

WESTBRIDGE RESIDENTIAL SCHOOL

Charter 2021



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 Te'a** *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

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

- Westbridge Residential School Introduction
- Enrolment
- Programme Description - School
- Programme Description – Residential

2. Strategic Plan 2021-2022

3. Annual Plan 2021

4. Student Achievement Targets 2021

5. Annual Plan Evaluation 2020

6. Student Achievement Targets 2020 Evaluation

- Analysis of Variance (to be added)

1. Westbridge Overview

Westbridge Residential School

Westbridge Residential School (WRS) is a trauma-informed school. It has capacity to provide specialised education for 32 students in Years 3 – 11 who have complex learning, emotional and behavioural needs. Westbridge is located in a quiet rural setting in Massey, West Auckland. Fifty full and part time staff are employed across the school and residential settings. The work of the school includes intensive teaching of life skills, social skills and academic skills. Personnel in the school work with external agencies, including the Ministry Of Education, to offer other interventions and therapies as required to meet the needs of students.

Enrolment

There are two pathways for enrolment into the school:

1. Intensive Wraparound Service (IWS): IWS is a service which includes an individually tailored and comprehensive range of supports across home, community and school settings.
2. RSS only: This pathway provides 24 hour teaching and learning opportunities through the school day and residential provision.

Both pathways require an application to be submitted to a panel for consideration, and currently have the same three enrolment criteria:

- the young person is aged 8 - 15 years (year 3–10).
- they have social, behaviour and/or learning needs that are highly complex and challenging (and may have associated intellectual disability) and require support at school, home and in the community.
- local learning support services have been accessed and have been unable to meet these needs.

To allow time for new students to adjust to Westbridge and to allow time for staff to quickly become familiar with student needs, there is a nominal cap of five enrolments per term (through either pathway).

Curriculum Description – School

Westbridge programmes are underpinned by a growing understanding of Trauma Informed practice (ARC model). Westbridge is a PB4L Restorative school and restorative practice is a strong feature of the school. Beyond this, the work of the school 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 and guided practice using an inquiry based learning approach wherever possible.

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 applications 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 by staff at Westbridge, and to be supported by Westbridge staff in the application of these methods in their educational setting.

Curriculum 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/whanau/teachers to observe the structure of support and care implemented by staff at Westbridge.



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whakarangatirahia be the best you can be

Our Values:

- Marutau -
- Safety
- Takohanga -
- Respect
- Manaakitanga -
- Responsibility

Our Mission:

In collaboration with the IWS, MOE and whanau, to provide 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-efficacy.
- Successfully transition back to their whanau, school and community.

CHARTER 2021

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 the School
<p>What this will look like....</p> <p>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....</p> <p>Staff are recognised as leaders in providing for children and adolescents with complex intellectual needs and/or behavioural needs, to maximise student learning goals.</p>	<p>What this will look like....</p> <p>Our service is cost effective, caters for the needs of all students, and represents best practice. The school inclusive, culturally responsive and safe physically and emotionally. The school has strong relationships with whanau and stakeholders.</p>

STRATEGIC GOALS

	2021	2022
<p>1. STUDENT LEARNING</p> <p>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>	<ul style="list-style-type: none"> • Embed the new 24/7 teaching and learning curriculum. 	<ul style="list-style-type: none"> • Evaluate the changes made in 2021 to the teaching and learning curriculum.
	<ul style="list-style-type: none"> • Review the new IWS/RSS measurement, reporting and student achievement review processes. 	<ul style="list-style-type: none"> • Review measurement and reporting in all aspects of the school operation.
	<ul style="list-style-type: none"> • Review culturally responsive initiatives. 	<ul style="list-style-type: none"> • Look for new opportunities to demonstrate a commitment to being culturally responsive.
<p>2. EFFECTIVE TEACHING</p> <p>All staff are recognised as leaders in providing for children and adolescents with complex needs and/or behavioural needs to maximise student learning goals.</p>	<ul style="list-style-type: none"> • Continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities. 	<ul style="list-style-type: none"> • Continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities.
	<ul style="list-style-type: none"> • Review trauma informed practice within the school. 	<ul style="list-style-type: none"> • Continue to explore opportunities for staff training/development in trauma informed practice.
<p>3. LEADING THE SCHOOL</p> <p>Our service is cost effective, caters for the needs of all students, and represents best practice. The school inclusive, culturally responsive and safe physically and emotionally. The school has strong relationships with whanau and stakeholders.</p>	<ul style="list-style-type: none"> • Review the RSS only pathway with the MOE. 	<ul style="list-style-type: none"> • Goal around pathways to be confirmed depending on the success of the IWS/RSS pathways for the school.
	<ul style="list-style-type: none"> • Review/refine the RSS funding model with the MOE. 	<ul style="list-style-type: none"> • Funding model should be agreed and sufficient. Goal around funding to be confirmed.

**3.LEADING THE SCHOOL
(continued)**

- Investigate similar educational institutions that are trauma informed.
- Well Being: Review all systems, processes and procedures that are student focused.

- ERO review due. New model of engagement with the school to be developed.
- Well Being: Goals to be confirmed following review 2020.

ANNUAL ACTION PLAN 2020

EVALUATION

SELF-REVIEW STRATEGIC GOALS	Annual Goal	ACTION TO ACHIEVE STRATEGIC GOALS		
		What? /How?	Who? /When?	Indicators Of Progress – What will we see?
1. 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'.	Develop and implement a new 24/7 teaching and learning curriculum.	1.1 Develop the use of IT in the school as a learning tool	DP School/ Lead Teacher IT School/ Teaching Team Terms 1 - 4	IT plan will be formulated in term 1 2020. Refined, developed actioned through 2020. This will include a review of hardware and software. ACHIEVED
		1.2 Review the use of IT in the Cottage Environment as a learning/leisure tool.	DP Residential/Cottage Managers/Residential Team Terms 1 – 4	IT plan will have residential input to ensure a whole school approach. This will include a review of hardware and software in the residential setting. ONGOING 2021
		1.3 Explore the use of sensory equipment in both settings including sensory rooms	SLT Terms 1 - 4	The use of sensory equipment will be explored to support trauma informed practice. Individual student needs will be considered as well as the whole student cohort. Best practice in the use of sensory equipment will be reviewed. ONGOING 2021
	Continue to work with the IWS to design and implement new measurement, reporting and student	1.4 Compare IWS measures of achievement with Westbridge. Look for ways to align	Principal/ SLT/David Pluck (IWS) /Lisa Parker (IWS) Terms 1 - 4	IWS will supply Westbridge with information on Westbridge students. This will be reviewed with a view to strengthening/streamlining measures of achievement/progress. ACHIEVED

	achievement review processes.	measures.		
	Embed new culturally responsive initiatives.	1.5 Establish a Cultural Calendar.	SLT/Te Mangai Team/Whole team Terms 1 - 4	Initiatives will be cemented by establishing a cultural calendar to include Termly Powhiri, Matariki, Pasifika Night, Maori language week and other selected language weeks. ACHIEVED
2. 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.	Continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities.	2.1 Review the appraisal process to ensure it informs individual and group PD needs.	Principal/DP's Terms 1 - 4	Collate the information from the appraisal process (cross – site) in term 1 to inform the PD programme throughout 2020. ACHIEVED
	Embed Zones Of Regulation into practice within the school.	2.2 Develop measures of success to be used with staff/students.	Principal/DP's/Cottage Managers Terms 1 - 4	Develop measures of success that can be used to measure progress. Implement measures that can be used for self – review. ACHIEVED
	Embed trauma informed practice within the school	2.3 Explore the use of Functional Behaviour Analysis.	Principal/SLT Terms 1 - 4	Explore opportunities for implementing FBA into staff practice at all levels to ensure the function of student behaviours becomes the focus for student planning. ONGOING

<p>3. LEADING THE SCHOOL</p> <p>Our service is cost effective, caters for the needs of all students, and represents best practice. The school inclusive, culturally responsive and safe physically and</p>	<p>Embed the new access pathway into RSS. A particular focus to be on transition procedures for students enrolling through the new pathway.</p>	<p>3.1 Continue to work with the MOE to ensure the success of the pathway.</p>	<p>Principal/SLT Terms 1 - 4</p>	<p>The RSS only pathway will be reviewed to ensure appropriate students are enrolled. The criteria for enrolment will be distinct from IWS enrolments.</p> <p>ONGOING</p>
	<p>Implement the new RSS funding model.</p>	<p>3.2 Continue Engagement with MOE</p>	<p>BOT/Principal/EO's Terms 1 - 4</p>	<p>Engagement with the MOE will continue until a satisfactory funding model is generated.</p> <p>ONGOING</p>
	<p>Embed internal evaluation processes and identify those that are emergent, regular and strategic</p>	<p>3.3 Use the model developed in 2019 to guide review in 2020</p>	<p>Principal/SLT</p>	<p>A one page table with three columns (emergent/regular/strategic) will be in place for 2020. This will include a timetable for all types of review. The table will be updated at least termly at SLT meetings.</p> <p>ACHIEVED</p>

<p>emotionally. The school has strong relationships with whanau and stakeholders.</p>	<p>Well Being: Embed new systems, processes and procedures.</p>	<p>3.4 Continue to offer Supervision for all staff. Review in Term 3.</p>	<p>All Staff Terms 1 - 4</p>	<p>Supervision will continue in its adapted form (term 3 2019 review). Formal review will occur in Term 3 2020.</p> <p>ACHIEVED</p>
		<p>3.5 Revisit the Philosophy of Care with staff.</p>	<p>All Staff Term 1</p>	<p>The Philosophy of Care will be revisited early in Term 1, 2020. Its purpose will be discussed and reviewed.</p> <p>ACHIEVED</p>

		<p>3.6 Explore the role of the PKW with a view to improving student well being</p>	<p>DP Residential/Residential staff</p>	<p>The Role and purpose of the PKW will be explored and reviewed. The aim will be to elevate the role to best support student well-being.</p> <p>ONGOING</p>
		<p>3.7 Review Child protection procedures and associated</p>		<p>Child protection policy and procedures will be reviewed. Ongoing PD will be sourced to support staff training – this could be remote/face to face or both, and likely involve external expertise. This will have crossovers with the staff code of conduct, philosophy of care and other related documents. This will include how information is shared with other stakeholders including staff, parents and students.</p> <p>ONGOING</p>

Student Achievement Targets 2021

Specific Objectives	OTJ- Measure of Performance	Tools	Timing	Responsibility
Learning Target – Reading: All Students will make <i>at least</i> ‘Expected’ progress in Reading.	At least 18 months progress will be made by each student over a year or more than one asTTle sub level per term.	PM Probes Burt Word asTTle	January – December 2021	a. Teaching Staff b. Curriculum Leader - Reading
Learning Target – Writing: All Students will make <i>at least</i> ‘Expected’ progress in Writing.	At least 18 months progress will be made by each student over a year or in more than one asTTle sub level per term.	asTTle Schonell	January – December 2021	a. Teaching Staff b. Curriculum Leader - Writing
Learning Target – Mathematics: All Students will make <i>at least</i> ‘Expected’ progress in Mathematics.	At least 18 months progress will be made by each student over a year or more than one asTTle sub level per term.	Jam GLOSS asTTle	January – December 2021	a. Teaching Staff b. Curriculum Leader – Mathematics
Learning Target- Social Skills: All students will achieve at least one band per term prior to transitioning.	Students will progress through the 6 stages of the band system.	Social Skills taught across site.	January – December 2021	a. Cottage Managers b. Youth Workers

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 2019 - EVALUATION

SELF-REVIEW STRATEGIC GOALS 1. 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'.	Annual Goal	ACTION TO ACHIEVE STRATEGIC GOALS		
		What? /How?	Who? /When?	Indicators Of Progress – What will we see?
	Commence an in-depth review of why and what the school delivers, by gathering the voice of stakeholders (IWS in particular), community (including ex-students) and academics.	Focussing questions for various stakeholders	SLT Term 1	Focussing questions agreed on (by SLT) 6/3/19 1. What do you think is the purpose of our school? 2. What is your why? (why do you work here?) 3. What do we do that works well with and/or for our students? 4. How could we get better outcomes for our students? 5. Think about your own practice (in a reflective way), what are two/three things that you could improve on? ACHIEVED
		1.1 Gather the voice of Westbridge Staff using PD sessions/Call Back Days	Deputy Principals Terms 1	Information will be gathered using face to face interviews using the focussing questions as a guide. ACHIEVED
		1.2 Gather the voice of Westbridge students	PKW's	Information will be gathered using face to face interviews using the (adapted) focussing questions as a guide. Possible questions (students)? What do you think is the purpose of our school? What do we do that works well for you? What else could we do that would help you be more successful?

				ONGOING (2020 Annual Plan)
		1.3 Gather the voice of key IWS staff - David Pluck/Lisa Parker/Chris Garrod/Jenny Lawrence	Principal Term 2/3	Information will be gathered using face to face interviews using the focussing questions as a guide. ACHIEVED
		1.4 Gather the Voice of parents (past & present)	Student Pathways Coordinator Term 3	Information will be gathered using face to face interviews using the focussing questions as a guide. ONGOING
		1.5 Collate all information then create new action plans. Report back to key stakeholders, including BOT, before finalising.	SLT Term 4/4	New plans will be formulated for inclusion in 2020 planning. ACHIEVED
	Work with IWS to design and implement	1.6 Review the four	Student Pathways	Appropriate information shared including quantitative and qualitative data. Key Westbridge personnel in attendance

	new measurement, reporting and student achievement review processes.	weekly meetings for each student in terms of information gathered, personnel attending and structure of meetings	Coordinator/ Deputy Principal Day School Term 3	(Teachers/PKW). ACHIEVED
	Cultural Responsiveness within the school is reviewed	1.7 Devise a framework of review and then implement changes.	Principal & SLT Terms 3/4	ACHIEVED
		1.8 Build on existing strengths in the Residential setting. Look for ways to include school staff in Residential initiatives to	Deputy Principals Terms 1-4	School staff will work closely with residential staff on regular planned events e.g. Matariki and Pasifika night. Opportunities will be sought to support and add to existing practice ACHIEVED <ul style="list-style-type: none"> • School PD in Residential ACHIEVED • Fashion Show led by school ACHIEVED • Food Initiative (3.4) ACHIEVED • School Lunch Routine mirrors residential ACHIEVED • Greater cross-over of school/residential staff ACHIEVED

		ensure whole school outcomes.		<ul style="list-style-type: none"> • Athletics Day – Joint initiative – ACHIEVED • Formal Residential Cultural programme established – ACHIEVED • Art programme in school with cultural focus –ACHIEVED • School staff employed with strengths in cultural responsiveness – ACHIEVED • Potential COL opportunity: ACHIEVED
<p>2. EFFECTIVE TEACHING</p> <p>All staff are recognised as leaders in providing for children and adolescents with complex needs and/or behavioural needs to maximise student learning goals.</p>	<p>Continue to develop and grow staff, both day school and residential staff, through the provision of relevant professional learning opportunities.</p>	<p>2.1 Review Wednesday PD programme in Residential setting.</p>	<p>Deputy Principal Residential</p> <p>Term 1</p>	<p>Staff will have the opportunity to reflect on their PD needs and have input into the PD programme.</p> <p>ACHIEVED</p> <p>Residential programme planned in smaller chunks following staff feedback.</p>
		<p>2.2 Provide support to the new appointments following the restructure. Identify PD needs and support required</p>	<p>Principal and Deputy Principal Day School</p> <p>Terms 1-4</p>	<p>Scheduled weekly meetings between:</p> <p>a) Principal and Deputy Principal Residential and;</p> <p>b) Deputy Principal Day School and Student Pathways Coordinator</p> <p>ACHIEVED</p>
	<p>Establish a baseline of knowledge for staff around trauma informed practice,</p>	<p>2.3 Handbook to be developed by Chris Garrod</p>	<p>Principal</p> <p>Term 2</p>	<p>All staff will have a handbook that provides all the relevant baseline knowledge with respect to trauma informed practice.</p> <p>ACHIEVED</p>

	based on the ARC model (with support from IWS staff)	(IWS) for all staff.		
		2.4 Handbook to be unpacked with all staff 2-3 times per term in PD session and whole staff days	Principal/ Deputy Principals Terms 3/4	Relevant aspects of trauma informed practice will be reinforced in scheduled PD ACHIEVED
	Trial and explore the application of Zones of Regulation (with support from IWS staff).	2.5 IWS staff will work with Cottage Managers to plan delivery of the modules	Principal/ Deputy Principals/ Cottage Managers Terms 1-4	Cottage Managers will work with IWS staff in term 1. Lessons will be delivered in term 2 in the Residential setting. Areas for school staff to support will be identified. ACHIEVED Meetings with IWS staff occurred in Term 1. Plan made and lead staff identified. Zones of Regulation has replaced Social Skills delivery in A planned programme runs across three days in Residential: Monday – Introduction; Tuesday – Unpack; Wednesday – Recap. Review needed in Term 4.

<p>3. LEADING THE SCHOOL</p> <p>Our service is cost effective, caters for the needs of all students, and represents best practice. The school inclusive, culturally responsive and safe physically and emotionally. The school has strong relationships with whanau and stakeholders.</p>	<p>Assist MOE to embed the new access pathway into RSS. A particular focus to be on the transition procedures for students enrolling through this new pathway.</p>	<p>3.1 Regular meetings with MOE will continue. These will review progress of enrolments and allow for open dialogue as issues arise.</p>	<p>Principal Terms 1-4</p>	<p>Regular teleconference and face to face meetings will occur that allow open dialogue between the MOE and the Residential Schools.</p> <p>ACHIEVED. Termly meetings occurring.</p>
	<p>Continue engagement with the MOE ensuring strong advocacy for adequate bulk grant funding, with specific funding and personnel support for the new access pathway students.</p>	<p>3.2 Ensure budgets are shared with MOE and cost effectiveness is sought. Ensure relevant data on the costs associated with the new pathway are well documented.</p>	<p>Principal/ Executive Officer Terms 1-4</p>	<p>MOE will be provided with up to date information on budget costs as required. Information on new pathway cost will be shared.</p> <p>ACHIEVED Engagement started May/June and continued.</p>

	<p>Use the ERO document 'Effective School Evaluation' to review and strengthen processes for internal evaluation.</p>	<p>3.3 The ERO document 'Effective School Evaluation' will be unpacked by the newly formed SLT. Robust systems for Strategic, Regular and Spontaneous evaluation will be agreed upon.</p>	<p>SLT Terms 1-4</p>	<p>SLT meetings will be scheduled to allow for strategic review. All of the annual goals will be evaluated against the new framework.</p> <p>ACHIEVED: SLT have produced a review document using the ERO headings of <i>Strategic, Regular and Emergent</i>. This will guide future reviews. Next steps (term 4) – looking at the detail of the review process.</p>

	Well-Being: Review all systems, processes and procedures.	3.4 A nutritionist and consultant will be engaged to review the food provision across site	DP Terms 1-4	<p>Plan will be developed with nutritionist and change management group. Starting point will be a report plus a focus session with all staff. Menu will be reviewed with a view to making incremental change throughout the year.</p> <p>ACHIEVED Menu completely changed in Term 2 following engagement with nutritionist and change management group. Staff 'All –In' achieved. Regular change group meetings led by DP.</p>
		3.5 Supervision will be reviewed as well as the procedures around keeping staff and students safe.	SLT /All Staff Terms 2/ 3	<p>Supervisor will consult with staff and review the 2018 model of provision. Documents around staff and student safety will be reviewed with all staff.</p> <p>ACHIEVED: Following survey of all staff (Term 2), SLT reviewed Staff feedback with Supervisor. Supervision adjusted to better meet needs – group SLT supervision, group Residential supervision, individual supervision for Teachers/Teacher Aides with support staff to be included. Timing of twice per term (weeks 4 & 8) to continue.</p>