p> <ul style="list-style-type: none"> <li>• External evaluation of agreed pilot measures (inclusive of student, teacher, and whānau voice)</li> <li>• Internal viability, vision and value scope</li> </ul>			
<p><b>Outcome:</b> Salisbury School delivers national &amp; regional educational initiatives that make an enduring difference.</p>				
KEY ACTIONS	ACCOUNTABLE	RESPONSIBLE	RESOURCES	TIMEFRAME
<p>A LILI framework (Launch – Implement-Land-Integrate) broadly guides action for our regional pilot project. 2023 gives focus to continued ‘Implementation’, followed by our ‘Land’ and ‘Integrate’ phases.</p> <p>Implementation : Terms 1 + 2 to focus on extended Year 4-8 cohort entry and throughput in Te Tumu programme.</p> <p>: Data collection aligned to Evaluation Plan</p> <p>: Stakeholder relationship building</p> <p>: Curriculum development</p> <ul style="list-style-type: none"> <li>- Restorative Practice</li> <li>- Niho Taniwha</li> <li>- Learner Capablity Scale</li> </ul>	<p>Project Coordinator Principal Te Tumu Steering Group</p>	<p>Te Tumu Team Te Tumu Steering Group</p>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Transport</li> <li>• MoE specialist staff / psychologist</li> <li>• External consultants as required</li> </ul>	<p>Terms 1-4</p>
<p><i>Land</i> – RPP Evaluation and Future Proofing / Future Visioning</p>	<p>Principal Steering Group Board</p>	<p>Steering Group Principal</p>	<ul style="list-style-type: none"> <li>• External Consultant</li> </ul>	<p>Term 3</p>

Collation of data aligned to Evaluation Plan and writing of Evaluation Paper				
Internal 'viability, vision and value' scope				
<i>Integrate</i> –Future Proofing / Future Visioning <ul style="list-style-type: none"> <li>- Business Case formation &amp; delivery</li> </ul>	Principal Steering Group Board	Principal Steering Group	<ul style="list-style-type: none"> <li>• External consultant</li> </ul>	Term 3 / 4



PROUD TO BE PARTNERING WITH



<p><b>ANNUAL PLAN: GOAL TWO</b></p> <p>To broaden &amp; innovate whole campus practices &amp; programmes</p>	<p><b>Initiative 2.1 - Development of localised curriculum</b></p> <p>Measures</p> <ul style="list-style-type: none"> <li>• All staff are active on Educator Portfolios with curriculum professional growth goals and curriculum links visible</li> <li>• 70% of Storypark contributions are value tagged to agreed shared language of values and curriculum frames</li> <li>• Progress &amp; Achievement reports (mid year and end of year) meet targets</li> <li>• Staff survey (Confidence with &amp; Knowledge of: New Curriculum, Learner Capability Scale)</li> </ul>			
<p><b>Outcome</b></p> <p>Salisbury's culturally rich &amp; inclusive environment enables &amp; empowers diverse learners.</p>				
<p><b>KEY ACTIONS</b></p>	<p><b>ACCOUNTABLE</b></p>	<p><b>RESPONSIBLE</b></p>	<p><b>RESOURCES</b></p>	<p><b>TIMEFRAME</b></p>
<p>Progression and completion of redeveloped localised curriculum:</p> <ul style="list-style-type: none"> <li>- Draft Handbook written</li> <li>- Completion of Learner Capability Scale (LCS)</li> <li>- Pedagogies and high impact practices aligned (Acceleration Framework, Niho Taniwha, Talk Moves)</li> <li>- Content, context, and tools development, inclusive of Educator Portfolios</li> </ul>	<p>Senior Leadership Team</p>	<p>Draft Handbook – Principal</p> <p>LCS – Senior Leadership Team</p> <p>Senior Leadership / Gillian Kissling</p> <p>Senior Leadership</p>	<ul style="list-style-type: none"> <li>• Gillian Kissling (Cognition Education) – PLD provider</li> <li>• Staff Only Day workshops</li> <li>• School branding</li> <li>• Kahui Ako Connect Weeks</li> <li>• NZC Refresh Webinars / Hui</li> </ul>	<p>Term 1 (Handbook)</p> <p>Term 1 (LSC)</p> <p>Term 2 -4 (Pedagogies)</p> <p>Term 2: Educator Portfolios (Revised Professional Growth Cycle)</p>
<p>School Values</p> <ul style="list-style-type: none"> <li>- Community hui to further develop what our school values look like in action and how we celebrate these.</li> </ul>	<p>Senior Leadership Team</p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>• Staff Only Day</li> <li>• Whanau Hui</li> <li>• School branding</li> </ul>	<p>Term 2-3</p>

<p><b>ANNUAL PLAN: GOAL TWO</b></p> <p>To broaden &amp; innovate whole campus practices &amp; programmes</p>	<p><b>Initiative 2.2- Implementation of PB4L</b></p> <p>Measures:</p> <ul style="list-style-type: none"> <li>• Revisit 2022 SET data and compare &amp; contrast with 2023 metrics</li> <li>• Teaching for Positive Behaviour Evaluation Tool &amp; Self-Assessment</li> </ul>			
<p><b>Outcome:</b></p> <p>Salisbury's culturally rich &amp; inclusive environment enables &amp; empowers diverse learners.</p>				
KEY ACTIONS	ACCOUNTABLE	RESPONSIBLE	RESOURCES	TIMEFRAME
<p>Tier 1 PB4L Completion – Teaching for Positive Behaviour:</p> <p>(a) 'All Settings' behaviour expectations move from draft to final form.</p> <p>(b) Setting specific expectations developed and trialled.</p> <p>(c) Explicit teaching for desired behaviours developed, shared, and integrated</p> <p>(d) Development of student support recognition framework</p> <p>(e) Review of physical environment supporting behaviour</p>	<p>PB4L Team (Sally, Shona, Tina, Jen) Principal</p>	<p>(a) Sally to lead in RSS, Shona in Te Tumu</p> <p>(b) PB4L Team</p> <p>(c) Tina, Sally, Jen (RSS) Shona (Te Tumu)</p> <p>(d) Senior Leadership &amp; Staff Consultancy</p> <p>(e) Tina and Jen</p>	<ul style="list-style-type: none"> <li>• PB4L MOE training days and resources</li> <li>• Staff / team workshops</li> <li>• School Branding</li> </ul>	<p>(a) Term 1</p> <p>(b) Term 1</p> <p>(c) Terms 2-4</p> <p>(d) Terms 2 &amp; 3</p> <p>(e) Terms 3 &amp; 4</p>
<p>Strengthen consistency of approach and support resources:</p> <ul style="list-style-type: none"> <li>- Further develop PB4L sections within the (a) Staff Handbook and (b) Revised School Curriculum as these practices and processes emerge</li> </ul>	<p>Principal</p>	<p>Principal Senior Leadership Team</p>	<ul style="list-style-type: none"> <li>• Self-review</li> <li>• Leadership &amp; PB4L Hui</li> <li>• SchoolsDocs consultancy</li> </ul>	<p>Terms 1-4</p>

- Review policies and procedures to ensure these reflect new PB4L approach schoolwide.				
Positive Behaviour Support Tools:	Senior Leadership Team		<ul style="list-style-type: none"> <li>• RP trainer</li> <li>• Online resources</li> <li>• PB4L trainer</li> <li>• Kahui Ako</li> </ul>	
(a) Revisioning of Red Reflection Process		(a) Tina, Jen		(a) Term 2
(b) Extend Restorative Practice training		(b) x4/5 staff		(b) TBC
(c) Review of 2022 new Positive Behaviour Plan template		(c) Jen, Tina, Sally		(c) Term 4



<p><b>ANNUAL PLAN: GOAL TWO</b></p> <p>To broaden &amp; innovate whole campus practices &amp; programmes</p>	<p><b>Initiative 2.3- Enhance our wellbeing suite of programmes</b></p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Wellbeing Survey (Term 4)</li> <li>Wellbeing Data (Staff &amp; Students) – Skodel Metrics</li> <li>Student Wellbeing Plan Summative Data (6mth, 12mth)</li> <li>Workplace Wellbeing Report</li> </ul>			
<p><b>Outcome:</b></p> <p>Salisbury’s culturally rich &amp; inclusive environment enables &amp; empowers diverse learners.</p>				
KEY ACTIONS	ACCOUNTABLE	RESPONSIBLE	RESOURCES	TIMEFRAME
<p>Embed new values into a revised Code of Conduct for staff</p>	<p>Senior Leadership Team</p>	<p>All staff Principal to lead</p>	<ul style="list-style-type: none"> <li>Staff workshop / Staff Only Day</li> </ul>	<p>Term 1-2</p>
<p>Redevelop Campus Wellbeing Plans for Students</p> <ul style="list-style-type: none"> <li>At Salisbury (Tōku Hauora)</li> <li>Beyond Salisbury (Skodel)</li> </ul>	<p>Senior Leadership Team</p>	<p>Senior Leadership Team</p>	<ul style="list-style-type: none"> <li>Leadership Hui January 27</li> </ul>	<p>Term 2 -3 (Review Data 6mths / 12 mths)</p>
<p>Further consolidate ‘Pause-Breathe-Smile’ in whole of campus practice. New staff to be trained.</p>	<p>PBS Working Group</p>	<p>PBS Working Group Enviro Lead Team All staff</p>	<ul style="list-style-type: none"> <li>Hui</li> <li>PBS Working Group</li> </ul>	<p>Terms 2-3</p>
<p>Embed staff and student Skodel use, inclusive of wellbeing planners.</p>	<p>Principal</p>	<p>Principal &amp; Lead Residential Manager</p>	<ul style="list-style-type: none"> <li>Skodel &amp; Wellbeing Planners for staff and students</li> </ul>	<p>Terms 2-4</p>
<p>Workplace Wellbeing Initiatives:</p> <ul style="list-style-type: none"> <li>Wellness @ Work definition developed.</li> <li>Wellbeing workshops in each Staff Only Day.</li> <li>Behaviour Expectations / Aspirations developed with staff aligned to values.</li> <li>Review of Induction Programme.</li> </ul>	<p>Principal Board</p>	<p>All staff Senior Leadership Team</p>	<ul style="list-style-type: none"> <li>Workplace Wellbeing external survey &amp; facilitator</li> <li>Workplace Wellbeing initiatives</li> </ul>	<p>Terms 1-4</p>
<p>Integrate policies and procedures onto ‘School docs’ platform and onto school website / Salisbury Korero.</p>	<p>Principal Board</p>	<p>Principal Senior leadership</p>	<ul style="list-style-type: none"> <li>School Docs consultancy and platform</li> </ul>	<p>Terms 1-4</p>

<p><b>ANNUAL PLAN: GOAL THREE</b></p> <p>Redevelopment of our campus and facilities</p>	<p><b>Initiative 3.1 - Site redevelopment project</b></p> <p>Measures:</p> <ul style="list-style-type: none"> <li>• Education Brief is aligned to Design Brief and reflective of evidence-based inclusive practice</li> <li>• Timely progression of Capital Works programme</li> <li>• Cultural narrative developed and guides design</li> <li>• Historic archives are extended through 3 new short films on our site history and cultural narrative</li> </ul>			
<p><b>Outcome</b></p> <p>Salisbury's culturally rich &amp; inclusive environment enables &amp; empowers diverse learners.</p>				
KEY ACTIONS	ACCOUNTABLE	RESPONSIBLE	RESOURCES	TIMEFRAME
<p>Cultural narrative continues to be established &amp; relationships with iwi strengthened:</p> <ul style="list-style-type: none"> <li>- Cultural narrative is weaved into site design and landscaping</li> <li>- Revisioning of school branding with iwi</li> <li>- Oral history of school's taonga to be captured (Brian Flintoff, Maria Robinson, Iwi) – Film Footage to be captured + Mara Rakanui history</li> <li>- Footage of the school build to be captured and compiled into a historic record for archives</li> </ul>	<p>Board Property Committee Board Chair</p>	<p>Board Property Committee Board Chair Principal School Design Team – delegated members</p>	<ul style="list-style-type: none"> <li>• Capital Works hui / Rangitane Rep on Project Control Group</li> <li>• Salisbury hosted hui</li> <li>• E-Updates to iwi</li> <li>• Luminere – oral history films x3: <ul style="list-style-type: none"> <li>(a) Taonga of school carvings, art work, tukutuku panels (Brian Flintoff)</li> <li>(b) Mara Rakanui</li> <li>(c) Building of the school / integration of the past into the future</li> </ul> </li> </ul>	<p>Terms 1-4</p>
<p>Design Phase to be Completed:</p> <ul style="list-style-type: none"> <li>- Preliminary Design</li> <li>- Developed Design</li> <li>- Detailed Design</li> </ul> <p>Outdoor spaces / landscaping design</p>	<p>Salisbury Board</p>	<p>Board Property Committee &amp; Design Focus Group MOAA</p>	<ul style="list-style-type: none"> <li>• Capital Works</li> <li>• MOAA</li> <li>• MoE</li> <li>• External Consultant (Neill O'Reilly)</li> </ul>	<p>Terms 1-2</p>
<p>School records and archives</p>	<p>Salisbury Board Principal</p>	<p>Mary Gavin: Bookshelf Services Principal</p>	<ul style="list-style-type: none"> <li>• Mary Gavin: Bookshelf Services</li> </ul>	<p>Terms 1-3</p>

<ul style="list-style-type: none"> <li>- School Records Retention /Disposal Schedule to support cataloguing and refinement of current archives in preparation for smaller storage capacity.</li> </ul>				
<p>Demo &amp; Decant</p> <ul style="list-style-type: none"> <li>- Plan developed</li> <li>- Supports in place for relocated areas / services</li> <li>- Culturally located protocols in place prior to demo</li> <li>- Plan actioned &amp; reviewed</li> </ul>	Salisbury Board	Board Property Committee Capital Works / Project Managers - Noble	<ul style="list-style-type: none"> <li>• Capital Works</li> <li>• Noble Project Management</li> <li>• External Consultancy as required</li> <li>• Iwi</li> <li>• Harvey Ruru - Kaumatua</li> </ul>	Term 1-4





<p><b>ANNUAL PLAN: GOAL THREE</b></p> <p>Redevelopment of our campus and facilities</p>	<p><b>Initiative 3.2 - Advancing our enviroschools vision map</b></p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Vision Map Initiatives 4-5 complete to attain outcome targets (Enviro Lead Team to establish)</li> <li>• Waste audit evidences reduction</li> <li>• Sensory Garden design established and approved</li> <li>• Business Case written for Enviro Hub and approved</li> <li>• Enviro Lead Team 'Self Review of Impact Practices'</li> </ul>			
<p><b>Outcome</b></p> <p>Salisbury's culturally rich &amp; inclusive environment enables &amp; empowers diverse learners.</p>				
KEY ACTIONS	ACCOUNTABLE	RESPONSIBLE	RESOURCES	TIMEFRAME
<p>Establish 'Enviro Lead Team' and develop timeline of planned action for 2023 aligned to our key initiatives.</p> <p>Enviro Lead Team to undertake self review of practices at end of year focused on a model of growth.</p>	<p>Principal</p>	<p>Senior Leadership Team</p> <p>Enviro Lead Team</p>	<ul style="list-style-type: none"> <li>• Staff Only Day</li> <li>• Release Time</li> <li>• Schedule of Tasks</li> <li>• Enviro Treaty</li> <li>• TDC Enviro school Officer</li> </ul>	<p>Term 1</p> <p>Term 4</p>
<p>Enviro Vision Map Initiatives 4-5, supporting our Enviro Treaty, to be developed, embedded &amp; celebrated.</p> <p><b>Connect with our Environment</b> Initiative #4: Expand nature-focused Mindfulness programmes <i>Action Plan to be developed by incoming Enviro Team &amp; PBS Team alongside Creative Arts Therapist</i></p> <p><b>Growing Positive Relationships</b> Initiative #5: <i>Embed new NZ histories curriculum</i></p>	<p>Enviro Team Creative Arts Therapist (Cindy)</p>	<p>Enviro Lead Team PBS Working Group Creative Arts Therapist All Staff</p>	<ul style="list-style-type: none"> <li>• Kahui Ako resources / PLD</li> <li>• MOE TKI resources</li> <li>• Enviro school Project Officer TDC</li> <li>• Enviro Lead Team</li> <li>• Creative Arts Therapist to be contracted for year</li> </ul>	<p>Term 2 – Initiative #4</p> <p>Term 1-4 - Initiative #5</p>

Cultural wananga + Curriculum Development aligned to Kahui Ako Action Plan.				
<p>Enviro Treaty Initiative #6: <i>Promoting the environment as a learning space.</i></p> <ul style="list-style-type: none"> <li>- Sensory garden plan to be conceptualised and developed.</li> </ul>	Property Team Principal	Property Team	<ul style="list-style-type: none"> <li>• Regional and national exemplars</li> <li>• Evidence based practices for sensory learners</li> <li>• External consultants as needed / landscape architect (MOAA)</li> </ul>	Terms 1 & 2
Business Case & Draft Design undertaken for new Enviro Hub	Principal	Business Manager Property Team	<ul style="list-style-type: none"> <li>• Scope of local and regional initiatives</li> <li>• Stakeholder hui</li> <li>• Consultants as needed</li> </ul>	Terms 1-3



## Achievement Targets – Student Outcomes

### **Baseline data:** *Where are we now?*

The 2022 student cohort worked between Levels 1 -3 NZC, with the average being NZC2. The 2022 student cohort presented with a median reading age of 8 years.

On average Salisbury students are at least 3-4 years below their chronological peers in literacy and numeracy.

Wellbeing and individualised goals are given priority on application, with enrolment at Salisbury viewed as a time limited intervention in which to progress and achieve these.

### **Targets**

#### **2023 Progress and Achievement Targets:**

- **85% of student Individual Plan targets will be achieved for each student across the school year.**
- **85% of Maths targets will be achieved by students across the school year.**
- **85% of English targets will be achieved by students across the school year.**

### **Monitoring and Review**

Achievement data will be collated each term and reported to the Board at mid-year and end of year. Achievement data will be shared with the school community.

All students will have Assessment4Learning Portfolios updated regularly, and summative assessment data will be added in Week 8 each term.

PRINCIPAL'S AWARD

## Review Procedures

Self-review at Salisbury is a planned, on-going, and collaborative process of professional and organisation-wide learning. This review takes place at many levels including individual, class, residential team, school-wide and board level. It draws on evidence from a range of sources including Individual Plan and Transition Pathway documents, staff feedback and input, research, student, parents and whānau perspective and the wider school community.

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

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.

The Board 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

All students have a personalised:

- Individual Plan (IP)
- Wellbeing Plan
- Positive Behaviour Plan (PBP).

These plans lead teaching and learning that is goal orientated on success. Plans are reviewed collaboratively with whānau and students, with goals confirmed for the upcoming term. Student and whānau voice and agency are central to reviews and key drivers for future action and planning.

Whānau hui occur termly, supported by mid-year and end of year progress reports.



## Review Cycle

### Planned Policy and Documentation Review 2023-2025

2023	2024	2025
Use of Units (Jan) Curriculum Delivery (Feb) Positive Behaviour Support (Feb) Consultation with parents/caregivers & community (April) Petty Cash and Expenditure Policy (April) Health and Safety (Mar) ORS funded students (Apr) Transition (Apr) Disaster Management (May) Reporting to Parents (May) Self-Review (May) Work Experience (May) Classroom Release Time (May) Surrender and Retention (June) Privacy of Information (June) Protected Disclosures Act 2000 (June) Professional Learning and Development (Jul) Volunteers and Trainees (Jul) Education Outside the Classroom (September) Sexual Harassment (Nov) Salisbury Curriculum Health and Safety Work Plan	Assessment and Evaluation (Feb) Financial Control (May) Leave (May) Classroom Release Time (May) Property and Asset Management (May) Credit Card (June) Travel (June) Theft & Fraud (Aug) Agricultural and chemical sprays (Sept) Disaster management (Sept) Education Outside the Classroom (Sept) Assessment Processes Enviro Mapping & Vision Staff Induction / Staff Handbook	Staff Code of Conduct (May) Complaints (June) Road Safety (June) Child Protection (Aug) Sun Safety (Aug) Food and Nutrition (Sept) Budget Holders (Sept) Agricultural and chemical sprays (Sept) Alcohol and drugs (Nov) Smoke Free Environment (Nov) Pandemic Preparedness (Nov) Performance Management/Staff Appraisals (Sept) Health and Physical Education Curriculum Statement EEO (Nov) Appointments (Nov)

Code: **Board Policy**    **Management Policy**    **Campus Documentation Review**

\*\* In 2023 the school will be onboarding with School Docs. We anticipate likely changes to our review cycle.

## Glossary of Terms

<b>3R Plan</b>	<b>Reach – Relationship - Reciprocity</b>
<b>IP</b>	<b>Individual Plan</b>
<b>MOE</b>	<b>Ministry of Education</b>
<b>NZC</b>	<b>New Zealand Curriculum</b>
<b>NELP</b>	<b>National Education and Learning Priorities</b>
<b>PB4L SW</b>	<b>Positive Behaviour for Learning Schoolwide</b>
<b>RSS</b>	<b>Residential Specialist School</b>
<b>RP</b>	<b>Restorative Practice</b>
<b>RPP</b>	<b>Regional Pilot Project</b>
<b>SET</b>	<b>Schoolwide Evaluation Tool</b>
<b>SPEC</b>	<b>South Pacific Education Courses</b>
<b>TESA</b>	<b>Teaching Expertise Scaffold and Analytic Tool</b>
<b>TDC</b>	<b>Tasman District Council</b>
<b>TAP</b>	<b>Transition Action Plan</b>