



Briefing Note: Visit to Salisbury School on 22 September 2020

To:	Hon Jenny Salesa, Associate Education Minister		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	18 September 2020	Priority:	Medium
Security Level:	In Confidence	METIS No:	1237864
Drafter:	Robyn McLeary-Hooper	DDI:	s 9(2)(a)
Key Contact:	Robyn McLeary-Hooper	DDI:	
Messaging seen by Communications team	Yes	Round Robin:	No

Purpose

- 1 Your office has requested briefing notes to support your visit to Salisbury School on Tuesday 22 September 2020.
- 2 Please find attached the briefing notes as requested.
- 3 **Agree** that this Briefing will be proactively released.

☒ Agree / ☐ Disagree


Dr David Wales
National Director Learning Support
Sector Enablement and Support

18/9/20


Hon Jenny Salesa
Associate Minister of Education

20/9/20

Salisbury School (525)

Contact Name: Ellie Salcin-Watts
Contact Number: s 9(2)(a)
Address: 67 Salisbury Road, Richmond 7020

Key People

Board chairperson: Janet Kelly

Principal: Ellie Salcin-Watts

The Principal started in Term 1 2020. She has previous experience in learning support and as the school's Deputy Principal for five terms.

Ministry Official: (TBC)

Your Visit

- 1 You are visiting Salisbury School on Tuesday, 22 September 2020. You will meet with the Principal and Janet Kelly, the Board Chair.

General

- 2 Salisbury School is located in Richmond, Nelson. It provides residential education for female students in Years 3 to 10 who have been identified with complex learning needs that cannot be met in their home community.
- 3 The school states that its vision is: Every girl succeeds. The values of manaaki - kindness, mana tangata - integrity, mahi pono - honesty, whakawhiwhi honore - respectful relationships and manawanui - confidence underpin the school curriculum.
- 4 Valued outcomes for students are to achieve to the best of their ability through: experiencing success in learning and life skills; being team players; good problem solvers and sound decision makers; being investigators and effective communicators.
- 5 Leaders and teachers regularly report to the board on outcomes for students in the following areas:
 - o progress and achievement against student's individual goals and learning plans
 - o wellbeing
- 6 A review of the special school network in 2012 led to the closure of McKenzie Residential School and closure of Salisbury School was also recommended. The school remained open following a judicial review.

- 7 During the COVID level 4 lockdown, the students continued to receive their education from Salisbury School at home and school staff maintained contact with the students and their whanau via Zoom.
- 8 The local Ministry office is allocated 1 FTE psychologist to support students on the Residential Specialists School (RSS) only pathway. This position has not been successfully recruited to date. Case support is available through regional resources.
- 9 Salisbury is enrolled in the donations scheme.
- 10 We are developing a revised funding model for the three RSS, including Salisbury School. The schools have raised concerns that the amount of funding generated by the proposed funding model is not adequate. The costings in the model have been reviewed and adjusted and an independent review has been completed. The Ministry is working with the schools to address this issue.
- 11 Bargaining for the Special Residential Schools' Collective Agreement is likely to commence in December.

School Background

Profile Information

Authority	State
School Type	Special Residential School
School Gender	Girls School
Education Medium	All students in English Medium
Decile	3
Electorate	Nelson

- 12 The August 2020 enrolment breakdown of roll information is shown below:

Current enrolment breakdown	Number	Percentage (%)
Māori	0	0%
Pasific	0	0%
Asian	0	0%
Other	0	0%
European/ Pākehā	4	100%
International	0	0%
Total	4	

- 13 The school was last visited by the Education Review Office (ERO) on 18 June 2019. The 2019 ERO report stated that their overall evaluation judgement of Salisbury School's performance in achieving valued outcomes for its students is: 'Strong'.

Key strengths identified by ERO

- 14 For sustained improvement and future learner success, the school can draw on existing strengths in:
- accelerating the learning of those students who needs significant additional support
 - strong, positive relationships that provide a basis for student growth and success
 - delivery of individualised programmes that support student learning and wellbeing
 - highly skilled staff with specialised expertise
 - strong and supportive community links that provide a wide range of additional learning opportunities
 - leadership that supports and grows teacher practice
 - stewardship that is committed to, and advocates for, the learning and wellbeing of students.

Communities of Learning | Kāhui Ako (Communities of Learning)

- 15 The school is part of the Waimea Community of Learning | Kāhui Ako which includes schools covering the Waimea Plains region of the Tasman District.
- 16 The *Waimea Community of Learning | Kahui Ako* consists of 12 schools. There are two secondary schools, an intermediate school, eight primary schools as well as Salisbury School. Based on July 2019 rolls a total of 4988 students attend these schools; 560 (11%) identify as Māori and 69 (1%) as Pasifika.
- 17 The community has finalised its achievement challenges and high level plan. These were endorsed on July 2017, expired December 2019 and are currently being reviewed.
- 18 The community identified 3 high level achievement challenges in 2020 and the focus on:
- Improving achievement in writing for boys in Years 1-10
 - Reducing the gap between the achievement of males and females at NCEA Years 11-13
 - Improving the educational outcomes for Maori students Years 1-13
- 19 There are no Learning Support Coordinators allocated to this school or across its cluster.

Property

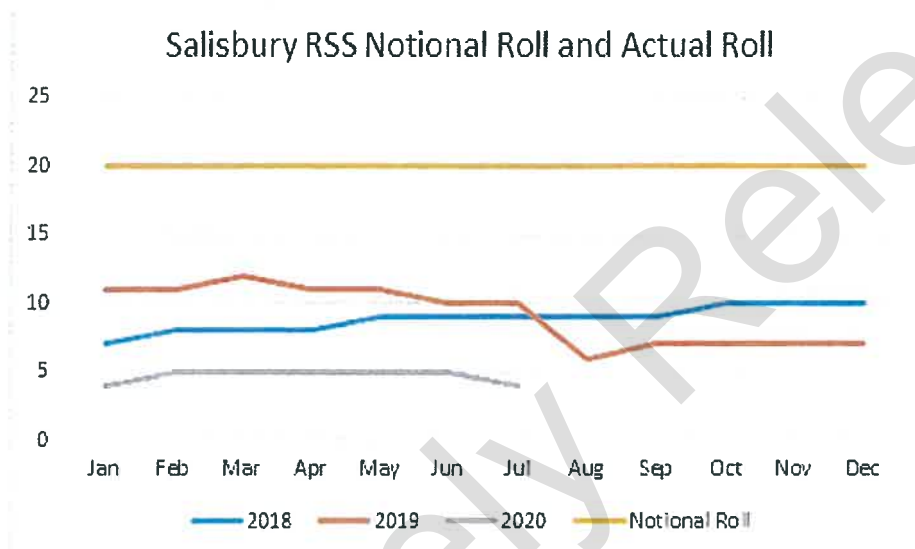
- 20 Ministers Hipkins and Martin announced the decision to rebuild Salisbury School on 13 November 2019. Closure of the facility had previously been proposed.
- 21 The school has significant surplus space. Its buildings are in poor condition and do not meet modern expectations for residential special schools where facilities require very high specifications.
- 22 The school is located on land owned by Rangitane iwi which the Ministry leases.
- 23 The \$8M investment will see the demolition or removal of the existing residential and ancillary buildings, administration block, and learning facilities spread out over the Richmond site. These will be replaced with new residential units to cater for up to 20 high needs students, a new administration block, together with a multi-purpose hall, dining facility and kitchen. New learning facilities will also be constructed.
- 24 Plans to consolidate the new facilities on the expansive 10ha site will enable the Ministry to consider the most effective use of the site to meet the educational needs of the community. Current plans include the creation of a hub for other specialist teaching providers such as BLENNZ and Resource Teachers Learning and Behaviour (RTLBs). A recent proposal to rebuild and relocate Maitai Specialist School on site has been communicated to both school Principals, Boards and their school communities.
- 25 The Ministry expects to shortly appoint a Lead Designer to get the Master Planning process underway. We estimate construction of Salisbury School will begin in early 2022.

Enrolments

- 26 Salisbury Residential Specialist School currently has 4 enrolments. The notional role is 20 students. The roll has been declining for some time despite efforts to address this. One new enrolment is currently being processed
- 27 The school community is eager to see roll growth. Community members, including local Members of Parliament, have also expressed a desire to see roll growth and there is some feeling in the community that the Ministry of Education has gate-kept enrolments.
- 28 Students can enrol at Salisbury School through two pathways: the RSS only pathway or through the Te Kahu Tōi, Intensive Wraparound Service (IWS). The RSS only pathway was established and implemented in December 2018 for those students who do not require an intensive wraparound service. It was hoped that this additional pathway would facilitate access and increase enrolments at the school.
- 29 Since the RSS only pathway was established, there have been 8 applications requesting enrolment at Salisbury School. Of these applications, 4 have gone on to enrol at the school. However, 2 students have left the school after a short period of enrolment (up to 2 weeks) leaving 2 who are enrolled and attending through this pathway. The other 2 currently enrolled students entered through the Te Kahu Tōi, Intensive Wraparound Service (IWS) pathway. .

- 30 Graph 1, below, shows the enrolment numbers at Salisbury School through both pathways since January 2018. Enrolment numbers in 2020 are lower than usual despite attempts to increase enrolments through the RSS only pathway. The schools was closed for a period of time under COVID 19. This may have made parents of highly vulnerable children wary of sending their children away from home and consequently slowed down applications for enrolment.
- 31 The decrease may also be influenced by the different options and supports available through the Learning Support Action plan, the well-being strategy and the COVID-19 response which provide parents and young people with greater support within their local communities and access to local schools.

Graph 1: Enrolments at Salisbury School from January 2018 – July 2020



Proactive Release

- 32 We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: Talking Points Salisbury School

Annex 2: Talking Points Richmond West.