

EDUCATION INFRASTRUCTURE PROJECT BRIEF TEMPLATE (October 2017 version)

Salisbury School MOE#525



Visioning Salisbury's Future

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Approvals

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Name	Position	Sign	Date	Version

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This document has been distributed to the following people:

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Project description

Salisbury Residential Specialist School is situated in Richmond (Tasman) and meets the needs of female students who have complex learning and life-skills needs. Salisbury is a residential school and girls come from throughout New Zealand to attend. We are a Year 3-10 (8-15 years) school and all academic programmes align to the New Zealand Curriculum. Girls attend the school and reside on the school grounds during term time and return home each holiday period. Girls may attend for up to two years and all learning is carefully designed to meet individual needs with transition, at all stages of a student's learning journey at Salisbury, given central focus.

Parents and caregivers are viewed as key partners in the educational success and journey of students at Salisbury. They are always welcome and the school provides accommodation for families when they travel to Salisbury to spend time with their daughters. The school principal resides onsite supporting campus daily operations.

Salisbury celebrated its Centenary in 2016 and many of the current school buildings are original. The school is in need of a significant capital works programme, as well as site consolidation. Residential accommodation and school classrooms are no longer fit-for-purpose to cater for the learning needs of our diverse range of students and modern teaching pedagogies. Indications are that the focus will be on fully rebuilding our campus living and learning environments in an attempt to bring them in line with innovation and renewal expectations of the Ministry and our school community.

Better utilisation of the site, particularly for education based activities, would allow the concept of an Education Hub to develop, which would be able to be accessed by the wider community. The vision of an Education Hub extends to include Resource Teachers of Learning and Behaviour, Resource Teachers of the Deaf, BLENNZ, and allied specialist service providers. The development of such a Hub would work in synergy with the priority needs of the school with careful consideration afforded to the flow of traffic and the overall population density of the site. This would ensure that the parklike tranquil environment that currently contributes to the success of students at Salisbury remains at the forefront of design and vision.

Salisbury currently caters for up to 20 girls. The Board of Trustees would like to see the notional roll increase to 40.

The Board of Trustees is also interested in investigating the option of additional avenues for enrolment. Recent discussions with the school community have identified potential interest from families willing to investigate fee paying placements. Additionally, as a result of enquiries made directly to the school, the Board is also interested in creating an opportunity for international student fee paying placements.

Our aspirational timeline is to have construction underway by 2022.

A

Education Brief

Salisbury School

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1 Our vision/ mission statement

Feature	
Mission statement	'To provide 'extraordinary' educational opportunities for students with complex learning, social and life skills needs in a supportive and nurturing 24/7 setting.'
Purpose	Salisbury provides individualised 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.
Vision statement	'Every Girl Succeeds'
One Campus	Salisbury Residential Specialist School has a 'one campus' ethos that envisions teaching and learning linked to the areas of living (residential) and learning (class-based) as both distinct but also inherently connected, ensuring a holistic educational experience is provided for each girl. Our one campus ethos embodies the school's overall mission, enabling our vision to be realised.

2 Our values

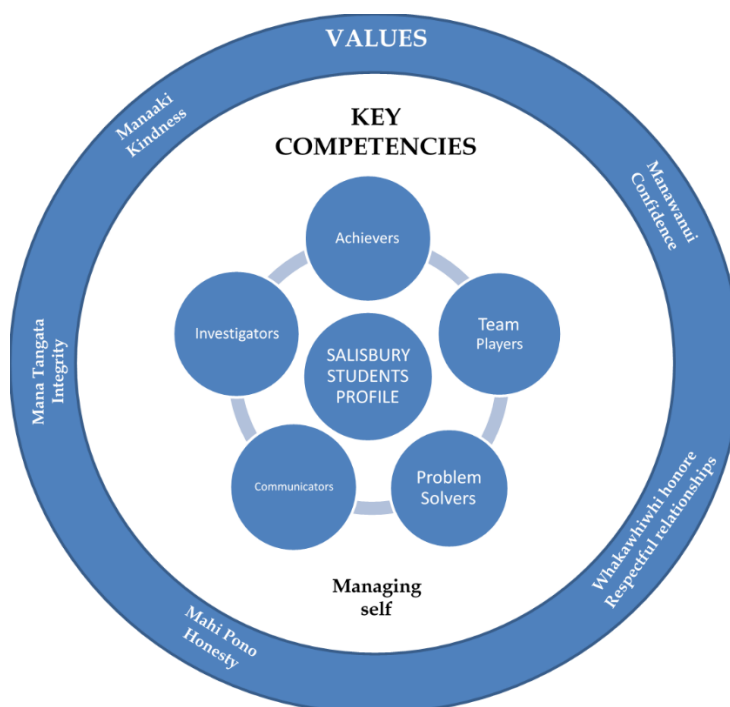
The Salisbury School Curriculum reflects the values in the New Zealand Curriculum which the Education Review Office (2019) observed as strongly underpinning teaching and learning at Salisbury. These values are encouraged, modelled, and explored throughout all programmes.

The school values were re-envisioned by the school community and Board of Trustees in early 2019 and form the basis of the way our school community acts, thinks and relates to each other. As deeply held beliefs about what is important and desirable, the Salisbury School values refer to what we want our girls to know about, show, and / or demonstrate in their learning. We identify these values as essential building blocks for learning and life. The school's values, therefore, give voice to an ethos that promotes a caring, inclusive, and supportive learning culture focussed on developing learner strengths and key competencies.

Schools values/principles	Meaning
Manaaki Kindness	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.
Mana Tangata Integrity	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.
Mahi Pono Honesty	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.

Schools values/principles	Meaning
Whakawhiwhi honore Respectful relationships	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.
Manawanui Confidence	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.

The school's values support the aspiration we hold for our learners to become achievers, investigators, effective communicators, problem solvers and team players.



The values are embedded in the school's charter (2020-2022) and Annual Plan, supporting students' understanding of what our values look like in everyday settings, enabling students to transfer these values into their daily engagement with others.

School values are a central feature of our weekly assembly forum at which positive behaviours noted throughout the week are highlighted and exemplified in line with these. Teacher planning reflects the intentional focus on the exploration of our school values and the alignment of planned school programmes to these values.

Long-Term Plans (LTPs) guide curriculum delivery for each of our three syndicates at Salisbury with each LTP highlighting a specific focus on our school values through associated activity and planned learning. Salisbury's values ensure we provide our students with:

- Dynamic teaching, learning, and living environments.
- A culturally appropriate and responsive context for learning in the classroom and beyond the classroom and acknowledgment and respect for Te Ao Māori, where Māori can experience success as Māori.
- Student-centred learning that puts student outcomes as the primary focus.
- A safe and supportive environment where difference and diversity is acknowledged and celebrated and all contributions are valued equally.
- An environment where teamwork, commitment, and a constant drive to do better are core components.
- An environment where students can develop quality relationships with each other and with staff and where needs can be met and skills developed to ensure each student reaches their full potential.
- Effective communication and a range of strategies that promote effective teaching and learning interactions.
- A high level of respect for all students and staff.
- Individualised and differentiated programmes where all students can find their strengths and experience success.
- A whole campus ethos and culture that values safety, transparency, self-review and external monitoring.

Salisbury values are predicated on the platform of Tātaiako, culturally responsible and responsive practice, and as such are well suited to adaptable and flexible learning environments that enhance social interaction and engagement.

3 The character of our school

Salisbury is a national residential specialist school for female students with complex learning, social and life skills needs. Salisbury's role is unique within New Zealand, being the only residential school in the country that caters exclusively for girls. Salisbury is a composite school catering for students in Years 3-10 (8-15 years on enrolment). Our focus is on raising individual achievement levels and improving life outcomes.

Salisbury is situated in Richmond, Nelson, on Salisbury Road. The association of the school to the road name and associated location is inherently bound and is woven within a longstanding history. When considering site reconfiguration, maintaining the school's main entrance from Salisbury Road has been voiced as a desirable feature from many of the school's past and present community. The direct connection of the school to Salisbury Road and the openness this provides to associated bus transportation and inclusion classes at a local high school directly opposite is a further feature that upholds and promotes the community inclusiveness that Salisbury proudly strives for.

Salisbury has a rich history with the first establishment on-site of a girls' school occurring in 1916. Many of the buildings currently on-site are from this original period and hold names that are associated with core foundational people associated with the history of Salisbury. Whilst the actual buildings are no longer seen as fit-for-purpose, designed within an era that approached care and education from an institutional perspective, it is envisioned that the architectural design for the campus' rebuild would consider carefully features that could be integrated into a new design e.g. decorative wooden corbels, cornices or brackets or the replication of interior panelling in part. Salisbury's wider community, especially that of its past students, have particularly voiced a desire for aspects of Salisbury's current heritage features to be integrated into a design for the new rebuild.

Salisbury is well known for the therapeutic parklike setting in which the campus is located and the heritage tree long driveway from which the campus is entered. The tranquillity of this outdoor space is recognised as a key contributor to the success of outcomes we achieve with girls enabling students' space to connect with nature in a quiet and undisturbed manner and supporting the regulation of emotions and patterns of thinking and behaviour. Sampled parent and student voice pertaining to 'desirable features' to highlight in the campus' rebuild saw the retention of the parklike environment as the 'top of the list' feature.

A special taonga is Salisbury's blessed native garden (Mara Rakanui) which has been established over the past two decades. This now includes a lizard sanctuary, a boardwalk through regenerating native garden, and a creek that feeds into the Waimea estuary supporting the growth of the coastal wetland banded rail. Salisbury's strong connection to the environment has led it to be awarded Green-Gold status as an award-winning Enviro School (for example, Salisbury was a finalist in the recent 2019 Keep New Zealand Beautiful Sustainable Schools Award). Strong links have been made with organisations around the Tasman area with numerous groups contributing and benefiting from Salisbury's recognised programme. For example, the collection of seeds from Salisbury's native garden and the potting of these in the school's potting shed has seen the distribution of thousands of plants to local estuaries. As a result of this programme, students gain insight and knowledge of the local environment and develop a connection to the school, the native bush, and the natural environments of the local community. The school's enviro programme provides a core avenue for the modelling and developing of the school values supporting students to develop into well connected, confident, and thoughtful contributing citizens.

Site Location of Native Garden Environs



Salisbury's Māori Pou, designed by acclaimed New Zealand carver Brian Flintoff, which stands at the entrance to the school's native taonga.

Two current enrolment pathways support entry for a girl into Salisbury:

- Residential Specialist School with Intensive Wraparound Service
- Residential Specialist School only.

Criteria from both enrolment pathways support applications for girls that have social, behavioural and / or learning needs that are highly complex and challenging (and may have associated intellectual disability). Both pathways support schooling at Salisbury for up to 8 terms (approximately).

The 'Residential Specialist School only' ('Direct Access') pathway was reviewed in December 2019 and changes to this avenue for enrolment are expected to be in place by the beginning of term two 2020. These changes have directly addressed issues that parents, professionals, and the wider community have raised as barriers to previous successful enrolment into the school. It is anticipated therefore that the refinement to this enrolment pathway will facilitate higher numbers of enrolments through this specific stream, giving credence to the board's call for an increased roll from 20 to 40. In addition to increasing the roll more in line with the rolls of the country's other two residential schools, it is further suggested that a greater number of girls may seek access to Salisbury given the documented increase in Autistic Spectrum Disorder (ASD) now being recognised in girls. With respect to the latter, current international literature now categorically refutes the previously believed ratio of 1:4 in favour of boys for a diagnosis of ASD¹ and, in the case of autism co-occurring with intellectual disability, the ratio has been reported at around 1.5:1 (Yeargin-Allsopp et al., 2003)².

The success of girls learning from girls and the environment that Salisbury provides was well recognised in the school's 2019 ERO report:

"Significant gains in learning and wellbeing are consistently evident for students. Reported assessment information clearly shows that most students achieve accelerated rates of progress against the goals set in their individual education plans (IEPs), set across the breadth of The New Zealand Curriculum (NZC) and beyond."

Salisbury emphasises the importance of developing social skills to allow the girls the opportunity to develop friendships which are lasting. This is an observation frequently made by parents whose daughters have never had a friend at school. Salisbury teaches the girls the skills needed to feel connected in a positive way to others, to feel valued, and to feel a sense of belonging and being part of a team. Positive Behaviour practices clearly impact on the girls and their social interactions. Teachers use highly respectful, consistently affirming strategies to successfully promote acceptable social behaviour. Students are supported to understand and increasingly self-manage their actions and responses to others. Staff purposefully foster skills and dispositions that should empower students in their futures. To this end, the ERO Report (May 2019), notes:

"Students take pride in their friendships, achievements, positive learning dispositions and unique strengths."

Given the documented success of Salisbury and the strengthening of learning support delivery to consider a more tailored way to meet the needs of children and young people, access to this residential school will provide many girls throughout New Zealand with a life-changing educational opportunity. In re-developing Salisbury as a modern residential campus for girls with complex life and learning needs there lies an accompanying fiscal responsibility to ensure that adequate and equitable access is available to this specific population. Growing the roll to 40 will provide a measure towards ensuring this responsibility is enacted and that the resources Salisbury provides are well accessed by those that will benefit most.

Specialist support for students who have ORS funding and are enrolled at Salisbury is provided by the Ministry of Education. The rebuild of the campus gives a great opportunity for facilities to be more aligned to student's physical, sensory, communicative and mobility needs as this brief will further detail. In this sense, the school has seen a shift in the nature of student cohort over recent decades, mirroring changes to the enrolment criteria. Catering now for students with more complex living and learning needs, the school has undergone extensive curriculum review in recent years and looks forward to a physical redesign to complement the changes to the learning programmes now being delivered.

¹ Idring S, Lundberg M, Sturm H, Dalman C, Gumpert C, Rai D, Lee B K, Magnusson C: *Changes in Prevalence of Autism Spectrum Disorders in 2001–2011: Findings from the Stockholm Youth Cohort*. Journal of Autism and Developmental Disorders 2014.

² Yeargin-Allsopp, M., Rice, C., Karapurkar, T., Doernberg, N., Boyle, C., & Murphy, C. (2003). Prevalence of autism in a US metropolitan area. *Journal of the American Medical Association*, 289(1), 49-55.

As a residential specialist school, the formation of strong relationships with parents is given priority focus at Salisbury. Parents enjoy visits with girls and are viewed as key partners in the learning, growth and development of students. Salisbury places particular emphasis on transition (into the school, through the school, and from school back to the home setting) and positions partnership with parents as fundamental in the recognised success of this work. The development of trust underpins relationships with parents and the character of the school aims to instil a sense of comfort, wellbeing, and a homely feel to foster this aspect and to provide girls with a nurturing 'home away from home' during term time.

Salisbury's current staffing entitlement is 5.8 FTTE teachers. Staff are highly experienced at meeting the needs of priority learners. The Principal, Deputy Principal and Residential Student Support Managers form the Senior Leadership Team. Student Support Facilitators comprise the residential team who work in various shifts across the day / week. Campus staff (residential and school) provide 24/7 care, life skills, education, and social / recreational opportunities for girls enrolled at Salisbury. A National Board of Trustees provides strategic leadership and governance for the school meeting twice per term on-campus.

Salisbury's programmes and practices reflect te ao Māori and New Zealand's cultural diversity. The cultural identity of all students is respected and includes, but is not limited to, Māori, Pasifika and Deaf Culture. Our leadership is underpinned by the teachings of He Kākāno, which seeks to build culturally responsive capacity and capability in the leadership team so that it is embedded in teaching practice. Our staff appraisal system is based on the Tātaiako cultural competencies and underpinned by the Effective Teacher Profile (Russell Bishop, 2010). Learning opportunities in te reo and tikanga Māori are promoted for all students through visual representations and daily exposure to te reo. As aptly noted by ERO (May, 2019):

"Students experience a broad and suitable range of opportunities to see, hear and participate in meaningful experiences of te reo me ngā tikanga Māori. Cultural art and artefacts attractively adorn the campus."

The local Nelson / Richmond community welcome the involvement of Salisbury students. Community 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.

Valued outcomes for students are to achieve to the best of their ability through:

- o experiencing success in learning and life skills
- o being team players
- o good problem solvers and sound decision makers
- o being investigators and effective communicators.

Such opportunities and inclusion of Salisbury girls within the local community provide authentic opportunities for our school values to be explored, modelled and encouraged. For example, teaching the integrity of actions (Mana Tangata), forming respectful relationships (Whakawhiwhi honore) and enhancing a sense of self-confidence (Manawanui) to the girls in all settings.

Current goals and targets for improvement in student outcomes are to increase the engagement and participation of all students in meaningful and future-focused learning and to strengthen collaborative partnerships enhancing learning and achievement. The principal regularly reports school-wide outcomes to the board, with a focus on progress and achievement against student's individual goals and learning plans. Student wellbeing is also an important focus and is closely linked to values, programmes, and outcomes.

The school is an active member of the Waimea Kāhui Ako / Community of Learning. The Kāhui Ako is made up of 12 local schools. All members of the Kāhui Ako have agreed on a collaborative vision for creating pathways of success for all of our students. Salisbury has a high profile within the Kāhui Ako and often hosts the Kāhui Ako meetings and provides the venue for wider collaboration.

3.1 Special characteristics of the school

The special character of our school can be identified in a number of ways:

- o Te Whānau o Salisbury – a 'people first' philosophy underpinned by strong values and a driving vision
- o Our unique residential setting with a focus on inclusivity and community
- o A broad syndicate curriculum pathway, inclusive of play-based learning, with recognised outcomes of success
- o Partnerships with parents
- o Our community links
- o Our distinctive history
- o Our Green-Gold enviroschool status and enviro commitment

Te Whānau o Salisbury



A 'people first' philosophy (Te Whānau o Salisbury) is deeply embedded at Salisbury positioning the needs of our students at the forefront of all that is undertaken. The school's vision – 'Every Girl Succeeds' - is underpinned by the strengthening of the school's core values in each student (Manaaki – Kindness, Mana Tangata – Integrity, Mana Pono – Honesty, Whakawhiwhi honore – Respectful Relationships, and Manawanui – Confidence). The redesign of our campus and site must be cognisant of this fundamental characteristic of our school.

Salisbury caters for a wide range of learning needs. Students may present with a range of specific disorders such as Intellectual Disability, Autistic Spectrum Disorder, Attention Deficit Disorder, Foetal Alcohol Spectrum Disorder, Down Syndrome, and various genetic disorders. Students may also have physical disabilities affecting vision, hearing, and mobility. It is not unusual that students have comorbidities, for example in the school's 2019 cohort of students 82% of girls presented with a dual diagnosis.

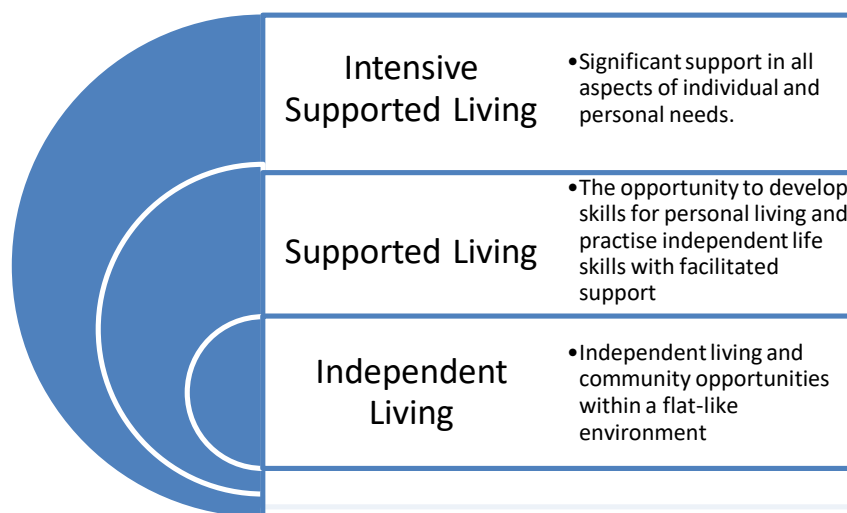
The need for carefully considered living and learning environments that promote focused attention and regulated states of wellbeing and interaction are core to the success of our 24/7 curriculum and ensuring alignment to our 'student first' philosophy.

Our unique residential setting with a focus on inclusivity and community

Salisbury prides itself on the quality of residential education and care that it provides. ERO (May, 2019) noted the following special characteristics of our residential setting:

"The school hostel reflects the school's special character and provides a whānau environment for the girls. Staff purposefully promote leisure, fun, relaxation and a sense of ownership for students in their own home space."

The residential setting at Salisbury provides a three-tier approach to meeting the diverse living needs of girls. This approach sees the following living options presented at Salisbury:



The differing strands available for residential accommodation and tailored supported living responds to the wide range of strengths and needs that our students present with. Movement through levels is accomplished through the establishment and achievement of targeted IEP goals, a key focus on the school's values, and the aspirations of students and their families. A range of different living environments are provided to support the achievement of the living and learning goals within each of these levels. 'Flats' are provided to support students working towards supported and independent living while 'cottage hubs' (separate bedrooms attached to a shared living area) cater to students with supported living needs. What this translates to is a range of differently configured living spaces to achieve different purposes.

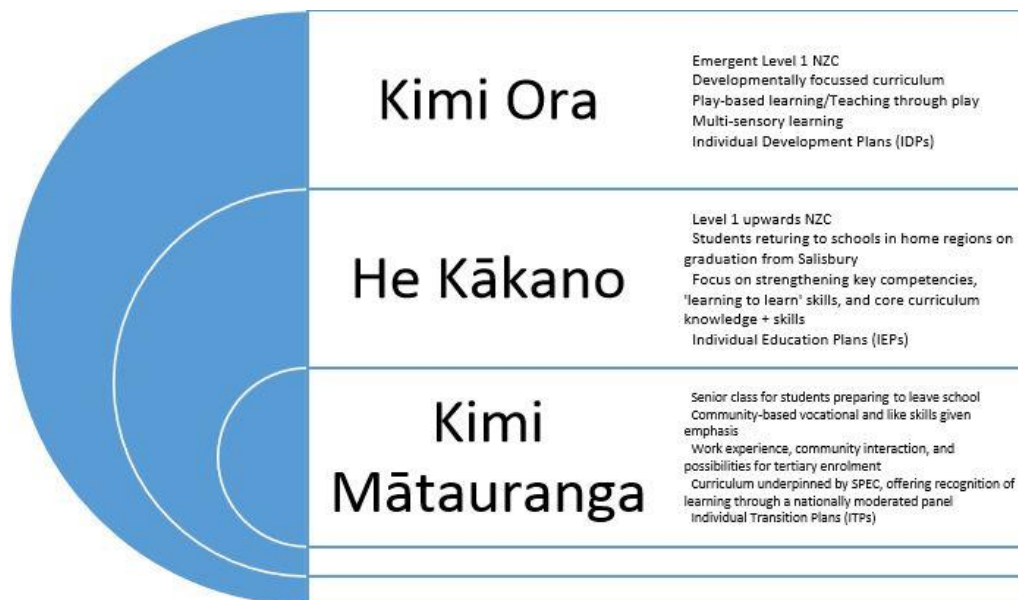
A key component of our residential area is shared communal areas across the whole residential setting. This means that girls have choice in who they socialise with and in what areas irrespective of the living and learning strand they are working within – for example, a student with high living needs on placement within the 'Intensive Supported Living' strand can choose to connect with a friend of her choice from the 'Independent Living' strand in a communal lounge or arts and crafts area.

Outside of a few core shared resources (i.e. the gym/ multipurpose hall and playground), the residential setting is distinct from the school and physically separate to enable girls to have a sense of 'home' and school, and associate and strengthen skills unique to each of these settings. For example, in the residential setting girls learn to refine and rehearse skills such as packing their school bag preparing for the day, making their lunch box, and 'walking' down to school. These are vital skills and routines to be mastered that will enhance success post-Salisbury for students returning to their local schools when living again at home.

The residential setting implements our 'Living and Learning' Curriculum. This includes key skills and knowledge such as learning how to manage money, simple nutritional meal preparation, and personal hygiene and self-care skills, all differentiated into a personalised learning plan for each girl.

A broad syndicate curriculum pathway with recognised outcomes of success

The school section of the Salisbury campus is organised via three main syndicates, complimenting the strand focus of the residential setting and cumulatively enabling a rich 24/7 education and care curriculum to be enacted. The current school syndicates provide broad scope to meet the diverse range of educational needs that girls present with:



Each syndicate has a dedicated physical space at Salisbury. This currently exists in the form of two classrooms attached side-by-side and a dedicated outdoor area. Syndicates use their dedicated spaces in differing ways e.g. break out spaces for collaboration, extended project-based work, play-based learning, focused literacy and numeracy small group work, individual goal-based work, ICT, student-led inquiry, etc. Dedicated syndicate space provides students with a familiar and known learning space to work within and reduces movement around the school promoting a focused and calm learning environment.

It is envisioned that a rebuild of our campus, alongside the achievement of our desired roll increase to 40 at this point, will necessitate the development of a new syndicate. This future-envisioned syndicate will have a similar focus to our current He Kākano syndicate as we anticipate a demand of need in this learning level with future enrolling students. We anticipate that our current He Kākano syndicate will work to serve students transitioning into the school while this new syndicate, to be called Ka Puawai, will act as a transition point out of the school.

Delivery of the revised Salisbury Curriculum looks different according to the key aims and aspirations of each syndicate. ERO (May, 2019) noted the highly successful recent curriculum revision and subsequent syndicate approach gave “*purpose to the school’s newly revised values unpacking what the key competencies mean in this setting*”. ERO also noted that “*teachers use a highly collaborative approach to tailor effective, consistent strategies, best suited to individual needs*”, aptly highlighting the student-centred approach that underpins all teaching and learning.

Play-based learning is a new initiative that has been invested within schoolwide at Salisbury, building on the recognised benefits of this pedagogical approach to support the holistic development of children who can think for themselves, can create and imagine, who are strong in their literacy and numeracy, and who can navigate the challenges of the world with intrinsic motivation and a strength of character that is born for a strong sense of self³. The school is currently mid-way through a 2-year investment of professional development building upon play-based learning pedagogy with Longworth Education consultants. We seek to be recognised for excellence within this field as we continue to develop our practice. Our future vision is that the school will contain a purpose-built play-based learning room, accessible and engaging to our diverse learners and serving as a key resource to partners within our broader Education Hub aspiration.

Assessment procedures and learning progressions are firmly in place to guide the development of full IEPs and to accurately track all progress in a systematic manner. Individual development plans and individual transition plans are also in place to support each girl. Collaboration with all participants (specialists, professionals, parents) is recognised as fundamental to the clarity of learning direction and best outcomes for each student. Meeting with a young student’s wider team, digitally or face-to-face, and their family is a critical element that underpins the personalisation and implementation of our curriculum. Progress and achievement across all three syndicates are at a high level with teaching and learning promoting the development of self-esteem and confidence (Manawanui), supporting girls to achieve, celebrate success and identify themselves as empowered learners.

Partnerships with parents

Salisbury focuses on maintaining a welcoming and inclusive family / whānau atmosphere, where strong and positive relationships are built among our staff, students and the family and community that engage with the school. The residential nature of Salisbury and the very fact that the parents of our students are geographically spread throughout New Zealand places a unique and special emphasis on the way in which we foster relationships with parents and ensure that girls remain well connected to their families. Salisbury staff engage with parents through a range of formalised processes such as termly IEP meetings and regular transition meetings. Weekly reports are distributed and e-portfolios are being established to provide an enriched connection to weekly activities through the collaborative sharing of videos, photos and student voice. Informal connections are encouraged through zoom or skype calls and parents are warmly welcomed to visit. During family visits accommodation is currently provided on-site the campus in a detached, self-catered house. This enables our families to have privacy and relaxation during their visit.

³ Briggs, M., & Hansen, A. (2012). *Play-based learning in the primary school*. London, U.K.: SAGE Publications Ltd. Conklin, H. G. (2015, March 3). *Playtime isn’t just for preschoolers—Teenagers need it, too*. TIME.

O’Connor, C., & Stagnitti, K. (2011). Play, behaviour, language and social skills: The comparison of a play and a non-play intervention within a specialist school setting. *Research in Developmental Disabilities*, 32, 1205–1211.

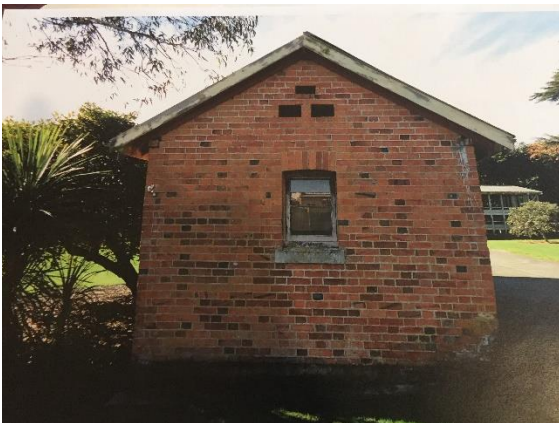
Van Oers, B., & Duijkers, D. (2013). Teaching in a play-based curriculum: Theory, practice and evidence of developmental education for young children. *Journal of Curriculum Studies*, 45 (4), 511-534.

Weisberg, D. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Guided play: Where curricular goals meet a playful pedagogy. *Mind, Brain, and Education*, 7 (2), 104-112.

Transition from Salisbury is at the forefront of our thinking at all points during a girl's learning pathway through Salisbury given the comparatively current short-stay nature of residential specialist education in New Zealand (up to approximately 8 terms) and the overarching goal of new student learning transferring back into each student's home context. We recognise the role of open, collaborative and trusting partnerships with parents in order to support the transition of skills learnt at Salisbury to embed within the home environment post-graduation. Our parent community are well engaged and hold Salisbury in high regard, visibly and verbally acclaiming the recognisable shifts and changes in students as they develop during their time here, and understanding their pivotal role as a key partner in this pathway of success.

Our distinctive history

In 1916 the *Richmond Special School for Girls with Feeble Mind* was established in the McRae homestead that was formerly on the current site of Salisbury. This school was to be renamed as Salisbury School as time elapsed making Salisbury the second special school established in New Zealand. The first was Otekaike Special School established in 1910 which closed in 1987. Salisbury, therefore, is the oldest Special School still operating in New Zealand and the only facility of its type in New Zealand with a rich and unique social and educational site history. To celebrate its integral place in New Zealand's special education history, a detailed book was compiled in 2008.⁴ Although the original McRae homestead (built 1850) was demolished in 1950, two of the original stone buildings continue to exist. These buildings are identified as the original stone butcher house and the original stone store. These houses hold recognised historical significance under the Historical Places Act 1993. The following photos give identity to these buildings and the highlighted site map indicates location.



⁴ O'Connor, M. E. (2008). *Salisbury School: A Lesson in Special Education*. Auckland, Pindar NZ.



Our future aspiration is to restore and preserve these two stone houses, utilising both as a bike storage sheds.

In a similar manner to the historic stone buildings, the original trees planted by William McRae have preservation orders on them and they are recognised as the most important historic collection of trees in Richmond.

The McRae family sold their family homestead and associated land to the Crown in 1904, paving the way for the later development of the

'Richmond Special School for Girls with Feeble Mind' in 1916. The land on which Salisbury stands today has since been returned as commercial property to iwi. The school works to proactively acknowledge iwi associated with the area and is deeply committed to our bicultural heritage and respectful recognition of tangata whenua.

Our community links

Students benefit from established, powerful relationships between the school and all levels of our local extended community. These connections are utilised to provide additional learning opportunities and enable students to engage as valued members in the local community. It is through these interactions that girls are able to practise our Salisbury values in typical 'everyday' settings'. As mentioned above, a key focus for Salisbury staff is to teach girls the skills required to successfully transition back to their home school settings, into tertiary courses, or into supported working environments, so they are better able to cope with the challenges and demands of everyday life. To achieve these aspirations, maximising community connections are recognised as mutually beneficial for both our students and for the local community.

The positioning of Salisbury amidst an array of nearby primary, intermediate, and high schools provides us with a rich opportunity for student inclusion in subjects of strength to widen peer exchanges and socially based learning. In a similar manner, Salisbury welcomes students from other school settings for inclusion on-site within our syndicates. Our location to a main road bus stop further supports the facilitation of student independence with activities such as attending work experience, volunteer opportunities, or polytechnic courses.

Our current 'Recreation Room', gymnasium / multipurpose hall, and front playing field are used frequently by local schools and education groups. We welcome and foster this connection.

Professional learning and refinement of expertise is strongly embedded in staff culture. Staff are continuously involved in capacity building and sharing of best practice that benefits students. The leadership team model continual engagement and achievement, in high-level professional learning and pedagogical innovation. They actively contribute to the wider education sector. The ongoing developing and formalisation of an Education Hub onsite the campus of Salisbury is a key aspiration of the school's Charter.

Our Green-Gold enviroschool status and enviro commitment

Salisbury School is Tasman's first Green-Gold enviroschool. Since the attainment of this status, the school has been a proactive leader locally, regionally and nationally, in the promotion of sustainable environmental practices. As such, our enduring environmental focus and commitment is a notable special characteristic that supports the definition of Salisbury. An extensive native planting area provides an attractive addition to our campus environment and opportunities to learn about both nature and the concept of kaitiakitanga-guardianship, deepening student understanding of the Salisbury value of Whakawhiwhi honore and Manaaki as they pertain to the natural environment, are notably enhanced through our natural environs. The re-development of native bush within the Richmond area has been recognised as a unique cultural asset. Work on this project spanned over a number of formative years in consultation with local iwi.



Early development phase of the Native Garden in consultation with local iwi.

This culminated with the official blessing and naming (Mara Rakanui) of the native garden in 2006:

Students return bush to town

Native bush is set to return to Richmond, thanks to dedicated students at Salisbury School.

Local iwi on Friday blessed the school's native garden, Mara Rakanui, in a dawn ceremony. The garden is named after the 15th day from the new moon, the day that is best for planting.

"We had to get up when the birds were singing," said Ngahina Hancy, 16, who helped to create the garden with other students in the school's horticulture and environment groups.

She felt "excited and proud" to be part of the project that would hopefully attract more native birds.

Teacher aide Carolyn Shirtliff said the children had spent two years working on the project.

They had been inspired to create the garden after discovering that there was little native bush left in Richmond and Hope.

Many of the garden's plants, including mahoe, kowhai, cabbage tree and grasses, were grown at the school's own nursery.

Special harekeke (flax) brought from Lincoln University will be used in weaving workshops. Other plants were donated by Appelton Nurseries in Wakefield.

Every year, pupils will expand the garden until it fills the school's back field.

The school eventually aims to place a plate at the base of each plant with its Maori name and cultural use.

Ms Shirtliff said the garden was a community asset, and he hoped it would become a place for other schools to learn about New Zealand's native bush.

PHOTO: MARTIN DE RUYTER 147906

COMMUNITY ASSET: Salisbury School's Selera Wiggins, 15; front, Ngahina Hancy, 16, left; Racquel Nancarrow, 16 and teacher aid Carolyn Shirtliff in the new native garden at the Richmond School.

Within the native garden area there is now a lizard sanctuary and a unique 'eco-hut' designed by Salisbury students, following another extensive project, which provides a base for outdoor camping activities on-site. Student, parent, and community voice is strong in noting the interlinked identity of Salisbury to its natural environment and has voiced advocacy for the retention of this.



3.2 Salisbury is a national residential school, able to meet the needs of girls with complex needs from throughout New Zealand

Girls attend Salisbury from throughout New Zealand, including remote and rural areas such as Great Barrier Island, Central Otago and small settlements on the East Coast of the North Island, as well as from our larger cities. Numbers of Māori students enrolled at Salisbury at any one time have been as high as 50%. Under present guidelines, enrolment can be for a period of up to two years.

Recent discussions with Learning Support management (MOE) considered a shift from enrolments being time-bound, to being focussed on outcomes. Salisbury is hopeful of positive change and increased flexibility in regard to this aspect.

Transition to and from Salisbury is carefully managed and is built around the individual needs of each student. Families are encouraged to be actively involved in the transition of their young person to residential education as evidence and experience point to an outcomes-based approach to specialist education giving students the best chance to embed learnings, routines and values into their daily lives and take these forward when transitioning from Salisbury. Ensuring connections with family and community are maintained and that parent-child relationships are valued and continued post enrolment are key tenets of Salisbury's vision and mission. Some girls will transition back into their local school after completing their enrolment at Salisbury, while others will be assisted into supported living options, employment opportunities or further education courses in tertiary settings.

Education and care programmes are packaged as a 24/7 curriculum with a one campus ethos underpinned by strong values and a driving vision of individual student success. School and residential teams comprise the core campus staff in terms of curriculum delivery. Administration staff, ground and caretaking staff, a student health coordinator, an enviro tutor, and an on-site chef comprise the remaining core ancillary staff.

Work experience placements and opportunities to join in mainstream classes at one of Nelson's local schools are options open to all girls. These opportunities particularly support the strengthening of the Salisbury values of Mana Tangata-Integrity, Whakawhiwhi honore – Respectful Relationships, and Manawanui - Confidence. Salisbury enjoys a wonderful relationship with the local community and attendance and participation is warmly welcomed at local community events such as weekend sporting fixtures.

After school and weekend recreational activities include hip hop dance classes, karate tuition, swimming at the local heated pool (lessons are provided during the school day), first aid training with St Johns, wearable art costume making, local library visits, kayaking, as well as the many and varied community based seasonal celebrations which Nelson enjoys, such as art festivals, fairs, open air movie evenings and many more. These visits occur on a frequent basis and typically involve travel from Salisbury in one of our current mini-vans. The Nelson region is also known for its beautiful beaches and the girls regularly head to cool down with an early evening swim.

Every learning experience at Salisbury takes place in a supportive and nurturing family-like environment modelling our values of Manaaki-Kindness, Mahi Pono-Honesty, and Whakawhiwhi Honore-Respectful Relationships. Shared open spaces support students to play and socialise, developing the key competencies of relating to others and managing themselves with increasing success.

The teaching staff consists of registered teachers and teacher aides with extensive experience working with female students with special education needs. The Deputy Principal is fully released from the classroom however maintains a visible role in the day-to-day running of the school. The campus has a proven history for high achievement of success and is well-positioned to meet the needs of girls with complex living and learning needs. The achievement of the highest ERO rating ('Strong') in 2019 provides a clear measure of success.

3.3. Future focus on cultural and inclusive education

Inclusive Education

Salisbury has an inclusive philosophy and works hard to ensure all students have access to inclusive environments. In planning the re-development of Salisbury the campus will use Inclusive Design and Universal Design for Learning principles so that all students can engage with the curriculum and fully access learning. We want our students to be able to fully and equitably participate in quality living and learning environments. Given the frequent changing student cohort that will continue to shape Salisbury as a residential school (i.e. students enrolled for up to 8 terms approximately), it will be important that the inclusive educational design of Salisbury's rebuild incorporates the best information we hold about our current and predicted future student population in order to accommodate for as much diversity as possible. In this sense, key focus on catering for girls with autistic spectrum disorder, sensory dysregulation, ADD / ADHD, FASD, Downs' Syndrome, mobility challenges, alongside hearing and visual impairment will inform and support design considerations. However, the school's focus is not on designing for diagnosis but rather for the best predictable educational user experience for these girls. This means that our future focus places emphasis on designing a campus that will encompass a broad spectrum of sensory, cognitive, and social differences, offering opportunities to foster social inclusion and enhance wellbeing.

As mentioned previously, we support a physical separation of the 'school' and residential / 'home' components of our campus as part of our future focussed inclusive vision. This separation would not be in its current configuration, presently requiring students to cross the main driveway and walk without any shelter from rain for some distance to their school syndicates. Our inclusive vision for the future is that our students, staff, and community will be able to navigate through the campus safely and confidently within and across a site that promotes mobility access for all, on one level (no stairs), with covered walkways and good signage. All parts of the campus would be accessible to all students. We would consider a high contrast visual line (white or yellow), colour, and texture to all support navigation through the campus and around paths for students with low vision or blindness.

The School Investment Package (\$200,000) has been considered by the Board of Trustees and agreed for investment towards an upgraded playground. The current playground is largely inaccessible to our students (the current cohort of student needs is higher in terms of complexity compared to the time at which the earlier playground was established). Physical play is a vital component of our students' daily routine and an appropriate playground that meets their need socially, physically, cognitively, and with respect to sensory input is essential.

Our future-focussed inclusive vision includes a thoughtful re-design of space for each school syndicate in order to accommodate learning needs and movement around, through, and within the space. This would include break out spaces for students who require quiet space to regulate or process. We envision each school syndicate having their own toilet facilities within their designated area and that these facilities, along with those in the residential area, in the main administration area, and in the multipurpose hall, with these being fully mobility accessible upholding dignity and user experience. Acoustics will be given high-level consideration in the design of our new campus to support our future focussed inclusive vision. Good acoustics are recognised as essential for students with auditory processing disorders, speech and language delay, hearing impairment, or attention issues. Our vision, therefore, includes thoughtful material choices and layout of learning area so that noise distraction, including background noise, reverberation and sound transfer throughout the building, will be minimised. Reverberation inside buildings will be controlled to create great learning and social spaces through absorptive materials / panels. We particularly see careful decision-making being directed towards the type of heating / ventilation system that will be used in our new school with respect to noise transfer and distraction. In a similar manner, the selection of lighting, colours and materials would be afforded high level thought in our campus rebuild in order to meet with affect our inclusive vision of high-quality future-focused student living and learning.

The school promotes inclusive teaching and learning through intentional practices and spaces e.g. a common space for students to have their morning tea and lunch within and outdoor common spaces such as picnic tables, benches, playground equipment etc., promoting social engagement and interaction with others. Our ongoing future inclusive vision is to build and extend on places and spaces that enhance and promote a social sense of community and belonging through planned or spontaneous interactions.

Our future inclusive vision gives voice and action to our school vision of 'every girl succeeds' at Salisbury, recognising the need for a uniquely individually planned programme for each girl. This particularly extends to how we consider girls will experience their residential setting. The ability to use our residential setting in a flexible way, catering for differing numbers of girls and differing levels of individual need across our student cohort aligned to our three differing residential living programme strands is a core component of our future inclusive vision. Our parents, students and community have voiced a desire for a cottage 'hub' (as opposed to isolated villas) that supports the configuration of inclusive living areas that meet our focused strands of residential living and learning (independent flats, facilitated living, supported living). We would like to retain a central kitchen however ensure that accessible self-catering options are also available for students within the flatting provisions designed for in the residential setting. A community feel, well connected but with different characteristics in different living spaces, forms part of this vision. Our parents, students and community have voiced a move away from a previously mooted villa design for residential living towards one in which spaces and places can be more inclusive of community and others, as well as tailor-made with greater cognisance towards our recognition of diverse student needs and strengths.

A key component of our future focussed inclusive vision is centred on the re-development of our own transition services. This aligns to the improvement of enrolment pathway options into Salisbury and the refinement of the Residential Only Special Schools Pathway (RSS). Whilst students enrolling into Salisbury via the IWS pathway have transition services and processes in place, students enrolling through the newly refined RSS pathway will now directly be service users of the school's own transition service. Robust transition services and processes are well recognised as imperative to ensure appropriate information regarding students is shared and exchanged and partnerships with parents, home schools, and allied agencies are well developed to ensure new skills learnt at Salisbury remain sustainable and able to embed with success in the home context. The school's vision that 'every girl succeeds' views success to be penultimately achieved when a girl is able to embed the skills learnt at Salisbury in her home context in a sustainable and ongoing manner. For this level of success to be fully realised it is essential that strong collaborative partnerships with parents, home schools, and allied agencies are in place overseen and underpinned by a robust transition service at all phases of a girl's journey at Salisbury.

A key part of Salisbury's identity is linked to our Green-Gold Enviro Status and our future aspiration of being recognised as a centre of environmental excellence. Our future-focussed inclusive vision would be to ensure that all areas associated with enviro-based work are fully accessible to all students e.g. raised garden beds, accessible potting shed, recycling stations, hoses, etc.

Our inclusive future vision extends to re-develop our site so that student physical health and wellbeing is afforded forefront consideration. Currently, the school gym / multipurpose hall is inaccessible to some students and not seen as fit-for-purpose particularly in terms of the acoustics and associated sensory components of the space. The school gym/ multipurpose hall is also currently located some distance away from our school playing fields. Transitions between physical spaces are often challenging for our students and, as such, our future vision is to position the gym / multipurpose hall and playing field in a central location to each other. In a similar manner, our school tennis courts are no longer fit-for-purpose due to deterioration of surface, and these would more ideally be rebuilt and relocated in an area near the gym / multipurpose hall and wider playing field. The tennis courts would be rebuilt to envision a multipurpose surfaced area, inclusive of racket sports. The re-development of our playground to ensure accessible spaces and places that include all forms a further part of this future inclusive vision. Currently, our playground equipment needs to be accessed through stepping up onto a platform space where all equipment is based. For students with mobility challenges, this presents a key barrier to inclusion.

Given the nature of our school as a specialist residential school, our vision extends to wanting to ensure that parents, family and whanau who visit girls, or support the transition of their daughter to Salisbury, feel welcomed within an inclusive campus. Clear signage around the campus with campus maps at key points throughout are way one we would like to see this vision be enacted.

Cultural narrative

It is our aspiration that all 8 iwi (cultural and commercial) associated with Salisbury will have the opportunity as active consultation partners during the site re-development and the envisioning of Salisbury's rebuild. Aligned to this would be ongoing consultation with our kaumatua. Our future-focussed cultural vision extends to maintain and enhance throughout the campus the recognition we place on tangata whenua and our bicultural heritage. Retention of our native garden (Mara Rakanui), the lizard sanctuary, the eco-hut, and the creek from the Waimea Estuary are all fundamental to this future-focused cultural vision. This land has been blessed and dedicated for the sole purpose of regenerating and replenishing native flora and fauna that historically was once abundant in our area.

A further key future cultural vision that we hold is to re-position our Whare Hui more centrally within our campus and to rebuild this. Currently, our Whare is difficult to access and locate on campus and it is unable to comfortably accommodate larger groups for occasions such as a powhiri. The Whare is currently located within the school section of our campus and our future vision would be that this would be accessible and in a prominent place for full campus access. Our current Whare is not located near a reception area that supports refreshments to be served after communal celebrations, and current toilet facilities are not nearby. Our future vision would therefore also extend to addressing these two key elements to include in the vicinity.

We also envision a 'cultural walk through' of draft rebuild designs with a multicultural panel of advisors', representative of different cultures (Pasifika, Asian, Middle Eastern, Filipino, the Deaf community), at the appropriate time during the development of our campus plans so that we can ensure our campus will be culturally welcoming and inclusive of diverse cultures. Our future cultural vision is that all students who attend Salisbury will feel a strong sense of belonging and identity here and we are cognisant of the diverse demographics of New Zealand from which our students come from. Currently, outside of Māori culture, the majority of other cultures features are largely additive in nature (i.e. temporary posters) without consideration to continuity. We would like to see cultural themes woven through the campus linked to design features.

4 School timetable

Term dates align to Ministry of Education dates for each year. Salisbury provides a 24/7 living and learning campus for its residential students. The day school provides teaching and learning programmes from 9am-3pm, with students settling into classrooms from 8:30am. A morning break of 20 minutes and a lunch hour is scheduled into the school day.

The school has many core routine activities such as:

- Weekly yoga (30 minutes)
- Weekly Mindfulness session (30 minutes)
- Weekly Syndicate-Based Food Technology
- A 'daily 10' of physical activity and a weekly focused activity of PE onsite
- Weekly assembly in the Whare Hui
- Play-Based Learning in our playroom
- Weekly enviro education available for all students
- Weekly NZ Sign Language sessions
- Community engagement outings e.g. library, bike park, aquatic centre, etc.
- A focused fun Friday afternoon session (rotating activities such as arts and crafts, swimming, movie, community walks etc.), designed to acknowledge positive behaviour throughout the week
- Weekly music therapy sessions for individual students within a dedicated music therapy space
- Weekly Riding for the Disabled for select students (held off-site)
- Work experience for senior students (held off-site in community work environments)
- SVA Award (Student Volunteer Army) work for senior students (held both off-site in community locations and on-site across the campus).

The curriculum is designed to incorporate key themes and concepts that rotate each term. These are aligned to a wider scheme of work to support coverage of all learning areas across a rotating 4-year cycle.

The school timetable sees students based within their syndicate area for many of their learning experiences. School-wide activities, such as yoga class, occur in shared communal areas such as the gym / multipurpose hall or Whare Hui. Our students do best when spaces are designated for specific purposes. Multipurpose spaces require definition and clear purpose for our students to process. Syndicate teaching and learning spaces work best when there is flexible space for individual and group-based learning to occur.

At 3pm, the girls return to the residential section of the campus. Here they have afternoon tea and begin individual and group programmes focusing on leisure, recreation, social skills, and individual living and learning goals. Many students will access community facilities or activities during the 'after school' time, such as the local pool, shopping mall, or clubs such as St Johns. Dinner is typically at 6pm, with later evening routines focusing on personal care, phone calls / FaceTime calls home, and settling into bed with quiet music or storybooks. Weekend programmes at Salisbury involve extensive community engagement e.g. visiting local markets, going to the local library, self-care shopping at the mall, recreational walks, and exploration of local areas of interest.

5 Our curriculum

Salisbury students require significant adaptation of the curriculum due to underlying intellectual impairment and associated social and emotional difficulties. To this end, teachers individualise planning and draw on specialist input and robust assessment practices to ensure appropriate and engaging learning intentions are established for each student. A new IEP each term for each student provides a further individualised layer to our curriculum, enabling prioritised targets to be at the forefront of all learning opportunities. Programmes individualised to this level for our diverse learners necessitates a wide range of resources and requires appropriate space and storage considerations.

The Salisbury Student Graduate Profile aims for the full potential in each student to be realised so that they will be able to:

- achieve to the best of their ability, achieving success in learning and life skills attainment (managing self, thinking, participating and contributing) / Manawanui
- be team players (participating and contributing, relating to others) / Whakawhiwhi Honore / Manaaki
- be good problem solvers and sound decision makers (thinking) / Mana Tangata
- investigate (thinking, using language, symbols and text managing self, participating and contributing) / Manawanui
- communicate effectively (using language, symbols and text, thinking, relating to others, participating and contributing) / Mahi Pono / Manawanui / Whakawhiwhi Honore.

Literacy and numeracy are given focus in daily programmes across all syndicates. Teachers plan in an integrated manner and place emphasis on student inquiry, hands-on learning, and making links to students' day-to-day world. Long Term Plans (LTPs) guide the implementation of the curriculum and ensure a broad and rich coverage of the curriculum is explored each term. Salisbury has its own curriculum document. The development of the key competencies is recognised as 'keys for life' within our curriculum document in our graduate profile and subsequent teaching and learning focus.

In the residential setting, the residential curriculum assesses student ability in life skills and social skills. Key competency learning areas consist of 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 and budgeting.

The residential curriculum and associated assessment tools identify areas of need. SMART goals, addressing learning deficits, are then constructed to meet individual need and these goals form the basis of residential IEPs. Each term the aim is to teach at least six SMART goals with every IEP focusing on the areas listed above within the residential setting, with each SMART goal being broken down further into a Task Analysis, approximately 4-6 steps, which helps to create successful outcomes for students. The aim is for students to have an 80% success rate with goals that are set.

6 Teaching and learning structure

Students at Salisbury work within dedicated syndicates focused uniquely on meeting student needs and building on learning strengths. Programmes of work are responsive to student voice and student agency with our school values and beliefs evident in the manner in which syndicates work positively alongside students encouraging them to learn and achieve to their potential. Project-based work is core within each syndicate and a cornerstone of play-based learning and the SPEC programmes of work.

The school is currently organised into three different syndicate levels:

- Kimi Ora, Pre-level 1 of the New Zealand Curriculum.
- He Kākano, Levels 1-4 of the New Zealand Curriculum
- Kimi Mātauranga, Senior and vocationally focussed students.

A fourth syndicate, Ka Puawai, is planned aligned to the Board of Trustee's vision to grow the roll to 40 students.

Each syndicate has a core timetable and, within this, individual students have personalised timetables. An overall 'Ongoing Programme Timetable' collates school-wide teaching and learning programmes and routines.

Salisbury's curriculum lends itself to the development of three central syndicates which provide a platform from which to continue to grow and develop our curriculum. This is specifically noted for our pre-level one focussed syndicate and the play-based teaching and learning approach that is given emphasis here within our curriculum. In a similar manner, our senior syndicate has recently begun to integrate SPEC (South Pacific Education Courses) programmes into the curriculum which are linked to Individual Transition Plans for our senior students. We are also currently embedding the new Digital Technologies curriculum across syndicates and this is a further area that is likely to develop and re-shape as we self-review our practices over time.

Kimi Ora (Well-Being)

Students in this syndicate predominantly work at the emergent level of Level 1 NZC. Teaching and learning engages students in a developmental focused curriculum drawing on play-based learning approaches and teaching through play. 'Learning to learn' and engagement in multi-sensory learning experiences are given key emphasis, alongside the strengthening of foundational key competencies supporting success across different learning contexts. Students experience individualised and small group learning focused on adapted and differentiated achievement objectives from Level 1 NZC. Pre-Level One expanded frameworks, as outlined in this document, support small step targets to be set and worked towards with success. Core programmes enhancing the curriculum at this level include:

- PMP (Perceptual Motor Programme)
- Smart Words Literacy Programme and Sound Scrapbooks
- Early Words - Soryl Literacy
- Reading Eggs
- Reading to Read
- Numicon

- Maths Seeds
- Adapted writing and expressive language programmes
- Assistive and Augmentative Communication
- Mindfulness
- Time to Talk and Socially Speaking

He Kākano (Planting the Seeds) & Ka Puawai (Growing the Flower)

He Kākano provides teaching and learning for students working at NZC Level One and higher who are primarily transitioning back to schools in their local community upon leaving Salisbury. It is at this level that we will develop an additional syndicate to accommodate achieved roll increase. This future-focused syndicate will be called Ka Puawai and this syndicate at this level will support girls transitioning out the school while He Kākano will support girls transitioning in. Focus in the current He Kākano syndicate is on strengthening learning to learn skills and key competencies in order to enhance learning success and address identified barriers. Socio-emotional, self-regulation, multisensory, and adapted approaches to support expressive and receptive communication are given key focus alongside a range of learning programmes including:

- Ready to Read
- Rainbow Reading
- Socially Speaking and The Friendship Formula
- Mindfulness and Growth Mindset Journals
- NZCER and Allcock Essential Word Lists
- Soryl Literacy Programmes and CCVC
- Numicon
- E-Ako Maths Adventures

Kimi Matāuranga (The Quest for Knowledge and Wisdom)

This syndicate caters for students for whom community-based vocational and life skills are given priority. Students in this syndicate are usually senior students working towards transition plans from school. Key competency development, functional literacy and numeracy, independence with daily living skills, food technology, indoor and outdoor leisure, social and relational skills, and self-management strategies all contribute to the curriculum with SPEC courses providing direction towards individually prioritised areas. An Individual Transition Plan (ITP) guides targeted success for all students in this syndicate, supporting student and family-led aspirations for vocational and community living. Opportunities for work experience, tertiary enrichment or secondary school inclusion, and increased community connection and interaction are central to this syndicate. SPEC courses offered provide the opportunity for students to achieve a range of awards including:

- SPEC Certificate in Key Competency Development
- New Zealand Certificate in Skills for Living for Supported Learners Level 1.

Students in this syndicate also take a lead role in the school's involvement with the SVA (Student Volunteer Army) Award.

Collaboration and interaction between the three syndicates is frequent and occurs in both a planned and spontaneous manner. Several core curriculum enrichment programmes are delivered across all three syndicates such as:

- Swim Magic swimming lessons
- Yoga
- NZSL classes
- Mindfulness
- PE and Special Olympic event preparation
- Preparation for assembly performances
- Kapa Haka
- School Camp

Further development and refinement of Salisbury syndicates is evolving and will continue to follow self-review processes and roll growth.

In the residential setting, maintaining routines and consistency while building programmes that meet individual need is the focus, as is developing the skills required for utilisation of quality recreation time. Campus-wide values and positive role modelling are constantly endorsed. Developing programmes that draw on student strengths and interests is paramount and this may include broader community events.

Independent living, self-care and social/community skills are key focus areas for all girls regardless of ability. Positive Behaviour Support Plans, individualised Functional Analysis of Behaviour, Restorative Practice and the Traffic Light System are embedded into all residential programmes, to encourage students to feel empowered, confident and motivated. A holistic, inclusive and collaborative approach is encouraged in all external communications with agencies and families. We prioritise this because we recognise that successful transition of girls into and from Salisbury relies on the development of well-informed partnerships where information is freely shared in a timely and trusting manner.

7 School leadership and management

- A distributed leadership model has been in place at Salisbury for several years. Residential Managers oversee student facilitators within the residential side of the campus and the Deputy Principal and two senior teachers have specific roles of responsibility at the day school. The Principal oversees the strategic direction and overall management of the campus. Classroom teachers lead individual syndicates and support teacher aide direction within daily programmes.
- The senior leadership team comprises of the Principal, Deputy Principal, and 4 Residential Managers.
- Both the Principal and Deputy Principal require private offices for confidential meetings and phone calls.
- Residential Managers require a suitable office that supports confidential meetings and private phone calls. Given that Residential Managers oversee different shifts and work at different times to each other, it is possible for two central offices be considered across the 4 residential managers (i.e. 2 managers to each office space).
- Professional learning and development builds upon the school's strategic focus and is responsive to individual teacher inquiries and performance appraisal goals. Refined knowledge or newly acquired skills developed through professional learning and development are shared widely with other staff, so as to build capability.
- Teachers require a space to plan and collaborate together. Teacher meetings occur predominantly after school.
- Teachers plan collaboratively for each term through a series of planning meetings which support syndicate Long Term Plans. Following this, syndicate teachers work to refine and develop individual plans. Assessment and evaluation occur throughout each term with a summative assessment and evaluation week occurring towards the end of each term.
- Teachers share progress and achievement in a regular manner throughout each term in a variety of ways such as teacher meetings, peer exchanges and peer observation, and cross-syndicate moderation processes.
- Teaching staff work closely with specialist staff that are connected with individual students (e.g. Resource Teacher of the Deaf, Psychologists, BLENZ advisors, Foundation of the Blind, Orientation and Mobility specialists, and community-based agencies such as Workbridge and Employability, etc). Meetings, shared review of plans and student observations are some of the core activities that teachers undertake collaboratively with others. Working alongside families and whānau at all steps of a student's enrolment at Salisbury is a key feature of our ethos and practice at Salisbury. On-site family visits, phone conferences and web-based meetings as well as regular feedback and reporting underpin this partnership approach.
- Visiting specialists require 'hot desk' space within a teacher resource room to carry out assessment and reporting tasks while on-site.
- Professional counselling and pastoral care are available on an as-required basis, with teachers and residential staff actively supporting. This is delivered in a quiet and private setting.
- Student voice and student agency are gathered in both formal and informal ways and proactively is sourced to give direction to management and governance self-review and evaluation.

- In the residential setting, cultural and religious beliefs are catered for with girls attending church services and cultural events on family request.

8 Community connections

Having a strong connection with our local community plays a significant part in the achievement of our school vision and in the teaching of our school values. We see Salisbury as a valuable 'hub' for our local community – one in which our girls both participate and contribute to.

Profile in the community

- Salisbury enjoys a positive relationship with its local community, built upon a longstanding history and reciprocal benefit and partnership.
- Salisbury is well-connected to our local Kāhui Ako and enjoys shared professional learning and development opportunities, consultation, and workshops with frequent and ongoing korero.
- Salisbury is the host of many local and regional educational events. For example, in 2020 we are hosts for the Top of the South Regional Principals' meetings, as well as all SPEC regional moderation meetings.
- We have a close reciprocal partnership with the Tasman District Council who work collaboratively with us to support the re-generation of local estuaries through native planting. This work is frequently recognised nationally as exemplar and award-winning.
- Our Green-Gold EnviroSchools status supports and promotes a range of further key community partnerships and ongoing initiatives.
- Salisbury, in partnership with the local community, welcomes students into activities. Students attend church, St Johns, the Aquatic Centre (including gym facilities), Special Olympic sports events and karate. We endeavour to keep a high profile with our community. The local Richmond library is attended weekly by our students and the nearby shopping mall is enjoyed during weekends.

Accessibility and Visibility

- Our inclusive narrative and vision support our school community to be open and accessible to the community. We are strong in our vision and commitment of ensuring that our girls are well connected and confident participants and contributors within the community. Our passion and commitment to retain our central entrance off Salisbury Road is driven by this vision and our desire to move beyond historic bygone institutional days of residential facilities being hidden or 'sandwiched' behind other buildings. Our girls gain essential learning through their access to the local bus stop, Salisbury Road, and our local schools. They develop independence and manawanui that carries them forward with essential skills and competencies to their lives beyond Salisbury.
- Salisbury facilities are currently accessed by a range of organisations and schools in our local community and region. For example, the Catholic primary schools' regional inter-sport events are held on our front field. Alongside events such as this, we host wider regional meetings such as the termly SPEC moderation meetings and school cluster events. We particularly value opportunities to support reverse inclusion of other students into activities at Salisbury. Our play-based learning programme has particularly attracted interest in recent times.

Student Wellbeing

- At Salisbury, we work to maximise partnerships to ensure the wellbeing and learning journey of each of our girls is well supported and fully informed. We work with an extensive range of key local agencies and services to support and realise different aspects of this vision. For example, we work closely with the local Public Health Nurse, our regional Community Epilepsy Educator, our local Community Constables, our local GP service and a range of specialists at the NMDHB.
- In considering the holistic wellbeing of our girls we have worked to ensure partnerships have been developed with community providers such as the Empowerment Trust to facilitate 'Teen Power' courses with our girls and a local community provider who brings yoga into the school each week.
- We frequently invite appropriate professionals and support groups to present on campus which supports professional learning and development opportunities and a rich exchange of knowledge.

Contribution and Connection

- A strong point of interaction in the community for our Salisbury students' centres on work experience placements. Salisbury girls have enjoyed placements in a diverse range of local settings such as early childhood centres, local cafes, and animal centres. Work reports recognise our students as focused and enthusiastic and the benefit of work placement is mutually beneficial.
- In 2019 Salisbury signed senior students into the 'SVA Award' (Student Volunteer Army). Alongside the structure of this award, girls volunteer time and talent in local community settings and log hours towards a range of bronze, silver and gold awards. Our current student body has focused time volunteering at local Op Shops sorting clothes, and also at the Rotary Supported project 'Days for Girls' sewing sustainable feminine hygiene products to send to developing countries.
- Our girls also access the community in differing ways to maintain and enhance their personal spiritual and religious beliefs. For example, girls are supported to attend local churches of their own faith within our community and build nurturing extended connections within these.
- Community celebrations are also a key feature on the Salisbury calendar and a key way in which we support our students to connect and engage within larger groups and events e.g. the community Santa Parade, community exhibitions, theatre performances, sporting events.

Parent Connections – Special Community Relationships

- Salisbury welcomes all families with daughters at the school to be active participants in their girl's education. Particularly important is the transference of skills learnt at Salisbury being successfully embedded in homes and in local community schools. We work hard to ensure the Salisbury community stretches far and wide and is inclusive of all girls' families, community support agencies and agencies nationally.
- There are multiple opportunities for parents to be engaged with the school on the school premises. End of term assemblies, graduations, and key event days such as Special Olympics are some of these events. Given the geographical basis and widespread across New Zealand of our parent-body, we work hard to develop and maintain relationships with parents through phone conferences, zoom, email, etc. IEP meetings provide a formal opportunity each term to review progress and consider individualised plans in a collaborative and cohesive manner.

9 Linking pedagogy to space

9.1 Overall configuration of the school

It is of the utmost importance that the physical spaces developed at Salisbury School become enablers for our aspirational vision of 'every girl succeeding'. In this sense campus design will place a high-level focus on developing environments that will foster a sense of wellbeing, belonging, and community for students with diverse learning needs. The campus will be open and welcoming to visitors and family / whānau with a 'village-like' feel that mirrors our one-campus ethos and our cultural and inclusive narrative. Spaces will reflect the tranquillity of our natural environment and be biophilic in design connecting people with the environment – a core feature of our identity as a Green-Gold enviroschool. Movement flow throughout the campus will be able to address historic challenges enabling us to embrace a campus that is able to be navigated with ease, confidence and enjoyment and that is cohesive and connected giving full realisation to our inclusive narrative.

The school community have expressed a desire to retain the main entrance to the school via Salisbury Road. This would be seen to promote an open and inclusive campus design for our students to the community (and vice-versa) whilst ensuring that geographic connection to the Principal's accommodation (in an MOE leased house named 'Mawhero') and 'Pounamu' (the Board of Trustee's owned house which provides parent accommodation) remains. Parents will continue to access Pounamu on a regular basis when visiting their daughters or undertaking initial transition visits into Salisbury. When Pounamu is not in use with visiting parents, it provides accommodation for visiting Board of Trustees members.

Clear signage and design will enable visitors to arrive at a central car park and be able to move with ease to a central administration building. It is important for us, to ensure the safety and protection of our students, that visitors to the school are not wandering on-site without first reporting to reception and signing in. The main carpark will include provision for school staff cars and will also have a 'drop off zone' so that students can be safely unloaded from school vans following school trips. An additional car park near the residential buildings and central kitchen needs to be included. Undercover and secure car parking for the school's four vans should also be included near the main school car park. As the school updates its fleet it will include electric cars. Design for this should be included with respect to garaging and a safe area for recharging. The navigation of vehicles across the campus needs to prioritise student and staff safety (e.g. students walking or running around the campus without a well-developed sense of road safety or with visual impairment, and staff issues such as teachers carrying resources to their syndicates, store supplies being unloaded in the central kitchen, and evening residential staff being able to walk to their cars safely when dark, etc.).

The reception and administration block will be an obvious first point of reference for visitors. It will be welcoming, accessible, and will reflect the strong connection we have to our historic site. There will be a natural flow from the administration block to the school or residential section with site maps enhancing user experiences. The reception area will have a waiting area for visitors, toilets (including a mobility toilet), a working space for the campus receptionist, and will include an annexed Wellness Centre / Hauora Hub which will be adjoined to the Student Health Coordinator's office. The administration area will include offices for the Principal, the Principal's P.A., Deputy Principal, Finance Manager, Enviro Coordinator, Transition Coordinator, and ICT Manager. The administration block will house the school staffroom which will be designed as a sanctuary space for staff to have their breaks with tranquil indoor-outdoor flow. It will also house a central resource working space for staff that includes hot desk space supporting work on laptops, a central photocopier, laminator etc.

Alongside the resource working space will be adequate storage of shared teaching resources. The administration area will also include suitable spaces for small meetings (up to 10 people) as well as a central meeting room that has a flexible design enabling larger meetings or workshops to take place (up to 50 people) or board meetings. A future-focused vision we hold is to further develop ourselves as an 'Education Hub', interlinking with allied professionals and sharing expertise. It will be important therefore to ensure that meeting areas offer flexibility in design to offer workshops, lectures, supervision, skype/zoom exchanges, etc.

The campus Whare Hui will be in a central and prominent area accessible to the reception and administration block supporting our cultural narrative and enhancing our identity whilst bearing in mind protocols around entering into or near this space). The Whare Hui will be used for mihi whakatau or powhiri for new students and their families, alongside staff and prominent visitors. Consideration of a shared area that participants / visitors can access for refreshments following such ceremonies needs to be forefront in design to foster the community atmosphere that we aspire to. We envision consultation with iwi to guide us to meet our aspirations for the Whare, its design, and location.

There will be a natural flow from the administration area through to the four school syndicates. Each of the four syndicates will assume a physical standalone space of their own and hold unique identifying features reflective of their syndicate identity. The physical separation of each syndicate supports student dynamics to be well managed and differing student pairings to be carefully considered and managed through this physical design. The four syndicates will be able to centrally access a shared indoor / outdoor lunch area that will include comfortable seating, quiet zones, and spaces that support and foster social engagement.

Acoustics, lighting, and materials will be well-considered and appropriate to our student population to support sensory regulation and instil a sense of tranquillity and calmness. A communal 'Food Technology' room will be located near the shared lunch space. This will enable our 'Plant to Plate' focus at school to be implemented and delivered with greater ease. A block of specialist classrooms, communal to the four syndicates, will also be positioned in an accessible and visual location. This block will include a play-based learning room, a music therapy room (sound-proofed), an art room, a STEM classroom / 'Makerspace', a multisensory room, and a 'reading room' (a non-circulating library).

The two historic stone buildings are a priority to the school community to retain and will reflect their heritage features and be re-purposed in function. Both stone houses will be converted to bike storage areas. The stone houses will support intuitive flow and access to a 'bike path' which will navigate parts of the campus (away from pedestrian and car movement). The bike path will consider the movement of students on both two-wheel, three-wheel, and four-wheel adapted bikes.

In an area accessible to both the school and residential setting will be facilities to support the campus' enviro education programme. This will include a potting shed, a glasshouse, a tunnel house, a nursery, a garden shed, and raised garden beds. This area will be well serviced by student access to water and hoses.

An inclusive playground will be accessible and visible to both the school and residential sections of the campus. This space needs to invite students to engage socially and both support physical exercise and challenge for diverse students alongside relaxation and sensory regulation. As a special school we recognise that significant learning occurs for our students through spontaneous physical play. The design of the playground will draw on the expertise of playground designers skilled in inclusive spaces for students with special needs and will include the ideas of our students. A variety of equipment, including adaptive equipment will be included promoting independence for students.

A new multipurpose hall will be designed and built. This space needs to support students with sensory challenges (especially acoustics) manage engagement with success. This space will have the flexibility to be used as a hall to serve the campus and will serve as a space to host weekly assemblies. The multipurpose hall will also work to serve as a gym, supporting delivering of the PE curriculum. It would be ideal for the multipurpose hall to be located nearby the campus' playing fields and new courts. The hall, playing courts, and playing field will continue to be a resource accessible to our nearby schools and community. It would be most ideal that these are able to be accessed without such groups needing to enter into the syndicate area of the school or the residential domain of the campus. We respect the privacy of the girls from groups of visitors and honour that the campus is their 'home away from home'.

Students will be able to navigate with ease from the school section of the campus to their residential base. The residential section will reflect warmth and homeliness. It will be welcoming and inviting for students and will be private from the 'busyness' of other parts of the wider campus. The residential section will be configured in a manner that will enable our three curriculum strands of living and learning to be delivered with success, realising our overarching school vision. This will include self-contained 'flats' to cater for students working towards supported and independent living and a 'cottage hub' (separate bedrooms attached to a shared living and activity area) to cater for students with supported living needs. The differing configuration of living spaces will support different functions of our curriculum to be achieved. We would like to see two self-contained flats each built for up to four independently functioning students alongside two further flats each catering for 6 students that will include a staff support office.

The 'cottage hub' will comprise of two annexes, each catering for 10 students and include a communal lounge, an activities room, and a kitchen / dining area. All girls will have their own bedrooms which will be private and cosy. The residential section, with these various components inclusive, will all be well connected so that girls are easily able to visit friends within different living areas. One large communal area will connect all components of the residential section. This is where birthdays can be celebrated, alongside residential campus events such as Matariki, or Easter etc. Residential Managers' offices will be centrally located in this area with student support facilitator offices evenly spread throughout the wider design to support connection and supervisory support for students. Residential staff will have access to their own staffroom which will include facilities to store and heat food.

Located nearby to the residential section will be a central kitchen with adequate food storage and food preparation areas. This area will support the storage and cooking of student meals. It will also support catering for in-house workshops and meetings as needed and serve in a student-facing manner for the provision of food stores to students for meals they have planned to cook. This area needs to be easily accessed and reached by an undercover walkway connecting it to the residential section. Car and small truck access will also be needed to this area for deliveries of supplies.

The school's lizard sanctuary, re-generating native garden (Mara Rakanui), access to the creek, and the EcoHut will remain as valued features / taonga and be easily accessible for girls. This will foster the continuation of our many community partnerships associated with our award winning enviro focus whilst also honouring the blessed nature of this specific land for this purpose.

The development of a sensory garden, positioned between the school and residential sections of the campus, will be developed as a shared resource. Sensory gardens have been noted as successful in providing students with sensory processing disorders, such as autistic spectrum disorder, relief from overstimulating environments and restoring a sense of calm⁵.

⁵ NAC Architecture: *Designing for Special Education: Best Practices for Special Needs Learning Facilities*. Paron-Wildes, A. (2005). *Sensory Stimulation and Autistic Children*.

A suitable caretaker's shed, including garaging for a ride-on-mower, and extensive storage is also required on the periphery of the campus. This should include a caretaker's office which is able to comfortably house two employees.

Design will afford specific consideration to security, especially nighttime security and adequate lighting to ensure safe movement of staff and a secure site for students. Site and building design will work in alignment with lockdown best practice guidelines.

The Principal will remain in the current Ministry of Education house 'Mawhero' and parent accommodation within the Salisbury-owned 'Pounamu' house both located on entry to the campus.

Core Design Principles:

- * Ecological sustainability will be at the heart of design supporting our Green-Gold status and enabling us to be considered an environmental centre of excellence. This will extend to include solar panels and eco-awareness of products and materials used to build our campus.
- * The campus will be cohesive and connected reflecting our 'one campus' ethos.
- * There will be a sense of personalisation and recognition of the uniqueness of each girl across the campus as opposed to a universal one-size fits all design. School syndicates and residential strands will support the definition and realisation of this vision.
- * Our campus will remain parklike and tranquil enabling girls' maximum opportunity to relax, regulate, and achieve a sense of wellness and wellbeing.
- * Students with special educational needs are often challenged by transitions from one place to another. The distances students travel and how they navigate spaces in a positive and confident manner needs special focus in the design of the new campus. Gradual transitions, rather than abrupt, support students to modulate and regulate as they move with success from space to space. For example, moving from indoors to an outdoor area could involve gradual transition enabling students to slowly adjust to changing elements of light and smell. Transition can also be modulated by spaces that serve a social / recreational function, allow for unscripted play, and offer a breakout space.
- * Logical, efficient and attractive linkages between our buildings and access ways will reinforce the purposes for each of those spaces. Navigation and wayfinding throughout the campus will be accessible and simple for all users. Linkages should be easy to navigate, intuitive, and enable easy transition of new students to our campus, and for visitors to swiftly and confidently find their way throughout the campus as appropriate. Visual and tactile cues will be included empowering students and fostering their independence moving across the campus without staff support.
- * The campus will be one level with no stairs to enable realisation of our inclusive narrative.
- * Connection and indoor-outdoor flow will be considered in all main student spaces. Natural lighting, views of nature and areas for outdoor learning have been shown to increase attention and retention of information, support positive behaviours, and reduce ADHD symptoms. Benefits to students' engagement and creativity have also been noted when school design connects students with nature.
- * Building security and the design of a campus that positions the safety of staff and protection of girls residing onsite will be paramount. This includes design awareness of the propensity of students with autism to wander or attempt to leave buildings or sites. Careful placement of entries/exits during design is important to minimise student flight yet assurance of suitable exits supportive of potential lockdown scenarios. Visible passageways are also important as a deterrent to negative peer-based behaviours. Adequate lighting at night-time, especially around car park areas, the native garden, and main entry / exit points will be in place to ensure night-time staff safety.
- * Rooms will feel spacious and maximise natural light.
- * Users will have input into the layout and design of furniture and fixtures.

* Research considers that as many as 95% of people with autism spectrum disorder and sensory processing disorders have external sensitivities that impair functioning and learning⁶. Acoustical comfort, lighting, low stimulation materials, surfaces, fixtures, and colour are all essential environmental features that need to be embedded in campus design to support our students perceive and interact with their environment with comfort and ease. Best practice guidelines supporting environmental design for students with autism and sensory processing impairments include the following recommendations which we would like to see included cross-campus to support our vision of every girl succeeding at Salisbury:

Light

- Exposure to bright lights or flickering lights can negatively impact those living with autism. Howe and Stagg (2016) suggested that half of adolescents living with autism have sensitivity to light. Bright lighting is suggested to 'overload' the sensory systems of those with autism leading to increased challenging behaviours, increased stereotypical behaviours, and withdrawn from functional learning. Bright lighting is also reported by those living with autism to create discomfort that often leads to afterimages, visual snow and headaches or migraines⁷.
- Broad best practice guidelines to mitigate light sensitivity responses for those with autism include avoidance of flickering, fluorescent and bright lighting, optimal inclusion of natural or LED lighting, and the inclusion of dimmer switches within core learning spaces. Visual clutter should be reduced through closed storage and cupboards to reduce environmental stress from this visual input⁸. Sunstrike and internal/external glare must be managed.
- Controllability of lighting and provision of blinds to minimise glare, flicker and heat transfer is important.

Noise

- Individuals living with autism and other sensory processing disorders have acute sensitivity to noise that requires environment design to consider proactive measures and mechanisms to put into place to control the amount and levels of noise experienced, especially in classrooms. Sound is often experienced as 'over-amplified' for those with autism or sensory processing disorders. This makes larger environments, such as school gymnasiums or assembly halls, particularly challenging. Noise sensitivities can lead children to wander, withdraw, engage in self-harming behaviours, or socially isolate themselves as a measure to self-manage discomfort from experiences of noise⁹. Acoustic consideration in the design of our campus environment must also be considered from the perspective of students with hearing impairment or deafness. In this respect, learner, teacher, presenter and performers' voices and audio sources must be clearly audible throughout the teaching and learning space.
- Best practice guidelines suggest thoughtful inclusion of resilient flooring, sound-absorbing ceiling materials, and padded seating to replace noisy benches in large areas such as the school gymnasium. Acoustics in classrooms and communal areas would be well managed through sound absorbent materials and thought to the layout that will reduce noise distraction, including background noise, reverberation, and sound transfer throughout buildings. Exterior equipment, such as air conditioning systems, should be located or separated to prevent noise intrusion. Carpeting, absorptive panels, curtains, and high-NRC (Noise Reduction Coefficient) ceiling tiles all work to support reduced reverberation and increase focus and comfort for those living with autism or other sensory processing disorders¹⁰.

⁶ Howe, F. E.J., & Stagg, S.D. (2016). How Sensory Experiences Affect Adolescents with an Autistic Spectrum Condition within the Classroom. *Journal of Autism and Developmental Disorders*, 46, 1656-1668.

⁷ Sullivan, J.C., Miller, L. J., Nielsen, D. M., & Schoen, S.A. (2014). The presence of migraines and its association with sensory hyperreactivity and anxiety symptomatology in children with autism spectrum disorder. *Autism*, August, 18, 743-7.

⁸ Williams, M., & Vouchilas, G. (2013). Residential design for families with children on the autism spectrum. *Journal of Family and Consumer Sciences*, 105(3), 33-41.

⁹ Chang, M. C., Parham, L. D., Blanche, E. I., Schell, A., Chou, C-P., Dawson, M. & Clark, F. (2012) Autonomic and behavioral responses of children with autism to auditory stimuli. *American Journal of Occupational Therapy*, 66, 567-576.

¹⁰ NAC Architecture: Designing for Special Education: Best Practices for Special Needs Learning Facilities.

Colours and Materials

- Children and young people with autism and associated sensory and / or visual processing impairments perceive and process colours and textural materials differently¹¹. Research has found that this population can experience significant discomfort through intense colour or texture processing, often leading to headaches and overstimulation and a breakdown in the learning process. Overtly tactile materials can be all-consuming for those living with autism triggering self-stimulating behaviours and withdrawal. Glossy or glare-like materials can be challenging to process – for example, students with sensory disorders can perceive glossy flooring as a wet surface and may avoid walking on it.
- Best practice guidelines suggest the avoidance of busy and complex patterns and bright colours. Materials should be non-glare, plain in texture and design, and in earth colours or muted shades of blue, or green^{12 13}.

Smell

- Studies have shown that strong odours can cause discomfort for children with autism and associated sensory processing disorders leading to increase challenging behaviours and withdrawal from learning¹⁴.
- The use of construction materials that have a minimum amount of off-gassing components and spaces that have adequate ventilation are considered board guidelines that will support and enhance learning for students with autism and associated disorders¹⁵.

Whilst these guidelines have grown from a body of research specific to students with ASD and sensory regulation disorders we recognise shared benefit for students presenting with a range of disorders and intellectual impairment.

Given the shared nature of planned spaces it is also important that design accommodates multi-users and neurotypical users. For example, low-lighting areas supportive of students with sensory regulation disorders need flexibility for adaption for other users (i.e. staff working within these).

¹¹ Franklin, A., Sowden, P., Burley, R., Notman, L., & Alder, E. (2008). Colour perception in children with autism. *Journal of Autism and Developmental Disorders*, 38(10), 1837-1847.

¹² Love, J. (2018). Sensory spaces: Sensory learning – an experimental approach to educating future designers to design autism schools. *International Journal of Architectural Research*, 152-169.

¹³ Grandgeorge, M. & Masataka, N. (2016). Atypical Color Preference in Children with Autism Spectrum Disorder. *Frontiers in Psychology*, 7-23.

¹⁴ Paron-Wildes, A. J. (2008). Sensory stimulation and autistic children. *Implications*, 6(4), 1-5.

¹⁵ McAllister, K. (2010). *The ASD-friendly classroom design, complexity; challenge and characteristics*. Presented at the Design Research Society Conference.

9.2 Linking the key aspirations of the school to space

The following table sets out the school's long term aims, provides a commentary of the current state, sets out the aspirations for each long term aim and provides a discussion on what these mean and how they will be achieved. The final column in the table considers the space required to enable and support the achievement of the long term aim.

To be recognised as a future-focused progressive leader and a 'Centre of Excellence' as a provider for residential specialist education for girls with complex needs			
Commentary: We aspire to a future-focussed vision for Salisbury to ensure that the fiscal investment afforded to our purpose-built campus positions the school responsibly and well to meet the growing needs of diverse young girls with special needs throughout New Zealand. We aspire to being a 'Centre of Excellence' with a 'one campus ethos' that delivers high quality 24/7 care and education programmes within an inclusive and nurturing culture.			
Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
<ul style="list-style-type: none"> To achieve roll growth to 40 students – maximising service to meet predicted growth and demand. 	<ul style="list-style-type: none"> Roll growth will be achieved aligned to predicted consumer/student growth, especially within the areas of ASD and FASD, supported by a more accessible and refined enrolment pathway into Salisbury. The desired increase in roll recognises fiscal responsibility in the rebuild of Salisbury and works to future proof the country's only residential school for girls as a key ongoing educational resource serving communities. 	<ul style="list-style-type: none"> The school's Charter and Annual Plan gives direction to targeted work in this area to ensure that a campus rebuild works to design a school and residential setting for 40 girls. 	<ul style="list-style-type: none"> Following the confirmation of an increase in our roll, the design of all places and spaces within our new campus will work to envision and accommodate 40 girls.
<ul style="list-style-type: none"> Innovative, inclusive, modern, purpose-built property portfolio 	<ul style="list-style-type: none"> We want to ensure that our campus rebuild has high-level consideration for girls with special educational needs and is fit-for-purpose, drawing on contemporary, evidence-based practice and specialist guidelines. 	<ul style="list-style-type: none"> By ensuring the realisation of our Education Brief continues to be informed by specialist research and best practice guidelines and collaborative specialist input. 	<ul style="list-style-type: none"> Collaborative 'think-tanks' that bring together local, national, and international leaders within the field of specialist education environment and design.

To be recognised as a future-focused progressive leader and a 'Centre of Excellence' as a provider for residential specialist education for girls with complex needs

<ul style="list-style-type: none"> To be well connected as an active participant and contributor to the local, national, and international special education field, particularly within the residential specialist school domain. 	<ul style="list-style-type: none"> We would like to extend our current partnerships and networks (e.g. Kāhui Ako, SEPANZ, Top of the South Secondary Principals, STEAM Mol, etc.) to ensure that our fields of expertise are recognised and collaboratively shared with others to support capacity building (e.g. SPEC, play-based learning, enviro education, transition, residential living and learning, educational success with young girls with complex living and learning needs, etc.). 	<ul style="list-style-type: none"> Through continuing to develop our current collaboration and partnerships and extending professional collaborative circles. This aspiration can be achieved in part through our central positioning within the development of an 'Education Hub' that may be considered during site re-development. Provide onsite PLD for other schools, focussed on the needs of students with complex learning and life skills needs. Host PLD opportunities for mainstream schools which focus on working with young people with learning support needs. 	<ul style="list-style-type: none"> Workshop and meeting space. ICT-enriched spaces to support digital connection with remote allied providers / partners.
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To be recognised as a future-focused progressive leader and a 'Centre of Excellence' as a provider for residential specialist education for girls with complex needs			
<ul style="list-style-type: none"> To be recognised as a leader in play-based learning within specialist education 	<ul style="list-style-type: none"> Play-based learning is developing solid recognition for its many benefits within mainstream settings however little formal development in this area has occurred within special school settings, despite providers expressing a keen interest. We therefore would like to build on the successful work we have put into place to establish our play-based learning approach to enhance our curriculum and share this knowledge to build capability in others. 	<ul style="list-style-type: none"> Continue our focused work with Longworth Education for 2020. Develop vignettes linked to research to share with our extended community highlighting learning and development potentials envisioned and achieved through this pedagogical approach. Presentation of practitioner work at CASS 'Pathways into Play' 2020 and other professional conferences and workshops. Extend workshop opportunities to our Kāhui Ako and SEPANZ partners and develop an ongoing programme of skill-sharing following this. 	<ul style="list-style-type: none"> A purpose-built play-based learning space that draws on best practice from research and literature (in-door-outdoor flow, zoned areas including hard/wet floor area, good storage, soft durable furnishings, moveable furniture that supports flexibility of room set-up, design features that provoke curiosity and exploration, woodwork 'tinker table'). Adequate space to host workshops / present on-site seminars / PLD.
<ul style="list-style-type: none"> To be recognised as a SPEC 'Excellence School' 	<ul style="list-style-type: none"> The national SPEC (South Pacific Education Courses) programme is a cornerstone programme embedded in our senior Kimi Matāuranga syndicate. The work achieved from Salisbury aligned to SPEC has been recognised as 'exemplary' by national moderation panels. We would like to build on this feedback to develop ourselves as a SPEC Excellence School, serving as a PLD resource for our region (Nelson, Marlborough, West Coast) and beyond. Currently, we host regional moderation and PLD meetings for SPEC, at which we assume a lead role in highlighting best practice. 	<ul style="list-style-type: none"> Work alongside the SPEC Director to formally achieve recognition as a SPEC Excellence School. Continue to host regional moderation and PLD meetings. Host exchanges with regional schools to exchange ideas and build best practice. 	<ul style="list-style-type: none"> The Kimi Matāuranga syndicate will be designed as a place and space that fosters extended project-based work and caters for senior students who are mastering skills as self-managing, independence learners. Adequate space to host regional moderation meetings (up to 30 people) / present on-site seminars / PLD.

To be recognised as a future-focused progressive leader and a 'Centre of Excellence' as a provider for residential specialist education for girls with complex needs

<ul style="list-style-type: none"> To showcase and share our successes with an innovative student-centred, holistic approach to specialist education 	<ul style="list-style-type: none"> We recognise our approach to curriculum delivery as innovative and holistic, drawing on contemporary evidence-based practices that work to enhance student wellbeing. This includes the strategic positioning within our curriculum of yoga, growth mindset work, music therapy, sensory garden regulation, mindfulness, multisensory work, enviro education, PMP (Perceptual Motor Programme) approaches, and bespoke residential strand and school syndicate programmes that cater for diverse learners at differing levels. Assessment data supports high levels of achievement for our students which we recognise as associated with the high-quality programmes we deliver and the manner in which we envision a local curriculum. We recognise the position and opportunity that exists for us to share ideas and collaborate with others in the educational field who are looking to strengthen approaches to enhance learning support for students with special needs. 	<ul style="list-style-type: none"> Re-develop our website to enhance communication and sharing of the programmes we offer. Showcase learning achievements through a range of platforms e.g. assemblies, school prospectus, school newsletters, school Facebook page, vignettes at local workshops, skill-sharing within our local Kāhui Ako, etc. Explore opportunities for formal recognition of achievement and national recognition e.g. Keep New Zealand Beautiful Awards, Student Volunteer Army Awards, etc. 	<ul style="list-style-type: none"> The design and development of a new multipurpose hall that will enhance the student experience with yoga and PMP work. These activities require an environment that has a low acoustic, sensitive lighting (natural where possible), and supports a relaxing low stimulus learning setting. A Music Therapy room with controlled reverberation, soundproofing, and thoughtful materials to support acoustics. A purpose-built multisensory room. Redesigned spaces to ensure our enviro education programme is accessible to all students with key facilities thoughtfully located in vicinity to each other. Maintained links to the school's native garden, lizard sanctuary, creek, and Eco-Hut. To design and develop a sensory garden as a key resource in our campus supporting student wellbeing and enhancing self-regulation. The design of four syndicate hubs that uniquely recognise and facilitate key learning objectives and approaches. An ICT-enriched environment that supports the digital capturing and sharing of work to showcase and celebrate.
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To be recognised as a future-focused progressive leader and a 'Centre of Excellence' as a provider for residential specialist education for girls with complex needs

<ul style="list-style-type: none"> To maintain our Green-Gold Enviro Schools status and be recognised as an environmental school of excellence. 	<ul style="list-style-type: none"> We will continue to build on the high-level reputation we hold nationally for our enviro programmes, recognising the rich learning opportunities that this offers to our girls aligned to our school values. 	<ul style="list-style-type: none"> Salisbury redevelopment will afford high-level priority to ensuring our campus design is cognizant of our current and historic environmental taonga (blessed native garden, lizard sanctuary, Eco-Hut, Waimea Estuary linked creek, heritage trees, parklike environment) and the active role these hold within delivering our enviro curriculum for students. Campus design and re-development will aspire to environmentally aware, sustainable practices that support the maintenance of Green-Gold Enviroschool status. Following campus re-development, we will strategically extend current partnerships and develop networks that will support our recognition as an environmental school of excellence, serving as an exemplary model to other settings. 	<ul style="list-style-type: none"> Retained access to our native garden, lizard sanctuary, Eco-Hut, Waimea estuary creek. Redesigned accessible and inclusive facilities to support and enhance the delivery of our environmental curriculum to all girls (tunnel house, greenhouse, potting shed, nursery, raised garden beds, garden shed). Heritage trees protected and parklike environment enhanced. Sustainable, eco-focused campus design and development (materials, design, ongoing operational focus e.g. solar panels).
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To be recognised as a future-focused progressive leader and a 'Centre of Excellence' as a provider for residential specialist education for girls with complex needs

<ul style="list-style-type: none"> To strengthen our 'one campus ethos'. 	<ul style="list-style-type: none"> Our campus has invested significant focus in recent years towards fostering a one campus ethos ensuring that the school and residential programmes and staff are well connected and focused in a unified, student-centred manner. We seek to continue to strengthen the work undertaken to date in this area through ongoing new initiatives over the coming period. 	<ul style="list-style-type: none"> Through targeted areas for innovation outlined in the school's annual plan (e.g. e-portfolios, IEP campus review, re-developed transition processes, etc.). Through the development of a new campus that positions this aspiration at the forefront of design. 	<ul style="list-style-type: none"> Well-considered re-design of the campus that ensures communal spaces and places are thoughtfully positioned as key resources e.g. shared meeting spaces, communal places of activity for students such as the playground and the multipurpose hall, etc. Covered walkway connecting the school and residential components of our new campus with a design that intuitively supports connection and cohesiveness between both settings.
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'Every Girl Succeeds' – Enacting our Vision			
Commentary: All girls that enrol into Salisbury will progress and achieve through well-informed, individualised, student-centred programmes. Programmes will be underpinned by a robust transition service that supports in-depth knowledge sharing and partnership-building between parents, home schools, and allied agencies ensuring that the success each girl achieves at Salisbury continues post-Salisbury.			
Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
<ul style="list-style-type: none"> • That all girls, irrespective of their complexity of need and background, will feel a sense of belonging and acceptance at Salisbury. 	<ul style="list-style-type: none"> • Girls arrive at Salisbury often as a result of lack of progression or success within home school contexts. They often have a poor sense of self-image, lack in self-confidence and manifest a poor image of themselves as successful, capable learners. Through a welcoming campus where all girls are accepted as unique individuals, girls begin to re-focus, relax, and become more learning ready and able. • Our aspiration means that the re-development of places and spaces for our students needs to carefully consider environmental attributes that work to promote a sense of belonging and a 'home away from home' for students with diverse and complex needs. 	<ul style="list-style-type: none"> • Salisbury redevelopment considers the needs of young people with diverse and complex learning needs referring to best practice guidelines. 	<ul style="list-style-type: none"> • Designated spaces for young people with specific needs such as sensory overload, therapeutic interventions, mobility issues and other complex needs. • Parklike tranquil environment. • Sensory garden, music therapy, a 'Wellness Room' linked to the Student Health Coordinator's office that promotes user dignity and privacy. • Specific wayfinding strategies / landmarks, or zones to promote the movement of students through the campus ensuring successful transition between areas. • Each girl will have her own private bedroom that she will be able to decorate as she wishes with soft furnishings and home belongings. • Cultural artefacts and design that promote a sense of identity. • A prominently positioned Whare Hui that enhances cultural identity and supports welcoming protocols for new students and their families (powhiri and mihi whakatau).

'Every Girl Succeeds' – Enacting our Vision			
<ul style="list-style-type: none"> • Student and staff wellbeing will be given central focus when considering site re-development and campus design 	<ul style="list-style-type: none"> • Ensuring our campus is welcoming and nurturing to all is a key vision of our inclusive and cultural narrative. In our redesign, we wish to place special emphasis on this aspect as we position wellbeing as foundational to learning and development. 	<ul style="list-style-type: none"> • Wellbeing is a targeted focus area within the school's 2020 annual plan. Work in this area is aligned to strategic work that is planned for our Kāhui Ako in 2020. • Self-review current practices aligned to 'Wellbeing for Success' and 'Wellbeing@School' tools. • Continue to develop our relationship with Richmond's Community Constables, promoting a range of safety skills and resources that our students can access and integrate. • Ensure campus design captures staff and students voice for personal aspirations that support and enhance wellbeing. • Ensure campus design includes designated spaces that promote wellbeing and that movement through the campus promotes safe, confident, and calm transitions. 	<ul style="list-style-type: none"> • Bike paths / bike shed • Accessible playground with adaptable equipment • Gym / multipurpose hall, courts, field • Sensory garden, multisensory room • Communal activity and lunch areas • Native garden, lizard sanctuary, eco hut • Safe, intuitive and accessible walkways and wayfaring throughout the campus • The site and building security, • Parklike environment, quiet, tranquil • Well-designed areas for staff to work within and take breaks (e.g. suitable office and resource spaces, good ventilation and heating, staffrooms that promote relaxation and rest, good car parking cognisant of safety, site security).
<ul style="list-style-type: none"> • Our newly launched 2019 vision and school values will continue to embed and drive curriculum re-development. 	<ul style="list-style-type: none"> • Defining our vision and values in action is a key next step for our campus. • Working as a community to revisit our graduation profile and define associated 'Learner Qualities' will be a core next step of campus focus. 	<ul style="list-style-type: none"> • This will be achieved through shared, collaborative discussions with staff and students on what the visibility of our vision and values looks like, supporting definition and a shared understanding. • Learner qualities will gather the aspirations of staff, students, family and our community and consider aspired outcomes aligned to our school values. 	<ul style="list-style-type: none"> • The school's vision and values will underpin the redesign of the campus and will be made visible through prominent design statements. • Confirmed learner qualities will be made visible throughout the campus (e.g. flags in the reception area, visual statements throughout the campus).

'Every Girl Succeeds' – Enacting our Vision

<ul style="list-style-type: none">• Expansion of our school syndicate structure	<ul style="list-style-type: none">• To accommodate the desired roll increase to 40 students a new syndicate, Ka Puawai, will be developed. This will place focus on students operating at Level 1-4 of the New Zealand Curriculum and serve as a syndicate which supports students transitioning out of Salisbury.• Our current three syndicates will continue to consolidate programmes with a key focus on ensuring engaging pathways of learning and development are provided to all girls.	<ul style="list-style-type: none">• It is anticipated that the roll increase will be realised following the rebuild of the campus. At the point of completion of the rebuild, the new syndicate will be introduced. Planning prior to this implementation phase will enable the school team to further refine the identity and role of this syndicate and begin resource preparation that will support the facilitation of learning once this syndicate becomes active.	<ul style="list-style-type: none">• Redevelopment of the Salisbury school site will include 4 syndicate hubs. Each syndicate will be standalone in physical space (as opposed to an attached suite) with each syndicate uniquely identified by differing design features. Each syndicate will be designed to accommodate 10-12 girls and will include a variety of activity zones, break out spaces, flexible gathering spaces, a teacher office, student toilets (accessible externally and internally), and good storage. The design of each syndicate will include consultation with staff and students. Syndicates will have indoor-outdoor flow and be well connected to natural elements. The physical environment of each syndicate will work to support focus and engage learners with special educational needs and will adhere to best practice guidelines for optimal learning environments for students with special needs.
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<ul style="list-style-type: none"> • Fit-for-purpose residential design enabling the potential 'Living and Learning' curriculum strands to be fully realised. 	<ul style="list-style-type: none"> • Currently, our girls reside in spaces that are outdated, often impractical for planned activities, inaccessible to many girls with diverse needs, insensitive environments to those living with sensory challenges, and institutional in feel. Often our 'Living and Learning Curriculum' needs to be adapted to fit physical spaces as opposed to the needs of students giving direction to this. Whilst our 3-strand curriculum pathway is currently active in our residential setting the numbers of girls spread across the different strands is often dictated by physical spaces and places available, as opposed to being student-led in needs focus. • The opportunity to re-design our residential setting provides a rich opportunity to create different configurations of living spaces that will uniquely support the full enactment of our 'Living and Learning' curriculum and recognise the individuality of each girl. 	<ul style="list-style-type: none"> • Salisbury redevelopment of residential facilities will uniquely be aligned to our curriculum intent and focus. The residential setting will reflect individuality, as opposed to a uniform 'cookie cutter' 'one-size-fits-all' approach to residential housing. 	<ul style="list-style-type: none"> • The residential setting will include two self-contained flats that hold the capacity for four independently functioning students to live within, alongside two further flats each catering for 6 students that will include a staff support office. A 'cottage hub' will comprise of two annexes, each catering for 10 students and include a communal lounge, an activities room, and a kitchen / dining area. • All girls will have their own bedrooms which will be private and cosy. Individual settings within the residential section of the campus will be well connected to each other so that girls are easily able to visit friends within different living areas. This is an important construct and one emphasised by our parent community and given voice by the girls themselves. • One large communal area will connect all components of the residential section. This is where birthdays can be celebrated, alongside residential campus events such as Matariki, or Easter etc. • Residential Managers' offices will be centrally located near the central communal area with student support facilitator offices evenly spread throughout the wider design to support connection and supervisory support for students.
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'Every Girl Succeeds' – Enacting our Vision			
			<ul style="list-style-type: none"> Residential staff will have access to their own staff room which will include facilities to store and heat food.
<ul style="list-style-type: none"> Re-development and strengthening of transition services 	<ul style="list-style-type: none"> The introduction and refinement of the Residential Specialist School Only (RSS) Direct Access pathway and process is considered to increase enrolment support for students who will benefit from the educational structure and input of Salisbury. This is anticipated to be one factor that will work to support roll increase. Building on our current transition processes to ensure a tailor-made process is in place to facilitate robust transitions in and out of Salisbury has been identified as a key next step of action for the campus. 	<ul style="list-style-type: none"> The school has identified the development of its transition services within its Charter and annual plan. 	<ul style="list-style-type: none"> Parent accommodation (currently housed in 'Pounamu', on entry to the Salisbury campus). A Transition Office located in the administration area of the school ICT-enriched campus that will enable girls to remain connected to their families through a variety of digital platforms such as Skype or FaceTime.
<ul style="list-style-type: none"> Salisbury girls will be well connected and active contributors to the local community 	<ul style="list-style-type: none"> Developing confidence (manawanui) as a participating and contributing community citizen is a key aspiration that we hold for all Salisbury girls. Our inclusive narrative highlights our aspiration for students to be visible in the community and well-connected, accessing places and spaces that enrich learning and development (e.g. work experience, public transportation, mainstream inclusion, tertiary courses, sport and recreation events, community volunteer projects, etc.). 	<ul style="list-style-type: none"> Salisbury redevelopment will work to promote community visibility and accessibility for students through open and safe pathways to key areas (Salisbury Road, bus stop, local schools). Our learning community does not want to be 'sandwiched' or isolated from our open entrance / exit to Salisbury Road. 	<ul style="list-style-type: none"> Direct access to the local bus stop, local schools, and Salisbury Road will remain for Salisbury students. We want our students to be visible, valued and well connected to their community, not hidden away.

'Every Girl Succeeds' – Enacting our Vision			
<ul style="list-style-type: none"> Girls develop unique life-enhancing and life-long skills linked to enviro education promoting guardianship, responsibility and sustainability. 	<ul style="list-style-type: none"> We recognise the life-enhancing role that connection to the local environment offers to our girls. Our 'plant to plate' enviro-food technology focus, alongside student-focused work within our native garden propagating and planting native seedlings within the wider community are just some of the key focuses that our award winning enviro education provides for our students. Continuing to build on our enviro education successes is linked with our inclusive narrative and our desire to create accessible spaces so that all girls are able to engage in this programme with success. 	<ul style="list-style-type: none"> Salisbury redevelopment will give priority to our future-focused inclusive narrative and how we view this in action for our enviro education programme. 	<ul style="list-style-type: none"> Accessible enviro education spaces (tunnel house, potting shed, nursery, garden shed, glasshouse, access to our native garden, lizard sanctuary, creek to Waimea estuary, Eco-Hut) that invite and engage student participation and promote sustainable, ecologically focused practices.
<ul style="list-style-type: none"> Success is visible and celebrated 	<ul style="list-style-type: none"> We want to place special emphasis on the celebration of student success given the priority focus our school vision statement for each student holds. 	<ul style="list-style-type: none"> To consider increased and diverse ways in which we can recognise and celebrate student success and share this with others e.g. school assembly, e-portfolios, syndicate celebrations, etc. 	<ul style="list-style-type: none"> Communal spaces that support campus celebrations such as school assembly, graduation, syndicate celebrations etc.

10 Description of each space (the vision for the future)

Environment and space design cross-campus will be underpinned by the best practice guidelines outlined in Section 9.1

Space	Activities	Description
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<p>Reception and Administration Block</p>	<ul style="list-style-type: none"> • First point of call for visitors – this will be welcoming and easy to locate and access • Reception desk / area / waiting area • Administrative offices - Principal, the Principal's P.A., Deputy Principal, Finance Manager, Transition Coordinator, Enviro Coordinator and ICT Manager • Annexed 'Wellness Centre' / 'Hauora Hub' and attached office for Student Health Coordinator. Medication storage and dispensary area. • Main school server to be housed in administration block • Meeting spaces – Board meetings, family meetings, allied professional meetings, IEPs, staff meetings. Ideally small meeting space (up to 10 people) and a larger flexible space that can support both meetings and PLD workshops. • Workshop / PLD meeting space (holding up to 50) supporting the hosting of wider events such as SPEC regional meetings, Education Hub collaborative ventures, etc. • Car park, drop off area, van storage / garaging, area for recharging electric fleet. 	<ul style="list-style-type: none"> • The prominence of the entrance to the school is important. We have had issues with visitors previously arriving to our campus without signing in. This issue would ideally be eliminated through focused design. • Design should include reference to our historic past • The entrance to the school area would be warm and welcoming with cultural taonga to enhance a sense of belonging for all. • This area would be carpeted and include a waiting area with soft furnishings • Visitor toilets that are mobility friendly • We would like to include our 'Learner Quality' flags in our reception area (to be developed 2020) • Natural flow from reception area to administrative offices / area • Spaces to be functional and inviting • Site map in prominent place to inform visitor navigation • Access to all area throughout the campus to be via electronic key fob • Main car parking located in vicinity alongside a drop off zone and mobility parking spaces. Design to include recharging area for electric fleet and covered garaging for the school's vans. • Wellness Centre / Hauora Hub to include partitioned space for 4 unwell students (beds). Toilet and shower facilities to be shared between 4. Student Health Coordinator's Office to include space for small meetings (3-5 people) and a safe lockable storage area for medication. • The Wellness Centre / Hauora Hub should be designed to be inviting and comfortable and minimise stress levels of students needing this space. Controllable natural light and cleanable surfaces will be important.
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Space	Activities	Description
		<ul style="list-style-type: none">• Meetings spaces will ideally include space for small meetings (up to 10 people) as well as a central meeting room that has a flexible design enabling larger meetings or workshops to take place (up to 50 people) or board meetings. Meeting areas will be flexible in design and well connected to digital supports (projector, screen, etc.).

Space	Activities	Description
Staffroom and Resource Room	<ul style="list-style-type: none"> • School staffroom including lockers (approximately 10) for support staff • Teacher Resource Room (photocopier, laminator) desk space for resource making and space for visiting specialising to 'hot desk' • Resource Room storage for shared teaching resources 	<ul style="list-style-type: none"> • Staffroom to be designed as a 'sanctuary space' for staff to have their breaks with tranquil indoor-outdoor flow. Teacher aides to have access to lockable personal cupboards in here. To allow for quality break time students would not be able to see into the staffroom (one-way glass). • The staffroom will encourage social interaction by providing informal seating featuring a collection of soft and comfortable furnishings including couches. There will be a kitchen area for food preparation and a dishwasher. It is important that the kitchen area has good flow to enable a people to access the facilities over a short period of time (e.g. 20-25 people can access the staff room during a 20-minute interval morning break). This will be helped by having two sets of boiling/cold water taps at each end of an island. • The staffroom will also be a key daily 'check in' place for staff with respect to daily notices / notification of programme alterations, duty changes etc. A 'communication hub' centralised whiteboard would be in the staffroom space to support this activity and would promote the visibility and communication of daily information relating to students and programmes. • The staff room and staff resource workspace would have natural ventilation as well as a heat pump • The staff workspace would have good storage and a low height for school resources and materials. • Hot desks would enable staff on CRT (classroom release) to access an appropriate space in which to work – this area would ideally be partitioned to promote privacy and quietness. • Resource Room to be spacious and practical, connected to resource storage area (movable shelving units).

Space	Activities	Description
Whare Hui	<ul style="list-style-type: none"> • Our Whare Hui is a key feature of our cultural diversity planning and will support our cultural narrative and our desire to continue to provide culturally appropriate opportunities to our students • Key activities include powhiri or mihi whakatau to welcome manuhiri onto our campus, kapa haka, whanau-focused space, te reo me ngā tikanga Māori - Māori language and protocol teaching and learning space, workshops and event celebrations such as Matariki, Māori Language Week and Kāhui Ako cultural activities. 	<ul style="list-style-type: none"> • The Whare needs to accommodate a wide range of formal and informal learning, teaching, connecting and ceremonial activities. Cultural activities occur weekly based in the Whare and mihi whakatu or powhiri ceremonies also occur regularly as the campus welcomes new girls and their families. • The Whare will be centrally located and prominent. The location site would be decided upon in consultation with our kaumatua and iwi. Ideally, there would be an open area outside its entrance to function as a marae ātea. • Wall panels from the school's current Whare would be transferred into the new Whare. These hold special meaning for Salisbury and are a taonga. • Facilities for appropriate tikanga and manaakitanga will be considered appropriate to the Whare in the design of this space. This would include a kitchen /food preparation area and area for dining located in the vicinity. • The Whare will also be located near to sufficient toilets for visitors (away from food preparation areas). • The floor covering in the Whare will consider that users will remove their shoes and will often spend time sitting on the floor while learning. • Consideration could be given to the location of a hangi or umu pit.

Space	Activities	Description
Re-purposed stone store houses	<ul style="list-style-type: none"> <li data-bbox="427 252 622 276">• Bike storage 	<ul style="list-style-type: none"> <li data-bbox="1223 252 1877 371">• A key priority for the school community is that the two stone houses will be appropriately restored to reflect their historic and heritage era. They will be re-purposed in function. <li data-bbox="1223 387 1877 475">• The bike storage sheds will consider accessibility of students within this space and a way to store bikes in a safe and practical manner. <li data-bbox="1223 491 1877 579">• These areas would ideally cater for 12 two-wheel bikes alongside 3-4 three-or-four-wheel adapted bikes. <li data-bbox="1223 595 1877 707">• A cycle path will be accessible to girls near to the bike storage shed. The cycle path will place high-level consideration towards safety for students, visitors, and staff.

Space	Activities	Description
<p>Multipurpose Hall & Playing Courts</p>	<ul style="list-style-type: none"> • PE Curriculum • PMP (Perceptual Motor Programme) • Yoga • Performances which the whole community can attend • Dance • Evening gymnastic classes run by local schools • Cluster school events, regional events • The multipurpose hall will have the ability to host weekly assemblies and school calendar events. 	<ul style="list-style-type: none"> • A new multipurpose hall would be built for the campus. This will be located near the front playing field. New sports playing courts would be developed in this area to complete a 'sporting zone' for the campus. This area would serve as a shared resource to our local community and cluster schools. • Given our desire to share this space in a community-focused manner, it would be ideal that the location of the schooling section, and especially the girls' residential section, is located well away from this zone and not in a visible range. This supports privacy for our girls and promotes our aspiration of a parklike environment for their learning and wellbeing. • Accessibility to and within this space will be an important consideration in order to cater to diverse needs. For example, all areas of the multipurpose hall should be wheelchair friendly. • Accessible toilets (including a shower) in the multipurpose hall will be included. • Appropriate storage area within the multipurpose hall for equipment and stackable chairs. This area will need to be designed with flexibility so that it can operate with effect as both a hall and gym. • Given the strong consensus in research and literature that highlights how the environment (noise, light, noise, texture) plays an important role in the lives of children and young people living with autism, environment design will take this into account to create a helpful gymnasium / hall space for students. Our current gymnasium is particularly challenging for our sensory students to the point where it is often not able to be used.

<p>School Syndicates</p>	<ul style="list-style-type: none"> • Group work • Social skills programmes • Individualised learning • Computer-based learning • Project-based learning • Team planning • Meetings • Presentations / sharing • Core learning area work • Direct explicit teaching, demonstration, presentation • Structured and free-from collaboration • Virtual conferencing / Skype calls to buddy schools • Small group or individual tuition or support by teachers or para-professionals (e.g. Resource Teacher of the Deaf) 	<ul style="list-style-type: none"> • Salisbury's current notional roll is 20. The Board would like to see this increase to 40, with supporting rationale for this outlined in this brief. Working to a roll of 40 students, Salisbury plans to move from its current 3 syndicate structure to 4 syndicates. The 4 syndicates that would be in place will need to accommodate the 40 girls. • Each syndicate would be physically standalone. This is important for our student population in order to minimise incidents of challenging behaviour that can occur between recognised high-risk dynamics within specific pairings or groups of students (who would be intentionally be placed within differing syndicates). Whilst whole school and cross-syndicate activities would occur, the majority of learning time would be syndicate focused. • Based on a roll of 40 and a flexible distribution of students across syndicates (and in recognition of the differing levelled approach each syndicate caters for), each syndicate should be able to comfortably accommodate 10-12 girls. • Our students do best when learning space is clearly defined for purpose. Zoned classrooms with well-defined areas supports students with learning needs to understand their role. Each syndicate would ideally include a home area for full syndicate activities (e.g. morning circle, news sharing, story sharing, etc), different areas for whole group and small group activity, dedicated space for individual desk work, a visual schedule area for planning transitions, a comfortable area for reading, and respite / quiet areas. Some of these spaces would be recognised as different rooms within each self-contained syndicate as opposed to these zones all being considered within one large space. High activity areas would be away from quiet areas for individual activities.
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Space	Activities	Description
		<ul style="list-style-type: none"> • Each syndicate would contain a wet floor area and sink within one section and would also have toilet facilities inclusive of a shower. Toilet facilities would be accessible internally from each syndicate and also externally when students are on break. A mobility-specific dedicated toilet would be included in each syndicate. • Amenities would be at appropriate heights for student use with tap fixtures easy for students with limited mobility to use with success. • Open indoor-outdoor flow within syndicate spaces and between spaces. A 'learning patio' would be attached to each syndicate with suitable sunshade attached. • All syndicates will recognise the best practice guidelines for environmental design outlined in section 9.1. to support learners with diverse needs. • Wheelchair accessible and friendly • Electronic key fob system (to be extended throughout campus) • Good quality sound system wired in or available via Bluetooth • Safe, secure, and calm feel • Flexible furniture options with adjustable heights. • Consideration to the inclusion of security support call system within syndicates enabling staff to call for additional support if required during events such as a medical event (seizure). • In-built storage for each space so that few resources are 'on display' and visual distractions are kept to a minimum. • Each syndicate will include a teacher office with good storage options.

Space	Activities	Description
Enviro Education	<ul style="list-style-type: none"> • Small group teaching • Intentional or collaborative focussed learning • Project-based work • Community linked partnership work / joint initiatives • Observing, recording, planning • Potting, propagating, planting • Flora and fauna based action and learning • Sustainable practices activity and action e.g. water tanks • Exploring and designing / landscaping • Life processes / ecology • Worm farm • Composting • Recycling 	<ul style="list-style-type: none"> • Built-up vegetable beds for students to grow vegetables and flowers would be located between the residential and school setting to promote student use during the day and out of school time. • This dedicated space would include a potting shed, nursery and propagating area, a tunnel house and glasshouse, and appropriate storage. Access to water / hoses would be considered alongside the use of this area during wet weather. • As part of our inclusive narrative, we would like to see all enviro education areas able to be accessed by all girls in a safe manner. • The school's current lizard sanctuary, native garden and EcoHut would remain untouched as valued features / taonga of the school and will provide a key enviro education focus area. There would be a safe and direct access pathway from our schools and residential settings to this part of our campus.

Space	Activities	Description
Student Services / School	<ul style="list-style-type: none"> • Student Common Room – for student use during break times and lunchroom for students. • Room for collaborative activities as well as quiet ‘respite’ spaces. 	<ul style="list-style-type: none"> • Good quiet acoustics to facilitate positive student interactions. • The student common room would have a mix of soft carpet and a wet floor area. Tables would be included so that students can be supported to have their lunches around these. Soft furnishings, such as sofas or bean bags, will also be present in this space to support student relaxation. • A fridge and microwave would be included alongside an in-built cleaning cupboard for student use. • Sink and bench to support student self-management of washing up of lunch boxes after lunch. • The student common room would be located in the vicinity of the food technology room to support students transition with the food they may have cooked or prepared in lessons. • Many of our students enjoy using part of their break times to process or self-regulate on their own. The inclusion of quiet spaces is important. Operationally and logistically lunch and break areas need high levels of visibility to support duty staff / supervision.
Cleaner’s Cupboards / Emergency Supplies	<ul style="list-style-type: none"> • Commercial contract cleaner’s storage of equipment • On-site campus cleaning supplies and key cleaning resources • Emergency /reserve supplies to be housed in a separate central location to the residential setting. 	<ul style="list-style-type: none"> • A central lockable cleaning cupboard will be included on both the school and residential sites of the campus. • These will be located in low-traffic areas where student-focussed activities are not centralised. • Secure/separate building / container for emergency Civil Defence supplies

Space	Activities	Description
Caretaker's Shed	<ul style="list-style-type: none"> • Storage of grounds keeping equipment, ride on mower • Meeting point for contractors • Storage for tools • Workshop area 	<ul style="list-style-type: none"> • Small office / meeting area / kitchen to be attached with phone connection • This area will need to support two core workers and a range of contractors, volunteers that work to support our grounds and property maintenance • Access for vehicles, including larger vehicles, will be needed for this area • Locating this area next to our central Recycling Hub may support control of vehicle movement around this.

<p>Specialist Suite:</p> <ol style="list-style-type: none"> 1. Play-based learning / PAL Room 2. Food Technology / Hospitality 3. Makerspace / STEM activity room 4. Art Room 5. Music Therapy Room 6. Multisensory Room 	<ul style="list-style-type: none"> • 1. Play-based learning space/ PAL Room– student-led play, exploration, changing provocations & displays, sensory-based play, loose part play, arts and crafts, imaginary play, dress-ups / role play, individual, small group and peer-based engagement. • 2. Food Technology / Hospitality Room – curriculum-based work, cooking, food preparation, small group and individual work, intentional focused teaching. • This space will be used for weekly syndicate food technology lessons and elective cooking sessions. 	<p>Play-Based Learning Space – PAL: 'Play and Learn'</p> <ul style="list-style-type: none"> • The play-based learning space will support several zones of focus e.g. dress-ups / imaginary play, messy play / sensory play, arts & crafts, loose-part play table, etc. • Students will access this space in small groups or dyads, as opposed to whole syndicates. • The room needs to have a welcoming, warm and safe feel. • Wet floor area and access to a sink at suitable student height. • Soft carpet, different arrangements of furniture including couches. Much of the 'work' in this space will occur on the floor so good carpet underlay will be important. • Suitable storage for resources will be essential alongside pull out trays and cupboards that students can access. • The PAL room should have a smooth indoor-outdoor flow and be well connected to the natural environment. The outdoor area would include a woodwork table and learning space that is well shaded and partially enclosed from the elements (ideally useable in most weather conditions). <p>Food Technology Room / Hospitality</p> <ul style="list-style-type: none"> • Students will work in dyads / with a peer for practical cooking sessions. This means that the Food Technology room needs 6 separate cooking spaces. To support safety and increase student focus, careful design should be given to these cooking spaces to promote students to work within their own space, as opposed to moving more freely around the room or into the cooking space of others. The strategic use of lines on the floor, or a design
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	<ul style="list-style-type: none"> • 3. 'Makerspace' supporting STEM activities (science / technology workshop based space) – direct explicit teaching, demonstration and presentation using specialist equipment, student-led inquiry, small group work, project-based learning. Makerspace area – robotics, 3D printing, coding, digital cutting equipment, maker activities. • The establishment of a 'Makerspace' lab would hold a key focus on science and technology (with the integration of English and Maths). • This space would be accessed weekly by syndicates (10-12 girls at one time). • 4. Art Room – creative investigative or construction activities with differing media, general and specialised equipment and materials (wet and dry). A mixture of 	<p>feature of a similar nature, to give definition of working space can be beneficial for our girls.</p> <ul style="list-style-type: none"> • Each space will include suitable bench space, an electric oven, accessible storage for equipment and a sink. • One large fridge/freezer will be in the room • A whiteboard will be included in a central visible space • A teacher's bench will be aligned in a position near the whiteboard. The space will be used to support demonstration and explicit teaching of tasks and techniques. • This will be a wet floor area only • Two external doors are ideal in case of the need to evacuate. <p>'Makerspace'</p> <ul style="list-style-type: none"> • Wide benches to enable project-focused work to occur is needed alongside both student accessible cupboards and lockable cupboards • Adequate power points near workbenches to support the use of equipment such as hot glue guns. • This would be a wet floor area for the full space and would contain a sink. • A central teaching whiteboard or electronic screen would be included alongside a teacher demonstration bench • Suppression of noise associated with equipment e.g. machinery will need consideration • Storage and / or space for investigative projects requiring extended time <p>Art Room</p> <ul style="list-style-type: none"> • Suitable benches to support art
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	<p>teacher-led and student-driven teaching and learning and inquiry.</p> <ul style="list-style-type: none"> • Full syndicates will access this space (up to 12 students) <ul style="list-style-type: none"> • 5. Music Therapy Room – Individual or small group sessions, therapist-facilitated sessions to support and enhance social skills and wellbeing, relaxation, physical / coordination and motor-based skills, sequencing and impulse control. <ul style="list-style-type: none"> • 6. Multisensory Room – Individual or small group work, student-led, self-regulation, sensory-based work, relaxation, exploration, learning through the senses. • This room will be fundamental in supporting students moderate / regulate their senses. The space will support student-led interaction with equipment. 	<ul style="list-style-type: none"> • Double sink and bench area to support cleaning and washing • Wet floor area • Good storage to accommodate a range of equipment of differing sized equipment and a combination of media • It would ideal that this space has access to an outdoor setting as some art projects involve both indoor and outdoor environments. • Adequate power points near workbenches to support the use of equipment such as hot glue guns. <p>Music Therapy Room</p> <ul style="list-style-type: none"> • A piano will be a central feature in this room with open floor space around this, allowing flexible arrangements of chairs to be positioned for differing groups • In-built cupboards and good storage. The therapist would bring out what they need for each session, as opposed to having everything on display • Acoustic consideration will need focus here. Soundproofing is ideal to address sound transfer and reverberation issues. Quality soft furnishings and thick carpet underlay to support sound absorption. • This space needs to feel safe and private for students. <p>Multisensory Room</p> <ul style="list-style-type: none"> • Equipment will include a range of items such as a LED light projector, weighted blankets, interactive panels, a bubble tube, fibre optic curtain, massage chair, and aroma diffuser. • The room will have no external windows and dimmed lighting, soft furnishings, including thick underlay carpet as much of student exploration will occur sitting on the floor.
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Space	Activities	Description
		<ul style="list-style-type: none"> The room should easily be able to be customised or set up for differing students – equipment easy to access in lockable storage. No visual clutter. Specialist input will be sought to support the design of this space.
Library / “Lounge Room”	<ul style="list-style-type: none"> Reading ‘Lounge’ Room (non-circulating library) - Reading, research, relaxation (individual or small group) Rainbow reading or other individualised reading programmes could take place in this space. 	<ul style="list-style-type: none"> A multipurpose space that invites students to relax and engage in reading or quiet research. This area would contain our current catalogue of books but also promote students who access our community library to use this space as a reading room. Natural lighting and heat pump. Couches, soft furnishings. This space will be warm and inviting with a cosy feel.
Outdoor spaces	<ul style="list-style-type: none"> Play - this space needs to invite students to engage socially and both support physical exercise and challenge for diverse students alongside relaxation and sensory regulation. Self-regulation Socialisation and interaction Relaxation Fitness / wellbeing / PE Connection to nature / parklike tranquillity Team building activities Leisure activities Exploration 	<ul style="list-style-type: none"> Playground - innovative in design, considerate of diverse needs, mobility issues, and suitable for older students. The playground will be accessible and visible to both the school and residential sections of the campus. The design of the playground will draw on the expertise of playground designers skilled in inclusive spaces for students with special needs and will include the ideas of our students. A variety of equipment, including adaptive equipment will be included promoting independence for students. Suitable shaded areas that allow for comfortable and safe outdoor sitting during summer months Seated areas that promote collaboration as well as quiet, break-out areas Incorporation of appropriate landscaping will be reflective of the cultural narrative, enhance the visual appeal of the school and align with our Green-Gold vision Sensory garden

Residential requirements		
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Residential Suite	<ul style="list-style-type: none"> • Core living spaces within differing configurations with each girl having their own private bedroom • Residential activities include afternoon tea following school, movie evenings in the weekend, playdates with friends, visits from family members, cooking opportunities, craft/sewing activities, for examples. • Recreation skills such as card/board games, craft activities. • IT/computer use space which is easily accessible for staff supervision. • Space for the school's back-up server • Space for indoor games, dance, gym, kapahaka, indoor cricket • Sensory activities including therapeutic programmes. • Space design will include an area for 'quarantine' or medical isolation (up to 5 girls) • Storage area for linen and clothing • Full laundry facilities • Medication storage and administration area • Staff areas • Car parking area • Safe, secure outdoor areas. 	<ul style="list-style-type: none"> • The residential section will be configured in a manner that will enable our three curriculum strands of living and learning to be delivered with success. • This will include self-contained 'flats' to cater for students working towards supported and independent living and a 'cottage hub' (separate bedrooms attached to a shared living and activity area) to cater for students with supported living needs. • Flats: Four in total - Two self-contained flats that can both accommodate up to 4 girls and two further flats that can each accommodate up to 6 students. Flats will be designed to support students working towards independent living. • Bedrooms across full residential suite designed to house a bed, wardrobe/drawers and room for personal effects • Shared bathrooms for small groups of students. • Two staff support offices will be included in the vicinity of the flats. Staff offices will support hot desk arrangements for up to 5 staff at a time. Lockable cupboards to be included in each office. • Cottage Hub: Two annexes, each to cater for up to 10 girls. Each annex will include student bedrooms, a shared dining / kitchen area and lounge. The cottage hubs will be designed to support students with higher-level personal and care needs. • Two further staff offices will be included attached to the Cottage Hub (one aligned to each annex). • A quarantine area should be incorporated in design in order to support protocol around medical isolation of girls with identifiable transmittable illnesses. This will be inclusive of its own bathroom facilities and include a separate external entrance for staff. • All residential areas will connect through innovative design to a central communal area that can comfortably hold the full student body. Several staff during consultation visualised this area looking like an 'octopus with differing living configurations (flats and the cottage hubs) connecting to one communal
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Residential requirements		
		<p>'body'. This area will support special activities such as birthdays and other events of celebration, as well as weekly residential programmes and student workshops.</p> <ul style="list-style-type: none"> • A range of smaller activity spaces will be included throughout the residential suite to support IEP focused goals and social interaction. • Designated shared areas for art projects, sewing and craft making, games. • One central medication room will be centrally located alongside a manager's office. The manager's office will include desk space for up to 4 people. • The residential suite will have a clear central entry for external visitors. • The residential suite will be homely, inviting and will promote a calm and tranquil environment. • Residential staff will have access to their own staff room which will include facilities to store and heat food and further lockable storage. Staff toilets will be located throughout the residential suite, including near the staff room. • The residential suite, and the different areas within this, will have a connection to outdoor courtyards and accessible paths to washing lines that are at a suitable student height. • Rubbish bin storage area / Recycling Hub • Wheelchair access with larger bathrooms and bedrooms • Security system, internal and external • Electronic Fob Key system • Night lighting in hallways – sensor • Intercom system linked to staff room • Laundry room with washers/drier

Residential requirements		
Central Kitchen / Catering Facilities	<ul style="list-style-type: none"> • Student meals • Catering / internal and external • Central stores provision for campus • Ordering, prep • Hospitality 	<ul style="list-style-type: none"> • One central chef oversees the main kitchen. This needs to be designed with a view of our chef catering for 80-90 people during large events (40 students + staff / families). Appropriate storage, refrigeration and freezing facilities to be included. • The high-level design of this space would include further consultation with the Salisbury chef.

11 Furniture and equipment (F&E)

The furniture and equipment within student based spaces at the school will largely be movable and flexible to support the changing needs of students. Furniture options will encourage self-directed learning, allowing students to choose how and where they learn. The furniture will include a range of heights to allow for standing, sitting and kneeling. The furniture will encourage movement and discourage sedentary behaviours. Furniture will primarily be soft, durable, and of fabrics and textures that can easily be wiped down. A mixture of collaborative learning tables and singular desks will be included in class settings with suitable chairs that adjust for differing heights (some with arms), ergonomically designed to meet a range of shapes and sizes.

Fixtures intended for student use will be positioned at appropriate heights and inclusive of wheelchair users. The colour of furniture will be in visually quiet palette colours / soft hues – cognisant of best practice guidelines for students with autism in terms of hue. The needs of vision and hearing impaired young people will be closely considered i.e. use of sound systems, assistive technologies in order to enhance curriculum accessibility. Specialist input will give guidance to this focus. There should be a variety of equipment available to students that cater to different learning styles and experiences.

Furniture, fittings, and equipment should allow for both collaboration as well as quiet respite and sanctuary space. This should be open-ended to encourage innovation and creativity, support learning success, and maximise wellbeing.

Furniture for the residential setting will promote a feeling of 'home' and include items that support socialisation and relaxation (e.g. sofas, communal chairs around a coffee table, social hubs and quiet nooks with soft supportive furniture).

12 ICT

ICT will be used in the school to enhance the delivery of the curriculum, promote communication, and engage diverse learners. ICT has a central role underpinning key routines such as morning circle through the planned use of large collaborative screens / Smart televisions, as well as for small group or individualised learning programmes. Learning spaces require access to multimedia. Data projectors in class settings and meeting spaces are currently used to share presentations or video clips. An ICT strategic plan has been developed to guide the development of this area within the school. Video-conferencing facilities (eg Skype, FaceTime, Zoom) are required in meeting rooms.

For students, the hands-on use of ICT supports individual inquiry and enriches student understanding of key concepts and the world around them. Girls have individual use of iPads and Skype / FaceTime is often accessed for regular calls to families/whānau during evenings in the residential setting. Breakout spaces that are small in size and acoustically separate would support such videoconferencing needs.

We believe that ICT at Salisbury School should:

- Be used in authentic and purposeful learning situations
- Encourage staff to be innovative in their teaching and students in their learning.
- Raise awareness of ICT in our everyday life.

ICT is taught to students in an integrated curriculum manner with an intentional focus on digital safety. Digital technologies and ICT are given direction with the Long Term Plans that guide the delivery and implementation of our school curriculum.

Design for our new campus will need to reflect our increasing integration of technology into our teaching and learning environments. Students enrolling at Salisbury commonly bring their own personal device with them, some bringing adaptive devices that support talking or writing. Consideration needs to be given to safe storage, charging and wifi access. Students need to have access to power points to charge their devices throughout the day.

(MOE Part B to be added)