

SALISBURY SCHOOL PROSPECTUS



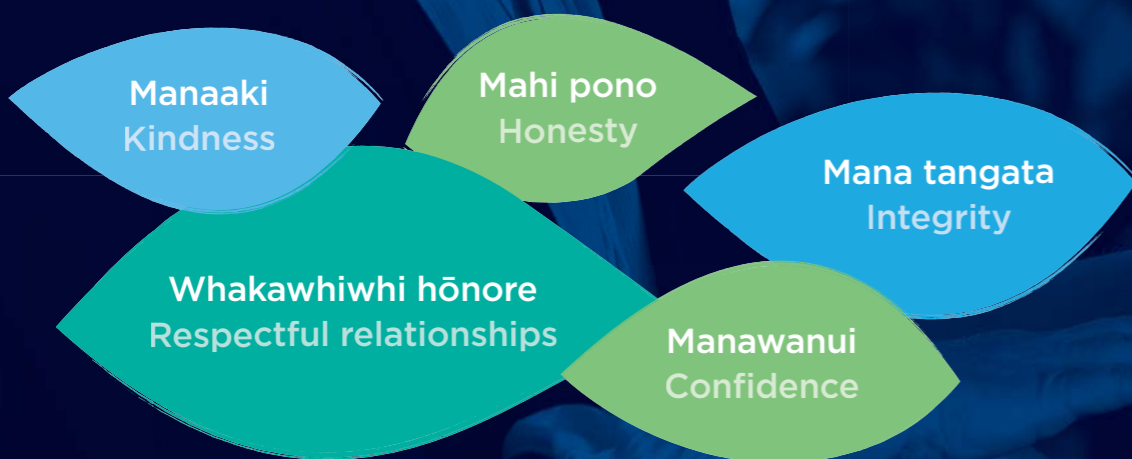
 **Salisbury**
Every Girl Succeeds

Every Girl Succeeds Ka angitu ngā kotiro

Our Mission:

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

Our Values:



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Salisbury girls

Girls who enrol at Salisbury have been accepted for residential specialist schooling. They meet criteria that acknowledges behaviour, social and/or learning needs that are highly complex and challenging, which prevents them from experiencing success locally. On enrolment, girls are aged between 8-15 years (years 3-10). Information on the process and pathways for applying to Salisbury is available on our website or from the school office: www.salisbury.school.nz • Ph (03) 544 8119



Nau mai, haere mai

Salisbury School is proud to be New Zealand's only school to offer single-sex residential learning for girls aged 8-15 years old (years 3-10) with complex learning and social needs.

Located in a tranquil park-like setting in Richmond near Nelson, our day-to-day learning, living and life skills programmes are influenced by our vision for every girl to succeed, meaning that Salisbury is far more than simply a school.

We provide the best possible learning opportunities and encourage individual strengths to develop. It's about what happens both inside and outside the classroom to help students learn new skills and behaviours that make a difference in their lives.

Each girl has a tailored programme that they work through with our team, which helps them gain confidence and experience success.

Guiding principles are woven into all aspects of wider school life; Māori perspectives, empowering students, learning for sustainability and respecting diversity.

Salisbury has a proud reputation as a leader in Enviro Education and is an Enviro Green-Gold Award winning school with a strong interest in the environment and sustainability. Teaching and learning that is centred on practices and processes that protect and look after the environment, provides our students with a deep understanding of guardianship and how they can positively influence the world around them.

Importantly, friendships are developed at Salisbury. Our students experience meaningful social connections which, in turn, build a healthy sense of self-esteem and identity.

A great school also needs talented people. We have a highly skilled and committed multi-disciplinary team who are passionate about student wellbeing and achievement. Achieving the highest rating of 'Strong' in the 2019 Education Review Office (ERO) Report recognises the effort we invest in each student to encourage growth and success.

In the following pages, you will read more about what Salisbury School offers. We welcome the opportunity to show you around the school or provide more information.

We appreciate your interest and look forward to welcoming your whānau into our community.

Ellie Salčin-Watts
Principal

Jennifer McMahon
Deputy Principal

About Salisbury School

One campus

Academic, social, and living and life skills programmes form a core part of everyday learning at Salisbury. In addition to our core curriculum, our extensive enrichment programme provides unique opportunities for each student to be involved in community initiatives. Our learning environments are adaptable and flexible to meet the needs of each individual girl. Our 'one campus' philosophy means that together teaching and residential staff support the girls to learn and grow at a pace where success is experienced and areas of high interest are nurtured. [See page 12 for more detail about our learning strands.](#)

Being social

Students make real friends at Salisbury, sometimes for the first time. They learn social skills that will position them well for life beyond school and are taught how to use leisure and recreation time productively. They also have the opportunity to participate in work experience, which helps them to think about their future.

Individualised learning

A 'people first' philosophy (Te Whānau o Salisbury) is deeply embedded at Salisbury - our students' needs are at the forefront of everything. Planning and programming at Salisbury is uniquely individualised for every student enabling rich learning opportunities to be developed across the campus and in the community. Plans are collaborative, drawing on student and family voice and specialist expertise, with goals that are meaningful, relevant and achievable. We work alongside families at every stage of our planning, capturing a future vision that steers teaching and learning.

A culture of care

A positive approach towards challenging behaviour extends across the campus with our team skilled in conflict resolution and restorative behaviour.

At Salisbury, students learn strategies for building and maintaining positive, caring and respectful relationships and how to 'put things right' when challenges arise. From 2021, Salisbury School will begin its journey towards becoming a PB4L - Positive Behaviour for Learning - registered school. The 'Salisbury Way' is one in which girls and young women develop a positive image of themselves as caring and contributing citizens.

Settling in

A positive start at Salisbury sees students feel secure so they settle in easily. Transitioning into and out of Salisbury School is a collaborative process with the student, her family, her local school and/or referrer, and Salisbury. The key people in a student's life have valuable insight to help with individualised planning and preparation for a smooth transition. Our priority is to establish trusting relationships, to meet with the family and the student in the home and in school settings, and for all parties to develop an in-depth understanding of 24/7 residential education.

Graduating

Salisbury graduates aspire to be independent, confident and connected members of the community. Transition pathways are forefront of the planning we undertake with each girl and the wider team that surrounds her. We work hard to ensure these are pathways of success that enable the strengths gained at Salisbury to be carried forward and further extended. [See page 7 for more information on our transition outcomes.](#)



“Attending Salisbury has given meaning to her life that she never had before, and she has goals and aspirations for her own future, which is wonderful to see.”

Our Key Goals

There are five overarching goals that underpin the everyday learning of each Salisbury girl.

Key Goals

For our students to become achievers, investigators, effective communicators, problem solvers and team players.

To develop and nurture individualised transition pathways of success.

To celebrate difference and diversity promoting a healthy sense of self, resilience and wellbeing for all students.

To support our students to aspire and achieve, and develop environmentally sustainable practices.

To provide dynamic teaching, learning and living environments that promote and maximise student growth and development.

Successful Transition Outcomes

Parents and caregivers describe the successful transition outcomes for their girls:

“Success is that she engages with people more, is more attentive, more relaxed, able to concentrate, and enjoys schooling.”

“She has built resilience and self-management.”

“She became a different person at Salisbury, gaining confidence that I could see, which she didn’t have before and that helps her in everything she does now.”

“She has become so independent and successful in what she does, making the most of the opportunities given.”

“She has had so many successes, such as learning how to make friends, have conversations with people and other social and life skills. Her learning also improved; her reading was at a 5-year old level when coming to Salisbury, but it was at an 11-year old level when she left.”

“Salisbury provided the platform from which she has continued to grow. It has been the defining chapter of her life.”

“The confidence she learnt at school helped her a lot when she left. She has learnt to get involved and try new and challenging things. She gives it a go.”

“She now believes in herself and understands what she can achieve.”

Programme Overview

Individualised programmes based on collaborative plans that build on areas of high interest. Hands-on, discovery learning that is meaningful.

Enrichment Programme

- Photography
- Kid Power and Teen Power
- Karate and Body Combat Classes
- Bike Riding
- St Johns
- NZ Sign Language
- Ballet
- Singing / Choir
- RDA (Horse Riding)
- Sensory Room
- Enviro Education
- Basketball
- Kori Tinana (Let's Get Going Fitness Club)
- Yoga
- The 'Friendship Formula' Club
- Music Therapy
- Sewing and Design
- Mindfulness Classes
- Student Volunteer Army (SVA)
- Special Olympics
- Reading to Dogs
- Colourful Crafts Club

Success is: discovery of strengths and extension of interests enabling life-long leisure and recreation opportunities to be pursued. Confident, resilient, and community connected young women.

Every Girl Succeeds

Academic Syndicates

- New Zealand Curriculum
- English/Literacy
- Te Reo Māori
- Hands On Science
- Digital Technology
- Food Technology
- Social Science/Citizenship
- Physical Education
- Music
- Drama
- EOTC
- Art and Design
- Learning Languages
- Maths
- Key Competencies
- SPEC
- Growth Mindset
- Technological Inquiry
- Play-Based Learning
- Work Experience
- Camp
- Inclusion
- Vocational Training
- Social Skills

Success is: engaged students participating in meaningful, future-focused learning. Life-long learners who are ready, willing and able for learning and vocational pathways beyond Salisbury.

Residential Strands

- Life skills
- Individualised Plans
- Living and Learning Curriculum
- Leisure and Recreation Programmes
- Self-Care and Hygiene
- Friendships
- Gym
- Flating Skills
- Budgeting
- Fun and Recreation
- Swimming
- Community Inclusion
- Gardening
- Arts and Crafts
- Cooking
- Events and Trips
- Relaxation and Self-Regulation
- Homely and Cosy
- Incentives
- Celebrations

Success is: independent girls who self-manage and are equipped with life skills. Girls who feel valued and have a strong sense of self, others and belonging.



“In a short time, our daughter has gained genuine friends for the first time, loves school and learning.”

The Classroom

‘Learning through doing’ lies at the heart of our teaching ethos.

Salisbury’s acclaimed reputation highlights our supportive and low stress learning environment.

We pride ourselves on raising student achievement through a bespoke, specialist school approach. Classes are small and staffing levels are high to enable creativity, individuality, and the right level of learning support.

Focusing on our diverse students’ needs and building on their strengths, we teach subjects across all areas of the national curriculum through three syndicates:

- **Kimi Ora** – (play-based learning) Pre-level 1 of the curriculum
- **He Kākano** – Levels 1-4 of the curriculum
- **Kimi Mātauranga** – Senior and vocationally focused students.

In addition to the national curriculum, the SPEC Programme (South Pacific Education Courses) forms the basis of our senior Kimi Mātauranga programmes.

Our school curriculum is enhanced through enrichment programmes that meet student goals (see p17). Assistive technology and devices integrated into these programmes is carefully considered for each student to further enhance learning programmes.

Teaching and learning is delivered in active and engaging ways, where we maximise use of the outdoors. Broader ‘education outside the classroom’ initiatives include school camps, outdoor education weeks, weekly swimming, local gym memberships for every girl, and

regular participation in our regional Special Olympics.

The success of ‘girls learning from girls’ at Salisbury 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.”

Our individualised plans enable students to:

- achieve to the best of their ability, experiencing lasting success in learning and life skills
- be team players; participating and contributing, relating to others
- be good problem solvers and decision makers
- be investigators and effective communicators
- learn self-management.

Safety is also considered a very important life skill. Programmes such as ‘Keeping Ourselves Safe’ and ‘Teen Power’ teach the girls practical strategies towards risk awareness and positive assertiveness. We work with our local Police Youth Aid Officer who provides advice and support, and the girls have access to counselling and a psychologist if required.

Students can also attend inclusion classes at our local mainstream schools or courses at the Nelson Marlborough Institute of Technology.

Living and Learning

At Salisbury, curriculum and learning programmes extend beyond the traditional walls of the classroom. The integration of our residential setting into our 24/7 living and learning philosophy ensures that intentional and meaningful learning occurs for students across the day and across the campus in rich and varied ways.

Our residential programmes develop and enhance the social, leisure and life skill needs of our students, complementing Salisbury's vision of 'success for every girl.' The residential programme is designed to meet differing levels of need and broadly encompasses three strand levels:

- **Whare Tui** – For students working at a foundational level requiring a high level of intensive support with self-management and living skills
- **Whare Kereru** – For students working towards independent living
- **Whare Matuku Moana** – Independent living opportunities within supported flatting environments for students to gain a high level of independence and community engagement.

Running across all of our residential strands is Salisbury's bespoke 'Living and Learning Curriculum'. This teaches skills for living, such as how to manage money, simple nutritional meal preparation, hygiene and self-care, as

well as how to keep a flat clean and tidy and be a great flatmate.

The development of life skills through this curriculum are offered to girls through a wide range of learning opportunities which provide carefully considered emotional, physical and social challenges. Weekend and after school recreational opportunities that suit each student are arranged, and can include netball, basketball, gymnastics, hip hop dance classes, karate tuition, wearable art costume making and visits to the local library.

The girls also attend seasonal community-based celebrations, such as festivals, fairs, open air movie evenings and more. The Nelson region is known for its beautiful beaches and the girls regularly cool down in summer with an early evening swim.

Students have other opportunities to grow through our enrichment programmes, as outlined on page 17.

ERO (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."

"Right from the moment we arrived and walked into our daughter's cottage it felt like an extension of home."



Residential Life

Our campus provides a safe, homely, inclusive environment where each girl can feel relaxed, peaceful and secure. Girls live in a family-like 'cottage' with each girl having her own bedroom, which she is encouraged to decorate as she likes.

Staff purposefully promote leisure, fun, relaxation and a sense of ownership for students in their own home space.

Our extensive parklike grounds include our own re-generating native garden- Mara Rakanui - complete with a beautiful boardwalk through bush-like surrounds, an EcoHut and a sunny, peace-filled lizard sanctuary. Native birds abound at Salisbury, providing interest, joy, and birdsong. Domestic animals also are a key therapeutic addition to our campus with small friendly campus dogs providing great companionship to the girls.

An onsite chef provides tasty, healthy and nutritious meals to meet individual health

needs, and the girls also practise food preparation, hygiene and service skills. A Student Health Coordinator oversees student health needs with health and wellbeing being a top priority.

The girls have real opportunities to make friends at Salisbury, and regular whānau contact is encouraged with phone calls, FaceTime, emails and letters.

Maintaining a close connection with families while the girls are at Salisbury, we continually transfer programmes and routines that are found to be successful. Salisbury also has a dedicated house on-site where family can stay when visiting their daughter.

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

ERO Review 2019





*“I do so many different things
at Salisbury. It’s fun.”*

Enrichment Programmes

Students learn in a variety of contexts to gain the knowledge, skills, attitudes and values required to enjoy a healthy lifestyle; take responsibility for their own safety; form positive and respectful relationships with their peers, their teachers, and the environment; and participate in the creation of safer communities.

The enrichment programmes extend our core curriculum, thanks to Salisbury’s wonderful relationship with the local community. Attendance and participation is warmly welcomed at local community events such as weekend sporting fixtures. Many in the community also show their support by sponsoring sporting events and providing work experience placements.

Our enrichment programmes provide opportunities for students to:

- Explore new activities and develop self-confidence
- Rehearse newly learnt skills in differing contexts (e.g. social skills and self-management)
- Participate and contribute within the community
- Extend areas of interest and passion.

Enrichment programmes currently on offer include:

- Riding for the Disabled (RDA)
- Yoga
- Ballet
- St Johns
- NZ Sign Language classes
- Basketball
- Fitness (Kori Tinana Club)
- Colourful Crafts Club
- Photography
- Mindfulness
- Sewing and Design
- Inclusion @ local schools
- Work experience
- Polytech courses (NMIT) e.g. Animal Welfare, Hospitality, Barista
- Student Volunteer Army (SVA)
- Enviro Programmes.



Graduate Story - Ellen

Our daughter is a different girl. We wanted the best for our girl and knew that we were doing the right thing sending Ellen to Salisbury School. It turned out even better than we expected.

When Ellen started mainstream High School back at home, she knew a lot of people, but had very few friends. While well-behaved at school, she was lonely and excluded, and we experienced an increase in behavioural problems at home. It was like an onslaught as soon as she arrived home from school.

Ellen discovered Salisbury School herself when she saw an Attitude episode on television and asked if she could go.

It was clear right from the outset that Ellen felt she belonged at Salisbury School and that she had found her niche. Her first day at Salisbury was the first time she felt truly included in a school and to this day it is where she has found her truest friends.

On enrolment at Salisbury, we had three objectives; to achieve an academic qualification, address some behavioural challenges, and get Ellen ready for vocational training. She could never achieve any of these in a mainstream setting, whereas at Salisbury she was given many wonderful opportunities to grow and all three goals were achieved and so much more.

During her first and second years at Salisbury, Ellen took some classes at nearby Waimea College where she achieved NCEA level one in Fabric Technology, Food Technology, Hospitality, Maths and English. The next year Ellen also had valuable work experience at a local café. In year three, inspired by her part-time café work, Ellen completed a level three hospitality course at the local polytechnic supported by Salisbury staff.

To help her transition back to Hamilton, Ellen lived in a supervised 'flat' at Salisbury to learn skills to support her to live independently.

Now back home in Hamilton, she is feeling very grown up and proud of being in a supported living flat. She has also moved into the Choices programme, where Ellen and her two flatmates are taking more control of their lives. Covid-19 has pressed pause on Ellen's job-hunting, but that is next on her list of life objectives.

We find ourselves proudly saying 'our daughter is a different girl' and appreciate the contribution that Salisbury made to changing Ellen's future.

- Phil and Louise Treweek

Graduate Story - Sophie

I can wholeheartedly say my daughter is the young woman she is today because of the opportunities she was given at Salisbury School!

Sophie has now graduated and is flatting in a supported living environment - something that I never dared to dream would be a reality for her.

I was anxious about Sophie's future - the world wasn't going to slow down to let her catchup. But Salisbury has given her the skills to manage life at her own pace. The girls are taught in a way where there is no failure.

When Sophie started at Salisbury at 13 years of age, I described her as being 'locked in a bubble'. She was shy, awkward and uncommunicative - she didn't make eye contact or speak, and when she did it was a mumbled 'I don't know'. Her reading age was that of a five-year-old and she struggled to dress herself.

I will never be able to say this with any certainty, but I think it's likely that Sophie would have become increasingly isolated at a

mainstream school and I'm not sure how happy I would have been with her education if she hadn't gone to Salisbury.

Sophie has really flourished at Salisbury. She now reads at an age 12 level, can do a range of tasks that help her to be more self-sufficient, such as telling the time, reading recipes, preparing and shopping for food. Caring for herself has become a routine that she almost always does independently.

She walks with her head held high, has friends and has had the opportunity to experience many different activities, and now has a wide range of interests.

Most importantly though, Sophie's future is looking brighter, and for this we owe a world of thanks to Salisbury School.

- Rachel Seymour





Graduate Story - Elizabeth

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

Elizabeth has Down Syndrome and is profoundly deaf when her cochlear implant device is turned off at night, when swimming etc. She relies on multiple pathways for communication. Elizabeth is also ADHD and is a 'zipper' kid, meaning that she has had open heart surgery.

Terry and I, her elderly parents by guardianship, are forever grateful for the opportunity for Elizabeth to attend Salisbury School.

Whilst the deep connection and love between us as a family is huge, we recognised that Elizabeth needs intensive teaching and care, learning life skills and, above all, to have the opportunity to forge friendships with peers, something she had never known how to do before coming to Salisbury. We also recognise that her personal safety is very much at risk in social situations, including in a regular mainstream school, and we want her to learn the skills to keep herself safe when we are not able to do this for her.

When she returned home for school holidays after a short time at Salisbury - wow! We saw a young lady with confidence, routines, and such positive behavior that we could easily take her out on special occasions. We felt confident that she was beginning to self-manage her behaviour in social settings, with support. She was speaking in small phrases and her words were so clear.

Now she can actually speak to us on the phone, knowing who she is speaking with and

actually listening to our conversation. This is the most incredible progress with her wearing of her cochlear device and being taught improving language skills.

All the Salisbury team are amazing the way they embrace Elizabeth's communication needs and how they unpack her challenging behaviours, work out strategies to manage them and help us learn new ways too. All staff are very fond of our princess, and we can see how loved and accepted Elizabeth is.

Elizabeth enjoys everything she does and learns. She needs intensive support if she is to reach her potential and she receives this at a very high level at Salisbury. This is the very best education and behavioural support programme carried out with so much dedication and great love that we could ever have hoped for, for Elizabeth.

We feel blessed that Elizabeth has this great and wonderful opportunity. We enjoy all the reports and communication. We just love the happiness Elizabeth shares with us about each of her achievements - all the different activities, basketball, swimming, nature walks that she is able to take part in and how she is learning to care not only for herself, but the beautiful world around her.

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

- Terry and Colleen Bayer



Every Girl Succeeds



For enrolment enquiries contact us at
principal@salisbury.school.nz • Ph (03) 544 8119