

WESTBRIDGE RESIDENTIAL SCHOOL

Charter 2018



Kia hari koo Be Daring Be Proud Be the first BE YOURSELF Be dedicated
Belong Mahi tahi tatau BE POSITIVE Be Confident Tu Kaha Be willing
NANAKIA TONU KOE Be inquisitive Tu Tea Be Humble BE CREATIVE
Be Excited Be Happy Be the change Be Amazing Be authentic
Tumeke Be inspired Kia whakakake koe Be Kind Kia māhaki Be extraordinary

**whakarangatirahia
be the best you can be**

CHARTER PURPOSE AND CONTENTS

This Charter is the School's key planning document and is the basis for all Board activity. It sets out, for our school, parents, families/whanau, and our wider school community, what the Board will achieve for its students and how it will do this. The Charter provides a sense of direction and purpose, guides teaching and learning programmes, and addresses the most urgent learning and strategic matters for the School.

The Charter is set out in the following sections:

1. Westbridge School Overview

- Programme Description - School
- Programme Description – Residential
- Strategic Priorities Overview
- Westbridge Student Profile
- Westbridge Student Journey

2. Westbridge Vision, Mission, Values & Curriculum

- Westbridge mission & values
- Our Community and Stakeholders
- Responding to Cultural Diversity at Westbridge Residential College
- Our Future Story
- Westbridge Curriculum Overview

3. Strategic Plan 2018-20

4. Annual Plan 2018

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7. Student Achievement Targets 2017 Evaluation

- Analysis of Variance

1. Westbridge School Overview

Westbridge Residential School

Westbridge Residential School (WRS) provides specialised education at its school for 32 students in Years 3 – 11 who have complex learning, emotional and behavioural needs. Westbridge is located in West Auckland. Sixty full and part time staff are employed across the school and residential settings. The Westbridge programme involves teaching and residential treatment for enrolled children and young people. Other interventions and supports are offered to their families, and teachers at their local schools. Personnel in the school at Westbridge work together with the residential team.

Programme Description – School

The work of the school at Westbridge can be broken down into four areas:

A Personalised Academic Programme - Individualised and small group teaching is structured to include direct acts of teaching of new materials, guided practice, instructional feedback (error correction), and the promotion of high rates of accuracy in learning.

Behaviour Modelling and Learning - Skills attainment is governed by the careful planning of the antecedent events in each student's school day. Responses to student behaviour are consistent, structured, pre-planned and protect the mana of the student.

Social Skills Training - Social skills are taught in structured lessons and bridged to authentic application in the school setting. Opportunities for skills rehearsal are given with instructive feedback offered in practice settings.

Behaviour Management Modelling – Facilitating the successful re-integration of students into an age appropriate educational environment at the end of the Westbridge enrolment phase is priority work. Part of the plan to assist this process is for local school personnel to observe the practices of targeted teaching and contingency management by teachers at Westbridge and to be supported by Westbridge staff in the application of these methods in their educational setting.

Programme Description – Residential

Activities, Life Skills and Leisure Programmes – The residential programmes aim to improve skill levels in order to support children and young people in the residence to integrate into activities and community sports and cultural groups, increase their confidence in these areas and provide them with alternatives to less appropriate pastimes.

Behaviour Modelling and Learning - Skills attainment in the area of behaviour improvement is supported by the management of the antecedent events, and consistent, structured and pre-planned responses to behaviour in a way that protects the mana of the student.

Social Skills Training - Social skills are taught directly during structured lesson times. Opportunities for rehearsal and to receive feedback are given during structured sessions involving games or community activities; and then these skills are bridged to authentic learning opportunities in the school setting.

Behaviour Management Modelling (for families/whānau) – Facilitating the successful re-integration of children and young people into their homes and communities at the end of the Westbridge enrolment phase is priority work. Part of the plan to assist this process is for families/whānau/teachers to observe the practices of contingency management, routines and care by Child and Youth Workers/Teaching Staff at Westbridge. A second part involves Westbridge Child and Youth Workers/Staff at Westbridge providing feedback on the application of these methods within their home/community settings.



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whakarangatirahia be the best you can be

We value:

Whakaute, Manaakitanga, Whanaungatanga,
Taha Wairua, Taha Tinana & Taha Hinengaro

Our Mission:

To provide and nurture learning and living environments where each student's strengths are developed to their fullest potential for success in their community.

Our strategic priorities for the next 1-3 years promote student learning, engagement, progress and achievement through...

| 1. Student Learning | 2. Effective Teaching | 3. Leading/Managing the School | 4. Governance | 5. Safe and Inclusive Culture | 6. Engaged Parents/Whanau/Community |
|--|---|---|---|--|--|
| <p>What this will look like.... The school fosters student achievement by providing teaching and learning programmes that incorporate the National Curriculum and are underpinned by the key competencies. All learning is delivered in a 24/7 teaching and learning environment where "living is learning".</p> | <p>What this will look like.... All staff are recognised as leaders, in providing for children and adolescents with complex intellectual needs and/or behavioural needs, to maximize student learning goals.</p> | <p>What this will look like.... Our service is cost effective, caters for the needs of all students, and represents our shared understanding of best practice.</p> | <p>What this will look like.... Our Ministerial Board demonstrates strong governance through its direction and leadership that aligns with our vision and values and enables us to deliver our strategic and annual plans.</p> | <p>What this will look like.... "The school provides an inclusive, culturally responsive, and safe physical spiritual and emotional environment for all".</p> | <p>What this will look like.... "The school and IWS have strong relationships that deepen the understanding of student and family/Whanau needs and build iwi and community links."</p> |
| <p>This means that ...</p> <ul style="list-style-type: none"> • Pathways are open, flexible and responsive to meeting students' needs. • The residential and day school curricula are student centred and delivered in a teaching and learning environment driven by the students' IEP goals. • The IEP goals align with IWS goals and pathways. • The curriculum supports high levels of learner engagement. • The curriculum develops adaptive behaviours, social skills and resiliency. • All students have access to and participate in an adapted NZ Curriculum, supported learning and opportunities to learn independent living skills that will support integration within the community and an enhanced quality of life. | <p>This means that ...</p> <ul style="list-style-type: none"> • Teaching professionals individually and collectively own the learning outcomes of each student. • Staff recognise that the relationship between staff and students is the most important factor in student achievement. • We are committed to the development and support of staff. • The school has a robust performance management process and the teachers' performance management process is based on RTC. • All teaching staff are skilled in measuring student progress and achievement. • Procedures support reflection, which improves practice. • High quality evidence-based programmes are delivered. • All staff receive on-going targeted professional development. | <p>This means that ...</p> <ul style="list-style-type: none"> • The school has a full and stable co-educational roll. • We invest wisely in infrastructure. • Our buildings support curriculum delivery and future direction. • We use ICT seamlessly to support what is going on in our school. • We have agreed funding with the Ministry of Education and operate within a set budget. | <p>This means that ...</p> <ul style="list-style-type: none"> • The Minister and Ministry of Education understand our pivotal role in IWS. • Synergies between Westbridge and HRC are continually improving. • Charters and Annual Reports meet MOE requirements. | <p>This means that ...</p> <ul style="list-style-type: none"> • All staff are trained in PB4L, SCM and First Aid. • Behaviour management strategies are applied consistently across residential and day school settings and across shifts and classrooms. • Maori and Pasifika cultures are celebrated and entwined in daily actions. • SAMS reviews are undertaken at least 3 yearly. • Hostel reviews are undertaken yearly. | <p>This means that ...</p> <ul style="list-style-type: none"> • A sound working relationship exists with IWS • Transitions in and out of the School support desired goals, achievements and new learnings. • Parents/caregivers/whanau are consulted and there is clear and regular communication. • Links are strong with the local community. • Our stakeholders work closely with us to support a student's success (CYF, Schools being transitioned to, etc.). • Strong relationships with the Maori and Pasifika community exist. • Practices reflect those that are best internationally. • Parents and students operate as an integral part of the IEP and transition process. |

Westbridge Residential School Student Profile

Enrolments

Enrolment at Westbridge School provides students with opportunities in a safe and nurturing environment to develop skills, knowledge, and attitudes that will assist them to be able to be included within their local schools/educational communities and participate and have positive relationships within their families and local communities.

To be enrolled at WBRS at present, students must:

- Be in the Intensive Wraparound Service.
- Be in years 3-11 of schooling at the time of enrolment.
- Demonstrate that previous intervention and support in the home community have not achieved desired outcomes.
- Have identified education, social and emotional learning needs that cannot be met locally.
- Satisfy the IWS and WBRS that the enrolment will not be detrimental to the safety of other students at Westbridge. For example, in the judgment of the IWS and WBRS, the student will not:
 - Exhibit behaviours, inclusive of but not limited to, overt violence that may place other students at risk.
 - Have a history of sexualised behaviours that could compromise the safety of others
 - Currently, or recently have been in specialised, severe behavioural programmes.
 - Be under treatment for, or have been unresponsive to treatment for any psychiatric illness, including suicidal ideation, or
 - Be under, or have been unresponsive to treatment for substance abuse.

Student Profile 2017

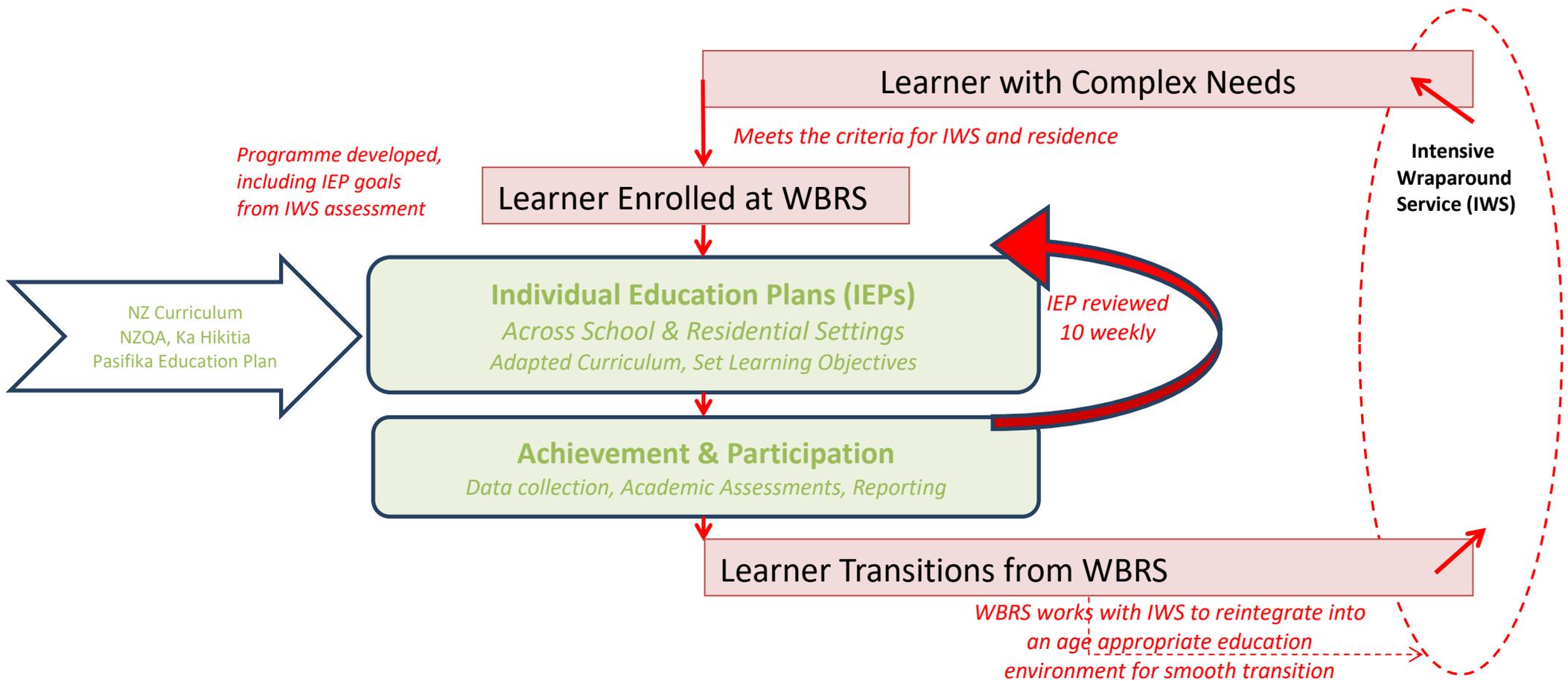
WBRS had 21 male students in attendance over the 2017 year.

| | |
|--|--|
| The ethnic profile of our students was as follows: | The year group composition was as follows: |
| Maori 62% | 1 student in Year 4 |
| NZ European 23% | 2 students in Year 5 |
| Cook Island Maori 5% | 3 students in Year 6 |
| Tongan 5% | 4 students in Year 7 |
| Samoan 5% | 5 students in Year 8 |
| | 3 students in Year 9 |
| | 2 students in Year 10 |
| | 1 students in Year 12 |

The youngest student was 8.11 years old and the oldest was 17.1 years old. The average age was approximately 12 years.

During the 2017 school year 14 students enrolled and 6 students transitioned out of Westbridge with a further 2 leaving at the end of Term 4.

The Student Journey at Westbridge



2. Vision, Mission, Values, & Curriculum

Reflecting Our Community

Our Vision

Kia hari koo *Be Daring* **Be Proud** Be the first BE YOURSELF *Be dedicated*
Belong Mahi tahi tatau BE POSITIVE *Be Confident* Tu Kaha **Be willing**
NANAKIA TONU KOE *Be inquisitive* Tu Tea *Be Humble* BE CREATIVE
Be Excited **Be Happy** *Be the change* *Be Amazing* *Be authentic*
Tumeha *Be inspired* Kia whakakake koe **Be Kind** Kia māhaki *Be extraordinary*

whakarangatirahia
be the best you can be

Our Mission

In collaboration with the IWS and whanau, is to provide educational programmes for our students that will enable them to:

- Maximise their learning, strengths and potential and develop positive and pro-social behaviours.
- Enhance their cultural identity and self-efficiency.
- Successfully transition back to their whanau, school and community.

Our Values

- **Whakaute:** To be respectful of people and property
- **Manaakitanga:** To care for others' needs: their feelings, dignity, safety and wellbeing
- **Whanaungatanga:** To work in partnership and reflective collaboration with others to strengthen connections and trust.
- **Pono:** To work with honesty and integrity in all of our interactions with others.
- **Taha Wairua & Taha Tinana:** To observe spiritual and physical practices that enhance wellbeing and identity.
- **Taha Hinengaro:** To nurture individuals' mental and emotional wellbeing.

Our Community and Stakeholders

As a national residential school, Westbridge draws from across New Zealand society with its varying family compositions, working environments and ethnic groups. Our key community is made up of parents/whanau, students (present and former) and staff.

We are governed by a ministerial-appointed joint Board with Halswell Residential College, Christchurch. Our Board comprises of Dave Turnbull (Board Chairperson), Anthony Fisher, Dr Simon Buckland, Dr David Ivory, Kevin Pryor, Janine Harrington (Principal – HRC), David Bagwell (Principal – WBRs) and Barbara Nelson (Staff representative). Incoming Board Members in 2018: To be confirmed.

Westbridge Residential School interventions are a component of the Ministry of Education's Intensive Wraparound Service and as such work in partnership to provide effective, evidence-based programmes for students with high and complex behavioural and learning needs.

Responding to Cultural Diversity at WBRs

As part of the Government's Ministry of Education Department, Westbridge Residential School has an obligation to uphold and honour the Principles of the Treaty of Waitangi. The 'Principles' are varied and vague but basically interpreted to mean 'Partnership, Understanding and in Good Faith'.

A 'cultural development team' was formed in 2010 with the name 'Te Mangai.' With the increase in staff numbers, membership in the Te Mangai has grown since its inception in 2010. Te Mangai quickly became an integral part of the Westbridge way. Programmes and activities that are implemented by Te Mangai are safe, engaging, inclusive, challenging, holistic, fun, informative, robust, friendly and educational.

We have a team of dedicated staff who all believe in, and have a strong desire to follow these principles. Te Mangai has formed a whanau environment where everyone can make an informed contribution and participate together as one. Some things our staff, students and their families will take away with them from this experience will be of great value in mainstream schools and within Aotearoa society as a whole.

Te Mangai have helped put together the Kapa Haka afternoon programme, the Matariki experience where our students and staff prepare a hangi lunch and a Marae sleepover in our gym, powhiri's for our new staff and students along with staff team building workshops. Each year the group will review development work and plan programmes that will increase WBRs's cultural capability and capacity to champion student achievement in a manner that incorporates our stated values and reflects our stated aims to uphold and honour the Treaty of Waitangi with a special emphasis on Maori student achievement and Maori learning as Maori.

There is no longer a Pasifika group as this culture is so strongly represented amongst our staff. Cultural diversity remains a key goal in the 2018 Action Plan.

Our Future Story

It is envisaged that Westbridge Residential School will continue to develop as an integral part of the Intensive Wraparound Service, making an effective and positive contribution to the education and wellbeing of students with high level severe and challenging behaviour.

The Schools' vision "Whakaranga tirahia" to "be the best you can be" reflects the Board and staff's commitment to work together to ensure that the School maintains strong professional links within the Mainstream and Special Education, Education sector and Academic Sector that can inform our practice and ensure that we are at the cutting edge of evidence based practice in the field.

It is envisaged that over the next two years Westbridge will work collaboratively with the Ministry of Education to develop the School property in a manner which leads to the provision of a modern learning environment that is fit for purpose and meets the needs of a very complex, high needs group of learners.

We are a part of New Zealand's special schools' network. As such these and other residential schools in NZ, as well as similar schools abroad are in our community of interest. Developing synergies between Westbridge and Halswell are a focus for the coming years as we explore the possibilities of a one school ethos. Westbridge will be working with Halswell to align the strategic vision, policies and processes of the two schools whilst still retaining the strengths of the unique community that each school represents.

Westbridge Residential School 24/7 Curriculum

Introduction

The National Administrative Guidelines ask the Board of Trustees and school's Senior Leadership Team to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa (NAG 1)*.

The principles that guide Westbridge's curriculum development include the New Zealand Curriculum Principles and those particular principles of the school which emphasize:

- a. The acquisition of the basic skills and knowledge which will enable students of Westbridge to become life-long learners; and,
- b. All cultures within the school will be valued and accepted. In particular, the school will be actively involved in the promotion and support of the principles of the Treaty of Waitangi and in the support of high levels of achievement for Māori students.

Curriculum Overview

The skills for lifelong learning outlined in the Key Competencies inform programme development in the school programme at Westbridge. Curriculum programmes facilitate both the teaching and acquisition of knowledge and attitudes that lead to successful academic learning and social competence. Students of the school engage in the learning programmes to acquire the skills and knowledge to be successful in their local school, and to be life-long learners and successful participants in their communities.

Westbridge Residential School classroom plans and programmes are balanced across the eight essential learning areas: English, Maths, Science, Social Studies, Health and Physical Education, The Arts, Technology and Learning Languages. In meeting the learning needs of Westbridge students, priority is given to student achievement in Numeracy and Literacy.

Basic skills in literacy and numeracy are further practised through an integrated inquiry approach where students engage in the learning aims and objectives of Science, Social Science, Arts and Technology within authentic contexts.

Differentiation and Curriculum Adaptation

At Westbridge, differentiated teaching strategies, content and assessment are developed from the programmes outlined in the Curriculum Plan. The matching of learner readiness and current achievement to differentiated success criteria based on the learning goals, is incorporated into a personalised (individualised) programme aimed at facilitating successful outcomes.

Individualised Programming

Evidenced-based educational practices inform individualised programme planning and delivery at the Westbridge School in a teaching as inquiry cycle. Central to student individual plans is data-based decision-making - functional behavioural assessment/observations, cognitive evaluation and academic assessment. On-going review of students' learning is undertaken through on-going assessment, monitoring and evaluation of progress.

The students have individual plans which detail their learning goals in core curriculum areas and behavioural domains. The IEP document is reviewed regularly through the updating of learning goals based on assessment and observation.

Te Reo Māori me ngā Tikanga

New Zealand's cultural and social advancement is in part supported through targeted instruction to students in school settings. The te Reo and Tikanga Māori programme underscores the place that heritage plays in New Zealand's future. Māori students strengthen their identities through access to the school's Te Reo and Tikanga Māori programme. To ensure that the school provides the very best for Māori, and for us to meet our Treaty obligations, partnerships will be developed between local iwi, the whānau of our students and the school. It is through these partnerships that we can ensure Māori learn as Māori.

Teacher Expectations – Positive Behaviour Management

Establishing a Positive Environment for Learning and Behaviour

Set the students up for success *meaning* -

- Knowing and recognising students as unique members of the learning community
- Teachers know the student's triggers, needs and what they find rewarding
- Ensure equipment and other resources are ready
- Ensure learning is at the right level for individual students
- Have high expectations
- Provide social and token reinforcement
- Make available activity reinforces that are appealing to the students
- The teaching/learning process is highly energised

Communicate Clear Expectations & Establish Routines

- **Classroom/School Rules will be established with students and clearly displayed** on walls (and reviewed frequently).
- **Routines** are established for daily classroom functioning and transitions
- **Teacher should model** expected behaviours

Establishing a Learning Focused and Engaging Programme

- Lessons and learning -
 - Students have **specific learning goals** based on their assessments within flexible teaching groups
 - Students are told at the beginning of each lesson what the **learning intention** is and the **success criteria** is co-constructed with students where possible.
 - Students are **given specific feedback** throughout the lesson around achieving their learning goals and/or feed-forward on how to achieve them.
 - A discussion - **plenary** will be conducted at the end of each lesson about the achievement of students' success criteria.
- Students will be given feedback on their '**learning behaviours**' (e.g., Doing what I'm told straight away; keeping on trying even though the work is hard; asking for help if I'm stuck; listening to full instructions etc.)

Responding Positively to Behaviour

- The '*Westbridge Way*' is tied into an incentive based programme where students earn points for each of their goals, and teachers check these goals with students after each lesson. Students are awarded bands over time that are associated with privileges to acknowledge their goal progression and personal strengths goal achievement. Social skills are taught that build student's key competencies at each level and support their goal achievement
- Additional bonus points are rewarded for positive learning behaviours. Bonus points can be used to earn rewards.

| WESTBRIDGE SOCIAL SKILLS PROGRAMME | | | Managing Self | Participating & Contributing | Relating to Others | Using Language Symbols & Text | Thinking |
|---|--|--|---------------|------------------------------|--------------------|-------------------------------|----------|
| GOALS | REWARDS | SOCIAL SKILLS TAUGHT | | | | | |
| Goal 1 Doing what the teacher tells me straight away Goal 2 Communicating pleasantly and politely | Mā-White Level – Achieved when at least 85% is achieved on goals over 10 days+ Privilege: Choose one toy/activity from the box for bedtime(overnight) | Listening Following instructions Introducing yourself Asking for help Saying thank you/please | | | | | |
| Goal 3 Doing my best and asking for help Goal 4 Keep my hands and feet to myself | Kōwhai--Yellow Level - Achieved when at least 87.5% is achieved on goals over 10 days+ Privileges : 8:15 bedtime, choose colouring pencils/books/paper for bedtime (overnight) | Contributing to discussions Asking permission Accepting no Taking turns Sharing Being honest | | | | | |
| Goal 1 Maintaining all white & yellow goals Goal 2 Joining in with others Goal 3 Having pleasant and polite conversations with my peers Goal 4 Avoiding trouble and using self-control | Rauwhera Neon Level – Achieved when at least 90% is achieved on goals over 10 days+ Privileges: 8.30 bedtime, laundry duties, rubbish duties, unaccompanied toilet breaks, bell monitor rotation Hiriwa-Silver Level – Achieved when at least 92.5% is achieved on goals over 10 days+ * Privileges: 8.45 bedtime, transport cook's dishes, rubbish independently, choose where to sit in the classroom, practice play, runs assembly, clipboard rotation | Accepting consequences Dealing with wanting something that isn't yours Apologising Asking a question Cooperating Accepting a compliment Dealing with Embarrassment Avoiding trouble Responding to teasing Offering help Being a good sport | | | | | |
| Goal 1 Maintaining all white, yellow, neon, and silver goals Goals 2-4 Personal Goal | Kāura-Gold Level – Achieved when at least 95% is achieved on goals over 10 days+ * Privileges: 9.00pm bedtime, night swimming, radio in the room, running and allocating kitchen duties, mufti every Friday, weekly bubble bath, travelling to school at 9am and to the cottage at 3pm unaccompanied, personal email address | Reacting to failure Dealing with group pressure Problem solving Dealing with accusations Negotiation | | | | | |

* If a student's percentage falls below their level, privileges are temporarily locked – they are accessible again from the day the level percentage is re-achieved. The reward for reaching the level, however, can only be obtained once.

STRENGTHS BANDS: displaying a sense of humour, taking pride, empathetic, leadership, initiative, caring of others, school rep, school contribution

Strategic Plan 2018-2020

Our pathway to achieve - Our long term view of the future

Our strategic plan goal areas align with the six best practice dimensions identified by ERO: student learning, effective teaching, leading/managing the school, governance, safe and inclusive culture, and engaged parents/whanau/community. These provide six goal areas from which WBRS's Annual Plan is set. By focusing on these areas, particularly during this transformation period that started in 2013, the leadership team and Board can track progress that not only delivers the current service but also ensures a view toward the longer term horizon during this period of continual change.

| STRATEGIC GOAL | 2018 | 2019 | 2020 |
|---|--|---|--|
| STUDENT LEARNING The school fosters student achievement by providing teaching and learning programmes that incorporate the National Curriculum and are underpinned by the key competencies. All learning is delivered in a 24/7 teaching and learning environment where 'living is learning'. | Review day school curriculum and programmes to ensure alignment with best international practice for residential special schools. Review IEP process and documentation. Embed the senior programme across site including the Health, Technology and Music Curricula. | Review residential programmes to ensure alignment with best international practice for residential special schools. Review IEP process and documentation. Review the senior programme across site including the Health, Technology and Music Curricula. | Review day school and residential programmes to ensure alignment with best international practice for residential schools. Review IEP process and documentation. Refine the senior programme across site including the Health, Technology and Music Curricula. |
| EFFECTIVE TEACHING All staff are recognised as leaders in providing for children and adolescents with complex needs and/or behavioural needs to maximise student learning goals. | Embed professional learning links with IWS and HRC. Embed the EOTC 'whole student' focussed plan Specialist service providers in place as Westbridge partners. | Review professional learning links with IWS and HRC. Review the EOTC 'whole student' focussed plan Review of specialist service providers. | Refine professional learning links with IWS and HRC. Refine the EOTC 'whole student' focussed plan Refine the range of specialist service providers. |
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| <p>LEADING/MANAGING THE SCHOOL</p> <p>Our service is cost effective, caters for the needs of all students, and represents best practice.</p> | <p>Review appraisal system.</p> <p>Review all position descriptions and Organisation structure.</p> <p>Property plan approved by MOE – Residential rebuild a priority</p> <p>A risk register will be maintained by the Principal and reported 2-monthly to the Board.</p> | <p>Review, refine and adapt the appraisal inquiry model</p> <p>Implement any structural changes required for Organisation structure</p> <p>Property plan developed and approved.</p> <p>A risk register will be maintained by the Principal and reported 2-monthly to the Board.</p> | <p>Refine the inquiry model as required.</p> <p>Review Organisation structure.</p> <p>Property redevelopment begins.</p> <p>A risk register will be maintained by the Principal and reported 2-monthly to the Board.</p> |
| <p>GOVERNANCE</p> <p>Our ministerial Board demonstrates strong governance through its direction and leadership that aligns with our vision and enables us to deliver our strategic annual plans.</p> | <p>The Board will: Review, twice yearly, progress towards annual targets for improvements in reading, writing and mathematics and other areas identified including Maori and Pasifika achievements.</p> <p>To work closely with the Auckland office of the Ministry of Education to progress capital development work at WRS, particularly capital work relating to the residences, together with ongoing property work throughout the school.</p> <p>Ensure that a key focus at each meeting includes discussion on its strategic goals and progress to achieving those.</p> <p>Maintain and further develop and enhance existing positive and transparent relationships with key Ministry of Education</p> | <p>The Board will: Review, twice yearly, progress towards annual targets for improvements in reading, writing and mathematics and other areas identified including Maori and Pasifika achievements.</p> <p>To work closely with the Auckland office of the Ministry of Education to progress capital development work at WRS, particularly capital work relating to the residences, together with ongoing property work throughout the school.</p> <p>Ensure that a key focus at each meeting includes discussion on its strategic goals and progress to achieving those.</p> <p>Work with the Ministry of Education and other appropriate organisations and people, to achieve longer term certainty</p> | <p>The Board will: Review, twice yearly, progress towards annual targets for improvements in reading, writing and mathematics and other areas identified including Maori and Pasifika achievements.</p> <p>To work closely with the Auckland office of the Ministry of Education to progress capital development work at WRS, particularly capital work relating to the residences, together with ongoing property work throughout the school.</p> <p>Ensure that a key focus at each meeting includes discussion on its strategic goals and progress to achieving those.</p> <p>Work with the Ministry of Education and other appropriate organisations and people, to achieve longer term certainty</p> |

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| | <p>personnel and appropriate political leaders, ensuring ongoing strong advocacy for the optimal and full use of the school and its resources.</p> <p>Maintain and enhance relationships for advocacy and sustainability with our communities and stake holders.</p> <p>The Board will continually review the current operational practices at both WRS and HRC.</p> | <p>and greater transparency, with respect to student enrolment numbers at the school, including progressing opportunities around alternative enrolment pathways into the school.</p> <p>Maintain and enhance relationships for advocacy and sustainability with our communities and stake holders.</p> <p>The Board will continually review the current operational practices at both WRS and HRC.</p> | <p>and transparency, with respect to government funding processes and levels, ensuring the ongoing adequacy of the funding provided.</p> <p>Maintain and enhance relationships for advocacy and sustainability with our communities and stake holders.</p> <p>The Board will continually review the current operational practices at both WRS and HRC.</p> |
| <p>SAFE AND INCLUSIVE CULTURE</p> <p>The school provides an inclusive, culturally responsive and safe physical and emotional environment for all</p> | <p>Train all staff in SCM and first aid as necessary.</p> <p>Restorative practices embedded into practice at WRS.</p> <p>Embed new approach for operating without safe rooms.</p> <p>Well Being surveys embedded and data used to inform practice.</p> <p>Establish a system of supervision for all staff at Westbridge</p> <p>SAMS action points reviewed internally.</p> | <p>Train all staff in SCM and first aid as necessary</p> <p>Review of Restorative Practices.</p> <p>Review new approach for operating without safe rooms.</p> <p>Well Being surveys and data analysis reviewed.</p> <p>Review the system of supervision.</p> <p>SAMS review undertaken.</p> | <p>Train all staff in SCM and first aid as necessary</p> <p>Restorative Practice refined.</p> <p>Continue to review and refine practice in line with MOE guidelines.</p> <p>Continue to review data around Well being and evaluate measurement tools.</p> <p>Refine the system of supervision.</p> <p>Action points from SAMS review included in Annual Plan.</p> |
| <p>ENGAGED PARENTS/WHANAU/ COMMUNITY</p> <p>The school and IWS have strong</p> | <p>Strengthen relationships with other stakeholders working with students.</p> | <p>Strengthen relationships with other stakeholders working with students.</p> | <p>Strengthen relationships with other stakeholders working with students.</p> |

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| <p>relationships that deepen the understanding of student and family/whanau needs, iwi and community links.</p> | <p>Review the effectiveness of communications – Website, Facebook and Newsletters.</p> <p>Community partnerships have tangible benefits for the school.</p> | <p>Continue to investigate opportunities for Community Engagement.</p> <p>Community partnerships reviewed.</p> | <p>Review the various initiatives around Community Engagement.</p> <p>Community partnerships refined.</p> |
|--|---|--|---|

DRAFT ANNUAL ACTION PLAN 2018

| SELF-REVIEW STRATEGIC GOALS | KEY FOCUS' | ACTION TO ACHIEVE STRATEGIC GOALS | | |
|-----------------------------------|---|---|------------------|--|
| | | Details | Responsibility | What will this look like |
| STUDENT LEARNING | Accelerating Student achievement in Mathematics | Every student will be tested using measures like AsTTle on a termly basis to track progress | All school staff | Every student will make progress beyond national norms (more than 2 AsTTle sub levels). Other assessment tools will also be used (GLOSS). |
| | Accelerating student achievement in Writing | Every student will be tested using measures like AsTTle on a termly basis to track progress | All school staff | Every student will make progress beyond national norms (more than 2 AsTTle sub levels). Other assessment tools – Schonell & Peabody will also be used. Teachers will use the 'Literary Learning Progressions' to assist with planning. |
| | Accelerating student achievement in Reading | Every student will be tested using measures like AsTTle on a termly basis to track progress | All school staff | Every student will make progress beyond national norms (more than 2 AsTTle sub levels). Other assessment tools – Burt, Probe & Peabody will also be used. Teachers will use the 'Literary Learning Progressions' to assist with planning. |
| | Developing the Senior Programme | Creating new learning opportunities for Senior students (Year 9 & 10) across site | SLT/BN/SJ/ZM/FV | School: Continue with the Henderson workshop that offers woodwork opportunities. Other opportunities to explore: Hospitality – possibility of a barista training for students. Explore the proposal around building a sleepout on site for a student. Opportunities for work experience. |
| | Develop the Health Curriculum | Identified by SAMS as an area for development. | SLT | Attitude will be used as external presenters. Sue J/Glenn H will look at developing a Senior/Junior programme in school. |
| | Investigate Performing Arts provision | Investigate opportunities for | SLT | External tutors will be sought. |

| | | | | |
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| | | Dance/Drama/Kapa Haka | | |
| | Further Develop the Westbridge Way | Implement strength bands. Look at other opportunities to embed the culture of the Westbridge Way. | SLT | Implement strength bands – earned over a term. ‘RESPECT/RESPONSIBILITY/SAFETY’ – special glow in the dark? This can be done termly with a gift voucher (Wednesday morning in front of all staff). Also vouchers for any students not on a 1:1 and who have been vandalism free all term. A termly celebration/prize giving. We will re-introduce a welcome band that has the core values on. Colour to be determined. |
| | Embed the Technology Curriculum | Maintain the relationship that allows opportunities for students. | SLT | Henderson workshop will continue throughout the year. |
| | Investigate Digital Citizenship & Curriculum | Review of how we use technology. Are we using it in the most effective way? Are we preparing students for mainstream? | | Develop a programme of digital citizenship as a taught curriculum area. Review the use of technology across site to ensure learning needs are being met and up to date pedagogies employed. |
| | Review IEP documentation and process | Ensure IEP’s are living documents. | | Teachers and students will share and review IEP goals on a regular (weekly) basis. The document will be owned by the teacher and student. |
| EFFECTIVE TEACHING | PB4L & PB4L Restorative | PB4L team meetings need to be more regular. Restorative practice needs further embedding. | All Staff | Look for opportunities for more staff to be trained in mini-conferencing. Share best practice. |

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|------------------------------------|--|--|---|---|
| | Professional Development will support effective teaching across site | All staff will be encouraged to set meaningful Professional development goals and seek development opportunities | All Staff | Residential: Residential staff will be exposed to a robust Wednesday programme and feedback on the programme will be sought. External training opportunities will be explored (SJ). School: Teachers will access appropriate external PD relevant to their appraisal goals. Teacher Aides will take part in an in-house development programme (BN) and feedback will be sought. All staff will be encouraged to be proactive about their professional development. |
| | Professional learning links will be sought with HRC | Professional visits and sharing across both schools will be established. | | Key staff will be sent to HRC in a sharing agreement between the schools. |
| | Maintain & Extend Social Skills & Programming | Maintain social skills teaching & programming and extend this into the school. | RM/Cottage/Assistant Managers & All residential staff | Skill of the week needs to be supported by the school after teaching in the residential. Circle once a week in class on a Thursday/Friday? Posters to be bought for school and cottage. |
| | Continue to explore EOTC opportunities | Look at further opportunities for all students. | SLT | Plan for a school camp in term 4. We will aim to have some kind of overnight experience off -site. William Pickering Challenge (Junior version of Duke Of Edinburgh Award) to be explored (SJ). |
| LEADING/MANAGING THE SCHOOL | Promote a staff focus on Two key strategic areas | Aim for cross site cohesion by focussing all staff | SLT and All Staff | Key Strategic Goals 2018: 1. Develop Student Agency across site (agency is the having the power or capacity to act and make choices. In a Learner centred environment, learners have agency over their learning) 2. Appraisal: All staff will participate in a review and will have a goal around Student Agency. |
| | Job Descriptions updated across site | Job descriptions reviewed and updated | SLT | JD's updated as part of the Appraisal review. |

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| | Review of Appraisal system | The appraisal system will become an annual (Term 1 – Term 4) process. Staff will be consulted. | | Purpose, paperwork. Term 1 need to set goals and make clear who appraises and who and systems for issues/conflicts of interest. Professional Development sessions throughout the year. |
| | Property plan for Westbridge will be developed and approved by the MOE | A new property plan will be approved by the MOE. | BOT & Principal | Westbridge will have a plan for a residential rebuild. |
| | Install a new server with cloud based storage options | Move to a cloud based server | Principal | The current server is out of warranty. We need a new server in place for 2018. The preference is for largely cloud based storage. Staff will need Professional Development in the new system. |
| SAFE & INCLUSIVE CULTURE | The school will continue to work on the guidelines to minimise restraint | The school will use call back days and on-going term time PD to embed best practice. | All Staff | Regular staff PD in school and cottage including SCM refreshers. |
| | Staff Well Being | Supervision will be in place for all staff in 2018 | Principal/SLT | All staff will receive professional supervision. |

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| | Student Well Being | Develop the role of the PKW. | SLT | Primary Key Worker: Needs to be shared with all staff – the role & purpose. Using open ended questions to get student voice. Getting information from students using a conference format rather than a survey. Designated staff. |
| | Cultural Diversity | Cultural diversity to be celebrated in different ways | SLT & All Staff | Continue with Pasifika night & Matariki. Te Mangai meetings and Pasifika group meetings will be regularly scheduled. Other opportunities explored. |
| ENGAGED PARENTS WHANAU COMMUNITY | Continue to develop the school Facebook Page. | The Facebook page will be used as a means of communicating the success of Westbridge to the community | Principal | The Facebook page will be updated on a weekly basis with a balance of items from the School and Residential programme. The aim will be to double the number of page likes from its number at the start of the year. |
| | Continue to develop the school website | The Website will be used as a means of communicating the essential information about the Westbridge programme | Deputy Principal | The Website content will be reviewed to include information about PB4L, PB4L restorative and the essential elements of the Westbridge Way. The school and residential pages will be updated regularly. |
| | Develop relationships with external stake holders | Relationships with the IWS and MOE will be worked on. | Principal & SLT | Relationships with the MOE and IWS will be positive, purposeful and trusting. Opportunities to develop these relationships will be actively sought. |
| | Community Relationships | Existing relationships will be maintained and new relationships sought. | SLT & All Staff | The school already has a sports profile in the community. Other opportunities to include the relationship with the Community Police, local businesses and opportunities for volunteer/Community work (e.g. tree planting). Westbridge to be more proactive in its community in a positive way (e.g. Letter & Newsletter to local community from Principal). |

Student Achievement Targets 2018

STUDENT LEARNING: The majority of students enrol at Westbridge Well Below National Standards in Reading, Writing and Maths. Our overriding goal is to progress all students at an accelerated rate so they achieve at National Standards on transition out to Mainstream. Specific objectives for acceleration are set below:

| Specific Objectives | OTJ- Measure of Performance | Tools | Timing | Responsibility |
|---|---|-------------------------------------|-------------------------|---|
| Learning Target – Reading: All Students will make accelerated progress in Reading. 100% Of All Students | At least 18 months progress will be made by each student. | PM Probes Burt Word AsTTle | January – December 2018 | a. Teaching Staff b. Curriculum Leader - Reading |
| Learning Target – Writing: All Students will make accelerated progress in Writing. 100% Of All Students | At least 18 months progress will be made by each student. | AsTTle Schonell | January – December 2018 | a. Teaching Staff b. Curriculum Leader - Writing |
| Learning Target – Mathematics: All Students will make accelerated progress in Mathematics. 100 % Of All Students | At least 18 months progress will be made by each student. | Jam GLOSS AsTTle | January – December 2018 | a. Teaching Staff b. Curriculum Leader – Mathematics |

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| <p>Learning Target- Social Skills:</p> <p>All students will achieve at least 'Neon' band status prior to transitioning from Westbridge</p> <p>100% of all students who Transition</p> | <p>Students will progress through the 6 stages of the band system.</p> | <p>Skillstreaming data</p> | <p>January – December 2018</p> | <p>a. Cottage Managers b. Youth Workers</p> |
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Maori and Pasifika Target: Maori and Pasifika will achieve gains in literacy and numeracy that are at least equal to those made by their non-Maori and non-Pasifika peers

ANNUAL ACTION PLAN EVALUATION 2017

| SELF-REVIEW STRATEGIC GOALS STUDENT LEARNING | KEY FOCUS' | ACTION TO ACHIEVE STRATEGIC GOALS (Priority 1,2,3) | | |
|---|---|---|-----------------------|---|
| | | Details | Responsibility | What will this look like |
| | Accelerating Student achievement in Mathematics | Every student will be tested using measures like AsTTle on a termly basis to track progress | All school staff 1 | Every student will make progress beyond national norms (more than 2 AsTTle sub levels). Other assessment tools will also be used (GLOSS). |
| Comment: ONGOING : Base line data gathered for each student. Target set. Investigate other measurement tools e.g. PATS (BD). Outcomes to be recorded in Analysis of Variance | | | | |
| | Accelerating student achievement in Writing | Every student will be tested using measures like AsTTle on a termly basis to track progress | All school staff 1 | Every student will make progress beyond national norms (more than 2 AsTTle sub levels). Other assessment tools – Schonell & Peabody will also be used. Teachers will use the 'Literary Learning Progressions' to assist with planning. |
| Comment: ONGOING : Base line data set for each student. Target set. Investigate other measurement tools e.g. PATS, Lexia (BD). Outcomes to be recorded in Analysis of Variance. | | | | |
| | Accelerating student achievement in Reading | Every student will be tested using measures like AsTTle on a termly basis to track progress | All school staff 1 | Every student will make progress beyond national norms (more than 2 AsTTle sub levels). Other assessment tools – Burt, Probe & Peabody will also be used. Teachers will use the 'Literary Learning Progressions' to assist with planning. |
| Comment: ONGOING : Base line data for each student. Target set. Investigate other measurement tools e.g. PATS, Lexia. Reading 'with', 'to', 'for'. Tumble as a teaching strategy(BD). Outcomes to be recorded in Analysis of Variance. | | | | |

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| | Developing the Senior Programme | Creating new learning opportunities for Senior students (Year 9 & 10) across site | SLT/BN/SJ/ZM/FV 1 | Residential: After identifying a suitable space a workshop will be developed for project work. Developing the SPEC programme which will also allow access to NCEA credits. (Term 1: Investigating. Term 2: Implementation). |
| | Comment: ACHIEVED: Cherie Jaeger has completed SPEC training. Currently trialling modules in class. | | | |
| | Develop the Health Curriculum | Identified by SAMS as an area for development. | SLT 1 | Students will have opportunities across site to an age appropriate health curriculum with a special focus on developing healthy relationships. The starting point will be the NZ curriculum and then delivery possibilities will be explored (e.g. 'Attitude'). |
| | Comment: ONGOING: A new teacher has been appointed (term 3) with responsibility for developing the Health curriculum. | | | |
| | Maintain the Music Curriculum | Music will be taught to all students once a week. | SLT 1 | A trained music teacher will be employed to teach all students once a week with the ability for individual music lessons. |
| Comment: ACHIEVED: 'Hoodbeats' was a residential focus in Term 3 culminating in a performance at our Pasifika night. Individual lessons have continued for students. | | | | |
| | Westbridge Way | Review the band system to ensure it promotes the behaviours we are looking for. Also, review bonus points, reward trips and auctions. | SLT | Get feedback from staff and students. Is the band system working? Do students gain the skills required and have the opportunity to consolidate? Do 'Gold' students demonstrate the ability to generalise the skills in different contexts? Are additions now required – e.g. Strength Bands? Is there consistency across site? |
| Comment: ACHIEVED: The system was changed with more consecutive days for higher bands. This was reviewed this at the end of term 2 and it was agreed that we needed to collect more student data before making any further decisions. Initial data suggested students were finding it harder to progress. The 'Principals Award' was introduced in Term 3 and had an immediate impact in engaging students. Data presented at October Board meeting showed a majority of students 'buying in'. Agreed to keep with the revised timings. | | | | |

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| | Develop the Technology Curriculum Henderson workshop term 4 2017 to continue. | Explore opportunities for the variety of technologies for students | SLT 1 | Look at opportunities for mainstream technologies such as Food & Textiles. A partnership/agreement could be sought with a local school. |
| | Comment: ACHIEVED : The Henderson workshop has given students opportunities to learn wood work skills. This relationship will be maintained in 2018. | | | |
| | Impact of Leave | Investigate what impact student leave over long weekends has on student progress | SLT 2 | Goal book data to be collated (BN). |
| | Comment: ACHIEVED : Parent feedback overwhelmingly (95%) supports the use of goal books over long (holiday) weekends. This supports parents in developing skills to deal with the students. Students are also supported by being able to use their data to count towards the band system. | | | |
| EFFECTIVE TEACHING | PB4L & PB4L Restorative | All staff to receive the restorative essentials training day in 2017. The PB4L team will expand to include PB4L Restorative | All Staff 1 | Restorative conversations will become central to the practice at Westbridge. Opportunities for restorative learning conversations will be explored. Staff and students will become familiar with the restorative process of Telling the story, Exploring the harm and Putting things right. The PB4L team will be re-established in Term 1 with the launch of PB4L Restorative. Team to meet fortnightly., |
| | Comment: ONGOING : More staff training on mini conferencing is needed in order to fully embed practice across site. | | | |
| | Professional Development will support effective teaching across site | All staff will be encouraged to set meaningful Professional | All Staff 1 | Residential: Residential staff will be exposed to a robust Wednesday programme and feedback on the programme will be sought. External training opportunities will be explored (SJ). |

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| | | development goals and seek development opportunities | | School: Teachers will access appropriate external PD relevant to their appraisal goals. Teacher Aides will take part in an in-house development programme (BN) and feedback will be sought. All staff will be encouraged to be proactive about their professional development. |
| | Comment: ACHIEVED : Residential – RAP training, diploma in youth work by a group of staff, BOT study grant to one staff member, two other residential staff doing a counselling diploma. Teacher doing a diploma. TA's completed observations at three mainstream schools. | | | |
| | Social Skills & Programming | Review social skills teaching & programming | RM/Cottage/Assistant Managers & All residential staff 1 | Residential: Social skills teaching and general programming will be reviewed and adapted. Curriculum areas (Arts, Te Ao, Sport & Lifeskills) will have clearly identified personnel. Skill Streaming books will be updated, Skill of the week will be re-introduced and a system will be in place to note the social skills students are displaying. |
| | Comment: ACHIEVED : Residential programming has been strengthened. Life Skills, Arts & Sports programmes have clearly identified staff and is evidenced by planning documents which include evaluations. | | | |
| | EOTC | Review EOTC provision across site | SLT | Agree on the purpose of EOTC at Westbridge. Produce a plan to meet the student needs. For example, a significant EOTC event each term with cross Cottage/School support. Explore links with external providers (Adventure Specialties Trust). |
| | Comment: ACHIEVED : Adventure Specialties programme term 2. | | | |
| LEADING/MANAGING THE SCHOOL The appraisal system is student centred and supports student learning success | Senior Leadership roles and outcomes will be carefully monitored | Senior Leaders will be appraised against their new roles. Each leader will report against key whole school priorities. | SLT 1 | SLT will actively be engaged with staff to build capacity of each staff member. SLT will role model as professional leaders. |
| | Comment: ACHIEVED : SLT roles have been reviewed. SLT appraised against roles in term 2 & term 4. | | | |

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| | Funding Model for Westbridge will be secured | The PWC funding model will be approved by the MOE. | BOT & Principal 1 | Westbridge will be funded according to the draft 2017 budget. |
| | Comment: ACHIEVED: Model has been approved by the MOE. | | | |
| | Property plan for Westbridge will be developed and approved by the MOE | A new property plan will be approved by the MOE. | BOT & Principal 2 | Westbridge will have a property plan and assurance about the future of the school. |
| | Comment: ONGOING: 10YPP has been approved. Work commenced in Term 3 holidays and will continue in Term 4. Meetings ongoing with MOE in Term 4 re: residential rebuild. | | | |
| SAFE & INCLUSIVE CULTURE | The school will continue to work on the guidelines to minimise restraint | The school will use call back days and on-going term time PD to embed the November 2016 guidelines. | All Staff 1 | Data will be examined to ensure that the guidelines are being adhered to and staff will receive ongoing support. MOE PD will be delivered in Term 1 to all staff. |

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| | Comment: ACHIEVED: UBRS training completed term 1. Ongoing SCM review at school and residential PD. Changes in reporting August 2017. | | |
| Staff Well Being | Data on staff well-being will be gathered on a termly basis | Principal/SLT 1 | The well-being of staff will be measured on a termly basis using a reliable tool that can show areas of strength and areas for development. A tool that will allow for responsiveness. |
| | Comment: ONGOING: Staff wellbeing survey carried out end of term 1. Agreement that a survey is not the best way to collect this. Cross site day was used to address staff wellbeing – what happens following an incident? Majors – verbal abuse, physical abuse, injury at any time, spitting/biting. What to do about staff conflict? Sick leave data can be used as a measure of staff morale/ well-being, Attendance at residential PD. Staff injury list can also be an indicator. Plan for 1-2 sessions in school and residential on the topic of staff well-being. Supervision to be explored. Agreed guidelines around verbal and physical assault following the cross-site day (term 2). | | |
| Student Well Being | Data on student well-being will be gathered on a termly basis | SLT 1 | The well-being of students will be measured on a termly basis using a reliable tool that can show areas of strength and areas for development. A tool that will allow for responsiveness. This could include exploring counselling opportunities. |
| | Comment: ONGOING: We have used the student wellbeing survey: Term 4, term 1, term 2. Role & purpose of PKW needs to be looked at as the most significant relationship – needs to be regular and feed into PPP's. | | |
| Cultural Diversity | Cultural diversity to be celebrated in different ways | SLT & All Staff 1 | Opportunities to celebrate the various cultures amongst staff and students to be explored and recognised. For example, an 'International Week' and/or ensuring the variety of Language weeks are celebrated. |
| | Comment: ONGOING: Pasifika night (October 2017) was a huge success. | | |

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| ENGAGED PARENTS WHANAU COMMUNITY | Continue to develop the school Facebook Page. | The Facebook page will be used as a means of communicating the success of Westbridge to the community | Principal 3 | The Facebook page will be updated on a weekly basis with a balance of items from the School and Residential programme. The aim will be to double the number of page likes from its number at the start of the year. |
| | Comment: ACHIEVED : Facebook page likes at the beginning of the year = 48. Facebook page likes December = 109. | | | |
| | Develop the school website | The Website will be used as a means of communicating the essential information about the Westbridge programme | Deputy Principal 2 | The Website content will be reviewed to include information about PB4L, PB4L restorative and the essential elements of the Westbridge Way. The school and residential pages will be updated regularly. |
| | Comment: ACHIEVED : More information now on the website but website looks dated. Alternatives to be looked at for 2018. | | | |
| Develop relationships with external stake holders | Relationships with the IWS and MOE will be worked on. | Principal & SLT 1 | Relationships with the MOE and IWS will be positive, purposeful and trusting. Opportunities to develop these relationships will be actively sought. | |

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| | Comment: ONGOING: Lisa Parker is our new IWS link. A good relationship is developing. | | | |
| | Community Relationships | Existing relationships will be maintained and new relationships sought. | SLT & All Staff 1 | The school already has a sports profile in the community. Other opportunities to include the relationship with the Community Police, local businesses and opportunities for volunteer/Community work (e.g. tree planting). Westbridge to be more proactive in its community in a positive way (e.g. Letter & Newsletter to local community from Principal). |
| | Comment: ACHIEVED: New initiatives: Avanti bikes are fundraising for new bikes with the Taupo challenge. West Auckland cultural day (participation), Community police link re-established. | | | |

ANALYSIS OF VARIANCE : Strategic Aim: To raise student Achievement in **Writing**

Annual Target: 100% of Students to make ‘Accelerated’ progress (‘Expected’ = 1 curriculum sub level in 6 months, 2 curriculum sub levels in 12 months, 3 curriculum sub levels in 18 months)

Baseline data: 21 students attended the school during 2017. Entry level testing:

| | | | | | | | | | |
|----------|--------|-------------|-----------|----|----|----|----|----|----|
| Level | 2Basic | 2Proficient | 2Advanced | 3B | 3P | 3A | 4B | 4P | 4A |
| Students | 13 | 1 | 1 | 3 | 1 | 1 | 1 | | |

Actions (what did we do?)

- Accelerated learning in literacy continued to be implemented
- Lead Teacher modelled best practice
- Quality Learning Circles reviewed student progress regularly
- Writer of the week programme used to increase an output of writing samples on a weekly basis
- Teacher Aide support for all students with daily spelling word lists, Dolch words plus writing support in class.

Outcomes (what happened?)

Of the 21 students who attended:
 3 joined the school during term 4 and only base line data was gathered (excluded from statistics)
 4 transitioned out of the school after less than a term or were not attending (excluded from statistics)
 11 made **Expected** progress
 3 made **Accelerated** progress (6 months progress in 1 term). The 3 students who made Accelerated progress were 4B, 2B and 2B on entry.

Evaluation (where to next?)

Ensure each student has a clearly identified ‘Target’ for the year based on baseline data. Prioritise students who are at risk of not achieving the target as early as possible. Make the Individual Education Plan (IEP) a living document where all interventions are noted and reflected on weekly.

Planning for next year:

The overall goal will remain the same.

ANALYSIS OF VARIANCE: Strategic Aim: To raise student achievement in **Reading**

Annual Target: 100% of Students to make ‘Accelerated’ progress (‘Expected’ = 1 curriculum sub level in 6 months, 2 curriculum sub levels in 12 months, 3 curriculum sub levels in 18 months)

Baseline data: 21 students attended the school during 2017. Entry level testing:

| | | | | | | | | | |
|----------|--------|-------------|-----------|----|----|----|----|----|----|
| Level | 2Basic | 2Proficient | 2Advanced | 3B | 3P | 3A | 4B | 4P | 4A |
| Students | 12 | 0 | 2 | 3 | 1 | 2 | 1 | | |

| Actions (what did we do?) | Outcomes (what happened?) | Evaluation (where to next?) |
|---|---|---|
| <ul style="list-style-type: none"> • Rainbow Reading – daily basis • Scholastic Literacy Pro – has encouraged reading for enjoyment in addition to existing programmes • Teacher Aide support by reviewing sight words, blends and letter sounds. • Quality Learning Circles used to share teaching strategies. | <p>Of the 21 students who attended:</p> <p>3 joined the school during term 4 and only base line data was gathered (excluded from statistics)</p> <p>4 transitioned out of the school after less than a term or were not attending (excluded from statistics)</p> <p>11 made Expected progress</p> <p>3 made Accelerated progress (6 months progress in 1 term)</p> <p>The 3 students who made accelerated progress were 4A, 4B and 2P on initial testing. One of the students (4A) also made accelerated progress in Writing.</p> | <p>Ensure each student has a clearly identified ‘Target’ for the year based on baseline data. Prioritise students who are at risk of not achieving the target as early as possible. Make the Individual Education Plan (IEP) a living document where all interventions are noted and reflected on weekly.</p> <p>‘Lexia’ reading programme will be used in 2018 that was used successfully at Westbridge some years ago. It is designed for students working at Levels 2 & 3 of the curriculum.</p> |

Planning for next year: The overall goal will remain the same.

Strategic Aim: To raise student achievement in **Mathematics**

Annual Target: 100% of Students to make 'Accelerated' progress ('Expected' = 1 curriculum sub level in 6 months, 2 curriculum sub levels in 12 months, 3 curriculum sub levels in 18 months)

Baseline data: 21 students attended the school during 2017. Entry level testing:

| | | | | | | | | | |
|----------|--------|-------------|-----------|----|----|----|----|----|----|
| Level | 2Basic | 2Proficient | 2Advanced | 3B | 3P | 3A | 4B | 4P | 4A |
| Students | 11 | 3 | 1 | 1 | 2 | | | 1 | 2 |

Actions (what did we do?)

Outcomes (what happened?)

Evaluation (where to next?)

- Increased Mathematics curriculum time
- Hands on resources used to encourage 'concrete' understanding especially in the area of number: addition, subtraction, multiplication, division, ratios and proportions, fractions, decimals and percentages.
- Inquiry model used with students
- Mathletics used as an independent and motivational learning tool.

Of the 21 students who attended:
 3 joined the school during term 4 and only base line data was gathered (excluded from statistics)
 4 transitioned out of the school after less than a term or were not attending (excluded from statistics)
 13 made **Expected** progress
 1 made **Accelerated** progress (2 years progress in 1 term) The accelerated progress was made by a student who tested at 2B on entry (3P = acceleration).

Ensure each student has a clearly identified 'Target' for the year based on baseline data. Prioritise students who are at risk of not achieving the target as early as possible. Make the Individual Education Plan (IEP) a living document where all interventions are noted and reflected on weekly.

Planning for next year: The overall goal will remain the same.

