

WESTBRIDGE RESIDENTIAL  
SCHOOL

Strategic Plan 2024-2025



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*  
Tumeke *Be inspired* Kia whakakake koe **Be Kind** Kia māhaki *Be extraordinary*

**whakarangatirahia**  
**be the best you can be**

# STRATEGIC PLAN PURPOSE

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This strategic plan 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 strategic plan provides a sense of direction and purpose, guides teaching and learning programmes, and addresses the most urgent learning and strategic matters for the School.

## **1. Westbridge School Overview**

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- Westbridge Residential School Introduction
- Enrolment
- Programme Description - School
- Programme Description – Residential
- Giving effect to Te Tiriti O Waitangi
- Consultation

## **2. Strategic Plan 2024**

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## **3. Annual Plan 2024**

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# 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 four 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. 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/whānau/teachers to observe the structure of support and care implemented by staff at Westbridge.

### **Giving Effect to Te Tiriti O Waitangi**

How our plan gives effect to Te Tiriti o Waitangi:

- One of our key annual goals is to introduce a formal Te Reo teaching programme into the school setting
- We have a goal around reviewing our school values and rebranding using the Te Whare Tapa Wha model
- The cross-site curriculum will ensure all students have the opportunity to learn about and celebrate the place of Maori as the tangata whenua of Aotearoa
- All of the above should promote equitable outcomes for Maori students. The strategy supports people to live as Maori and according to Maori values and customs.

### **Consultation**

Whānau and students have been consulted in the formation of these strategic goals through the student and whānau voice at review meetings that occur every 4 weeks for each student. This information has been further supported by the collection of information at weekly personalised planning meeting to capture the voice of a school staff. The final document has pulled all this information together.



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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.

## Strategic Goals 2024-2025

Our strategic priorities for the next 2 years promote student learning, engagement, progress and achievement through...

1. Student Learning	2. Effective Teaching	3. Leading the School
<p><b>What this will look like....</b>            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><b>What this will look like....</b>            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><b>What this will look like....</b>            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 2024-2025

## 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'.

- The cross-site curriculum will be reviewed to ensure it is maximizing the learning, strengths and potential of all students.
- NELPS 1,2,3,4,5,6

## 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.
- NELPS 1,6

## 3. LEADING THE SCHOOL

Our service is cost effective, caters for the needs of all students, and represents best practice. The school is inclusive, culturally responsive and safe physically and emotionally. The school has strong relationships with whanau and stakeholders.

- The Principal will work with the Board to review and strengthen internal evaluation processes and practices.
- The Principal will work with the MOE in reviewing and strengthening processes around enrolments, transitions and roll growth to ensure the best outcomes for students.
- NELPS 1,2,3,6

## ANNUAL ACTION PLAN 2024

SELF-REVIEW STRATEGIC GOALS	Annual Goal	ACTION TO ACHIEVE STRATEGIC GOALS		
		What? /How?	Who? /When?	Indicators Of Progress – What will we see?
<b>1. STUDENT LEARNING</b> The school fosters student achievement by providing teaching and learning programmes that incorporate the National Curriculum and are underpinned by the key competencies.	The cross-site curriculum will be reviewed to ensure it is maximising the learning, strengths and potential of all students	1.1 The school curriculum will be reviewed using a 'north-east' lens.	Terms 2-4: DP school and school team	We should see a greater level of engagement in the school programme with opportunities for student voice and agency. Establishment of a formal Te Reo teaching programme remains a priority. Consideration of student engagement levels across the school day should be a significant consideration. NELPS: 1,2,3,4,5,6
		1.2 The residential curriculum will be reviewed using a 'north-east' lens.	Terms 2-4: DP Residential and residential team	We should see a greater level of engagement in the residential programme with opportunities for student voice and agency. NELPS: 1,2,3,4,5,6

<p>All learning is delivered in a 24/7 teaching and learning environment where 'living is learning'.</p>		<p>1.3 School values will be rebranded</p>	<p>Terms 2 -4: LMR</p>	<p>School values will be reviewed using the Te Whare Tapa Wha and Fonofale models. These values will underpin the curriculum review and be woven into it. NELP: 5</p>
<p>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.</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 Continue with the engagement of key MOE personnel</p>	<p>Terms 1-4: SPC</p>	<p>School staff will be upskilled in understanding the function of behaviour of students and best practice responses. NELP: 6</p>
		<p>2.2 Two staff will be trained as Team Teach trainers</p>	<p>Term 1 : Principal and RDP</p>	<p>New staff induction and ongoing staff training will be provided in-house ensuring timely responses to student behaviours and associated staff training needs. This will ensure the new behaviour management system is well supported as it is embedded into the school. NELP:1</p>



<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>The Principal will work with the Board to review and strengthen internal evaluation processes and practices.</p>	<p>3.1 The Principal will provide more detailed reporting to the Board around Health &amp; Safety data and associated commentary.</p>	<p>Terms 1 - 4</p>	<p>The Board will be assured about health and safety at the school. Trends and responses to these trends will be reported at every board meeting. The Principal and Board will work together to ensure Board assurance around all health and safety matters.</p> <p>NELP:1</p>
	<p>The Principal will work with the MOE in reviewing and strengthening processes around enrolments, transitions and roll growth to ensure the best outcomes for students.</p>	<p>3.2 The Principal will meet with the other RSS Principals, Presiding members and MOE personnel, to further collaborative discussion and decision making around the collective and individual needs of the RSS.</p>	<p>Principal/Presiding Member/RSS Principals/MOE</p> <p>Terms 1-4</p>	<p>The RSS will be protected by a collaborative approach with the MOE to ensure that RSS successes are shared and processes around enrolment, transitions and roll growth support the best outcomes for students.</p> <p>NELPS: 1,2,3,6</p>

# Student Achievement Targets 2024

Reference: NELP 4

Specific Objectives	OTJ- Measure of Performance	Tools	Timing	Responsibility
<b>Learning Target – Reading:</b>  <b>All Students will make <i>at least</i> ‘Expected’ progress in Reading.</b>	At least 18 months progress will be made by each student over a year <b>or</b> more than one asTTle sub level per term.	PM Probes Burt Word asTTle	January – December 2024	a. Teaching Staff b. Curriculum Leader - Reading
<b>Learning Target – Writing:</b>  <b>All Students will make <i>at least</i> ‘Expected’ progress in Writing.</b>	At least 18 months progress will be made by each student over a year <b>or</b> in more than one asTTle sub level per term.	asTTle Schonell	January – December 2024	a. Teaching Staff b. Curriculum Leader - Writing
<b>Learning Target – Mathematics:</b>  <b>All Students will make <i>at least</i> ‘Expected’ progress in Mathematics.</b>	At least 18 months progress will be made by each student over a year <b>or</b> more than one asTTle sub level per term.	Jam GLOSS asTTle	January – December 2024	a. Teaching Staff b. Curriculum Leader – Mathematics
<b>Learning Target- Social Skills:</b>  <b>All students will achieve at least one band per term prior to transitioning.</b>	Students will progress through the 6 stages of the band system.	Social Skills taught across site.	January – December 2024	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