



Annual Report

2025

Westbridge Residential School

Tumuaki Report

Tēnā koutou katoa,

This year has been one of resilience, adaptability, and unwavering commitment to supporting our young people through a period of significant uncertainty and change. Despite considerable challenges, our school community remained focused on providing a safe, inclusive, and supportive learning environment where students could continue to engage, achieve, and experience success.

A significant challenge throughout the year was the consultation process regarding the potential closure of the school. The uncertainty surrounding the future of the school created understandable anxiety and emotional strain for students, whānau, and staff. This period placed considerable pressure on all areas of school operations and impacted morale, wellbeing, recruitment, and long-term planning. Despite these circumstances, staff demonstrated exceptional professionalism, resilience, and commitment to maintaining stability and continuity for students during an incredibly difficult time.

Throughout the year, there were ongoing challenges in securing new enrolments, as referral agencies and whānau were understandably hesitant to commit to placements while the school's future remained uncertain. Similarly, obtaining extensions for existing students became increasingly complex, with additional scrutiny and delays impacting transition planning and continuity of support for some of our most vulnerable young people. These challenges created further pressure on staff and leadership as we worked closely with the Ministry, referring schools, whānau, and external agencies to advocate for students and ensure their educational, behavioural, and wellbeing needs continued to be met.

Despite these challenges, our staff remained steadfast in their commitment to delivering high-quality, culturally responsive education and pastoral care. Relationships remained at the centre of our practice, recognising that many of our students require consistency, trust, and stability to successfully engage in learning. Staff continued to implement trauma-informed and restorative approaches, ensuring students were supported both academically and emotionally.

Throughout 2025/2026, we continued to focus on improving student engagement, literacy, numeracy, and wellbeing. Many students demonstrated positive progress in re-engaging with education, building social and emotional competencies, and developing greater confidence in themselves as learners. Staff worked collaboratively to provide individualised programmes that recognised the diverse learning, behavioural, and wellbeing needs of students.

We also continued to strengthen culturally responsive practices across the school, embedding te ao Māori perspectives and creating learning environments where students' identities, languages, and cultures were acknowledged and valued. Partnerships with whānau and external agencies remained essential in supporting student success and wellbeing.

The commitment shown by staff during this period cannot be overstated. Amid uncertainty about their own professional futures, staff consistently prioritised the needs of students and maintained high levels of care, professionalism, and dedication. Their willingness to continue supporting students through complex and challenging circumstances reflects the deep commitment they have to our school community and to the young people we serve.

I would like to acknowledge our staff, Commissioner, whānau, partner schools, external agencies, and wider community for their ongoing support throughout this year. Their collaboration and commitment have been invaluable during a particularly difficult period.

Most importantly, I acknowledge our students. Their resilience, courage, and perseverance throughout this year have been remarkable. Many continued to overcome significant personal and

educational challenges while remaining engaged in learning and school life. It has been a privilege to witness their growth and achievements.

As we move forward, our focus remains on ensuring that all students continue to receive the support, care, and educational opportunities they deserve, regardless of the challenges faced as a school community.

Board of Trustees Members

Dr Gabrielle Wall (Commissioner) - Appointed in May 2025 by the Ministry of Education (previously Limited Statutory Manager)
Cherie Jaeger (Principal)

Statement of variance: progress against targets

Westbridge Residential School

| Self-Review Strategic Goals | | | | |
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| 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'. | The cross-site curriculum will be reviewed to ensure it is maximising the learning, strengths and potential of all ākongā | The school curriculum will be reviewed using trauma-informed approach | Terms 1-3: DP school and school team | Increase in levels of engagement in the school programme with opportunities for student voice and agency. |
| | | The residential curriculum will be reviewed using a trauma-informed approach. | Terms 1-3: Residential DP and residential team | Increase in levels of engagement in the residential programme with opportunities for student voice and agency. |
| | | Philosophy of Care revised aligning with Te Whare Tapa Wha - Staff consultation - Community consultation - Whānau consultation | SLT/all staff | Philosophy of care underpins the school curriculum and be woven into it. Staff will be familiar with the philosophy of care and understand how it relates to our practice |
| 2. Effective Teaching All kaimahi 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 both school and residential kaimahi, through the provision of relevant professional learning opportunities. | Continue the engagement with MOE psychologist to upskill all staff in understanding trauma-informed practices | Terms 1-4 DP/RDP | Staff will respond to student behaviour in a trauma-informed manner |
| | | Refresh PB4L rubric and lesson plans with consultation with moe consultant | Term 1-2: Principal and RDP | New kaimahi induction and ongoing kaimahi training will be provided in-house ensuring timely responses to student behaviours and associated kaimahi training needs. This will ensure the new behaviour management system is well supported as it is embedded into the school. |
| 3. Leading the School Our service is cost effective, caters for the needs of all ākongā, and represents best practice. The school is inclusive, culturally responsive, and safe physically and emotionally. The school has strong relationships with whānau and stakeholders. | The Principal will work with the Commissioner to review and strengthen internal evaluation processes and practices. | The Principal will provide reporting to the Commissioner baround Health and Safety data and associated commentary | Terms 1-4 | The Commissioner will be assured of health and safety at the school. Trends and responses to these trends will be reported. The Principal and Commissioner will work together to ensure assurance around all health and safety matters. |
| | The Principal will work with the MOE in reviewing and strengthening processes around enrolments, transitions and roll growth to ensure the best outcomes for ākongā. | The Principal will meet with the other RSS Principals, Commissioner and MOE personnel to further collaborative discussion and decision making around the collective and individual needs of the RSS | Principal/Commissioner/RSS Principals/MOE Terms 2 | 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 ākongā. Clarity and transparency around the enrolment process |

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| | | The principal will participate in, and complete, the Beginning Principal Programme | Principal/moe End term 3 | |
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Evaluation and analysis of the school's ākongā progress and achievement

Westbridge Residential School (WRS)

WRS fosters student achievement by delivering teaching and learning programmes that are closely aligned with the New Zealand Refreshed Curriculum. Learning is embedded within a 24/7 teaching and living environment, where every aspect of daily life is recognised as an opportunity for learning. This approach ensures ākongā experience authentic, meaningful learning that supports their academic, social, emotional, and life skills development.

Westbridge's school and residential curriculums have been reviewed through a trauma-informed lens, focusing on developing competencies such as creativity, critical thinking, collaboration, communication, character, and citizenship. This review ensures that learning programmes are future-focused, culturally responsive, and aligned with the skills ākongā need to experience success.

The assessment schedule ensures students are assessed within their first week at WRS. This initial testing is a critical part of the teaching and learning process because it provides clear baseline information on each student's current knowledge, skills and understanding. By identifying strengths and learning gaps early, staff can plan for targeted and personalised teaching. Staff are able to monitor progress over time and provide evidence for reporting ensuring transparency and accountability. Formal testing will be carried out in terms 2 and 4 to provide information for written reports.

The school recognised the need to provide senior students with access to formal qualifications and has enrolled eligible students in NCEA programmes. In line with this we have an agreement with Massey High School to accommodate our senior students as an examination centre should it be required.

Teaching staff are using an integrated topic approach to deliver the curriculum, allowing students to make meaningful connections across different learning areas. This approach promotes deeper understanding, supports the development of key competencies, and provides authentic, real-world contexts for learning. It also means greater student engagement and encourages critical thinking, creativity, and collaboration.

Individual Education Plans (IEPs) are developed collaboratively with input from students (where appropriate), whānau, teaching staff, and specialist support personnel for all ākongā to set personalised goals around both behaviour and curriculum. These plans identify specific, measurable, achievable, and relevant goals in key learning areas such as reading, writing, and maths and include targeted behaviour goals to support positive engagement and self-management skills. These are updated fortnightly at Personalised Profile Planning (PPP) meetings to identify student progress and changing needs, ensuring goals and supports remain meaningful and achievable.

Teaching staff regularly review ākongā progress towards their goals. Adjustments are made based on assessment results, student feedback, and any identified areas needing additional support or resources. Regular professional development sessions are held to ensure that all staff are confident in implementing teaching strategies across the curriculum and are kept up-to-date with best practice.

Westbridge is committed to the ongoing development and growth of both school and residential kaimahi by providing targeted and relevant professional learning opportunities. This ensures that all kaimahi continue to build their skills, knowledge, and practice to effectively support student learning, wellbeing, and success. All teaching staff have engaged in comprehensive professional development with Ministry Curriculum Advisors centred on the refreshed NZ Curriculum.

Health and wellbeing surveys have been conducted with all kaimahi to gather insights into their experiences and needs. The data collected has been carefully analysed, with key findings reported back to the Commissioner. This process supports ongoing efforts to prioritise kaimahi wellbeing and informs future decision-making to create a positive and supportive working environment. These surveys are being carried out on a regular basis and have been expanded to include student health and wellbeing, ensuring a holistic approach to supporting the entire school community.

Health and safety committee meetings are held once a term to identify and assess potential hazards or safety risks within the school environment. This committee consists of the caretaker, property manager, principal and members of the SLT. The outcomes of these meetings, including any recommended actions, are reported back to the board to ensure that appropriate measures are in place to maintain a safe and healthy environment for all kaimahi and ākongā.

Westbridge places great emphasis on building and maintaining strong, collaborative relationships with whānau and stakeholders. We recognise the importance of involving families and the wider community in the educational process as these partnerships are essential to enhancing student wellbeing and achievement. The Student Pathway Coordinator is responsible for regularly updating families on their child's progress, as well as communicating any serious incidents or concerns that may arise within the school. This ensures that families are well-informed and can actively engage in supporting their child's educational journey and wellbeing. A focus area for the student pathway coordinator is transitions – both into and out of Westbridge.

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| Focus: Student Achievement - Reading | | |
| Strategic Aim: To raise student achievement in Reading | | |
| Annual Target: All ākonga will make at least “expected” progress in Reading (“expected” - 1 curriculum sub-level in 6 months, 2 curriculum sub-levels in 12 months. 3 curriculum sub-levels in 18 months) | | |
| Baseline data: 12 students attended the school during 2025 | | |
| Actions (what did we do?) | Outcomes (what happened?) | Evaluation (where to next?) |
| <ul style="list-style-type: none"> Professional development around the refreshed NZ curriculum – moe curriculum advisor In-class teacher aid support to work with individual students Reading, writing and maths are intentionally integrated into other areas of the curriculum, with explicit links being highlighted for students. Teachers encouraged to share success and reflect on challenges in a non-judgemental environment Four hours of English and maths teaching per day (currently only year 9 and 10 students) Prioritising students who are at risk of not achieving at their year level as early as possible by carrying out testing within their first week of enrolment Reporting on student progress at fortnightly Personal Profile Planning (PPP) meetings Accelerated learning programmes available for students who are above the expected level NCEA Level assessment available through Massey High School High expectations set for all students | <p>Of the 12 ākonga who attended in 2025:</p> <p>All students achieved at least “expected” progress.</p> <p>100%</p> | <p>Continue to encourage and develop an enquiry approach to learning recognising the links across the curriculum, particularly between reading, writing and maths. This provides meaningful, context-rich opportunities for students to apply and develop their reading, writing and maths within authentic learning contexts.</p> <p>Continue with PLD around the refreshed English curriculum with moe curriculum advisor for all teaching staff.</p> <p>Specific teaching of the links between oral language, reading, and writing which will incorporate discussion, storytelling, and analysis of texts to build students’ vocabulary, structure, and ideas.</p> <p>Increase independent reading time (both in class and residential)</p> |

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| <ul style="list-style-type: none">• Differentiated instruction to meet the needs of all learners• Use structured phonics and decoding instruction for emergent readers and provide training for teachers and teacher aids where required. | | |
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| Focus: Student Achievement - Writing | | |
| Strategic Aim: To raise student achievement in Writing | | |
| Annual Target: All ākonga will make at least “expected” progress in Writing (“expected” - 1 curriculum sub-level in 6 months, 2 curriculum sub-levels in 12 months. 3 curriculum sub-levels in 18 months) | | |
| Baseline data: 12 students attended the school during 2025 | | |
| Actions (what did we do?) | Outcomes (what happened?) | Evaluation (where to next?) |
| <ul style="list-style-type: none"> Professional development around the refreshed NZ curriculum – moe curriculum advisor One hour of writing each day for years 0-8, 4 hours per week for year 9 and 10 students In-class teacher aid support to work with students Integration of writing into current inquiry or topic studies to provide meaningful, authentic purposes for writing. Teachers encouraged to share success and reflect on challenges in a non-judgemental environment Priortising students who are at risk of not achieving the target as early as possible by carrying out testing within their first week of enrolment Reporting on student progress at fortnightly Personal Profile Planning (PPP) meetings Accelerated learning programmes available for students who are above the expected level NCEA Level 1 Literacy available to students in year 11 through Te Kura Students engage in daily writing tasks across the curriculum to build fluency, confidence and stamina | <p>Of the 12 ākonga who attended in 2025:</p> <p>8 achieved at least “expected” progress.</p> <p>67%</p> | <p>Focusing on the writing process and supporting students to plan, draft, revise, edit, and publish their writing, developing metacognitive awareness of their own writing development.</p> <p>Explicit teaching of writing structures and genres where teachers will model and scaffold different types of writing (e.g., narrative, persuasive, report, procedural), using clear exemplars and shared writing sessions.</p> <p>Writing for authentic purposes and audiences where students undertake real-world writing tasks that are meaningful and culturally relevant, increasing motivation and ownership.</p> <p>Provide external professional development for all teaching staff.</p> |

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| <ul style="list-style-type: none">• High expectations set for all students• Student writing is regularly published, displayed, and shared with authentic audiences (e.g., peers, whānau, community), fostering pride and motivation• Differentiated instruction to meet the needs of all learners• Technology is integrated to support the writing process, including drafting, editing, revising and publishing which have enhanced writing outcomes | | |
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| Focus: Student Achievement - Maths | | |
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| Strategic Aim: To raise student achievement in Maths | | |
| Annual Target: All ākonga will make at least “expected” progress in Mathematics (“expected” - 1 curriculum sub-level in 6 months, 2 curriculum sub-levels in 12 months. 3 curriculum sub-levels in 18 months) | | |
| Baseline data: 12 students attended the school during 2025 | | |
| Actions (what did we do?) | Outcomes (what happened?) | Evaluation (where to next?) |
| <ul style="list-style-type: none"> Professional development around the refreshed NZ curriculum – moe curriculum advisor One hour of maths each day for years 0-8, 4 hours per week for year 9 and 10 students NCEA level 1 maths available to year 11 students through TeKura Maths games used at all levels to teach and reinforce new learning Real-life contexts integrated into maths learning including band level calculations, wharehokohoko (earning, budgeting and spending bonus points), budgeting for classroom rewards/resources, cooking, etc making learning meaningful and relatable Improving basic fact knowledge through online games Variety of assessment tools used to inform teaching including E-Asttle, PAT, SMART Material resources used to support concrete understanding in number Teaching a range of strategies Providing timely, specific feedback and feedforward to help students set achievable goals and celebrate their progress | <p>Of the 12 ākonga who attended in 2025</p> <p>All students achieved at least “expected” progress.</p> <p>100%</p> | <p>Make connections between maths and other curriculum areas including science, technology, art, or physical education to show how maths applies across learning.</p> <p>Provide targeted support in small groups or one-on-one, especially for students needing extra help with foundational skills.</p> <p>Incorporate quality digital platforms for targeted, personalised practice and reinforcement.</p> <p>Ongoing professional development around revised maths curriculum.</p> |

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| <ul style="list-style-type: none">• Whole school focus on assessment and the development of number knowledge• Reporting on student progress at fortnightly Personal Profile Planning (PPP) meetings• High expectations set for all students• Differentiated instruction to meet the needs of all learners | | |
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| Focus: Student Achievement – Social Skills | | | | | | | | |
| Strategic Aim: All students will progress through the 6 stages of the band system | | | | | | | | |
| Annual Target: 100% of ākonga will have achieved at least one band per term from the time of enrolment | | | | | | | | |
| Baseline data: 11 Ākonga attended the school during 2025. Final band levels (leavers included): | | | | | | | | |
| Band | Welcome | Kakariki | Ma | Kowhai | Rauwhero | Hiriwa | Koura | Konukawata |
| Number of Student | 0 | 1 | 4 | 0 | 1 | 0 | 5 | 1 |
| Actions (what did we do?) | | | Outcomes (what happened?) | | | Evaluation (where to next?) | | |
| <ul style="list-style-type: none"> • End of term assembly to recognise individual achievement • Real time recognition and celebration of band progression • Zones of regulation taught daily. Each week a new zone is reintroduced, and students follow the structured programme. • Kaimahi PD on restorative practice • Individual Learning Plans for all ākonga • Personalised goal setting with Primary Key Worker (PKW) and ASL (Academic Support Lead) • All kaimahi trained in Team Teach • Wharehokohoko in residential and school • PB4L | | | <p>Of the 12 ākonga who attended in 2025 all achieved a band per term = 100%</p> <p>1 ākonga achieved konukawata – the highest band level. This is a remarkable achievement and attracts much admiration, trust and responsibility</p> <p>Student voice was gathered around wellbeing and health and safety. Changes were made to programmes to cater to the feedback both in school and residential.</p> <p>eTAP used to share ākonga celebrations with whānau.</p> | | | <p>Regular and ongoing PD – to ensure all kaimahi are up to date with trauma-informed best practice to help them understand how trauma can impact behaviour, learning, and relationships.</p> <p>Ensure kaimahi are equipped to respond to challenging situations with strategies that build trust, support emotional regulation, and foster positive interactions. (Team Teach).</p> <p>Carry out wellbeing survey every term. Revise questions where necessary (eg. Response to consultation)</p> <p>Explicit teaching of conflict resolution through structured lessons.</p> <p>Ongoing focus on teaching of Zones of Regulation and Social Skills.</p> | | |

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| <ul style="list-style-type: none">• New social skill introduced each fortnight and delivered in a structured programme in both settings• Student well-being survey• Targeted social skills which can be individualised or groups depending on ākongā needs. These are rotated fortnightly, across site• Principal's awards• ETaps shared with kaimahi around ākongā success so that all kaimahi are aware and can discuss and celebrate with ākongā• Social skills team meet regularly to plan and assess achievement | | |
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How have we given effect to Te Tiriti o Waitangi?

Westbridge Residential School gives effect to the Te Tiriti o Waitangi by embedding the principles of partnership, protection and participation throughout all aspects of the school's operations.

Protection:

- Protecting te reo Māori and tikanga Māori by embedding both into our weekly teaching and learning programmes. All ākonga and kaiako engage in regular te reo Māori and tikanga Māori learning, helping to promote and celebrate Māori language and culture across the school.
- Upholding the cultural identity of ākonga Māori as a source of strength and resilience. This includes culturally responsive behaviour support strategies that avoid deficit-based approaches.

Partnership:

- Continuing our relationship with local iwi (Te Kawarau a Maki) through regular engagement and collaboration.
- Appointing a Cultural Lead in the school team to work alongside the Cultural Team in residential

Participation:

- Ensuring Māori ākonga and their whanau are actively included in decision-making processes and school initiatives.
- Promoting leadership opportunities for Māori ākonga and providing culturally significant experiences that build confidence and mana.
- Monitoring and evaluating outcomes for ākonga Māori, ensuring that systems are in place to address any inequities in achievement, engagement or disciplinary actions.

Giving effect to Te Tiriti at Westbridge means:

- Ensuring Māori students enjoy and achieve educational success at the same levels as their peers
- Embedding local tikanga and mātauranga Māori into our curriculum and teaching practices
- Providing meaningful opportunities to learn te reo Māori
- Consulting authentically with whānau, hapū, and iwi when making significant decisions
- Creating an environment where every student feels a sense of belonging, identity, and value

Statement of compliance with employment policy

Westbridge Residential School

| Reporting on the principles of being a Good Employer | |
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| <p>How have you met your obligations to provide good and safe working conditions?</p> | <p>Maintaining a strong focus on health, safety, wellbeing, and staff support throughout the year.</p> <p>Health and Safety meetings held monthly to monitor workplace safety, review incidents and hazards, discuss emerging risks, and ensure compliance with legislative requirements. Staff were encouraged to actively contribute to health and safety processes.</p> <p>Wellbeing surveys were conducted each term with both staff and students to gather feedback regarding wellbeing, workplace culture, safety, and support needs. Survey findings were analysed and used to inform actions and improvements across the school.</p> <p>Professional supervision was provided for all kaimahi throughout the year to support professional practice, reflective conversations, and mental wellbeing.</p> <p>Employee Assistance Programme (EAP) services remained available to all staff members.</p> |
| <p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p> | <p>Equal Opportunities Policy in place</p> |
| <p>How do you practise impartial selection of suitably qualified persons for appointment?</p> | <p>Interview process and questions that address selection criteria equally to all candidates include post interview reference checks and police vetting. All interviews have at least two members of the Senior Leadership Team and interview notes are stored securely by privacy officer post interviews.</p> |
| <p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? | <p>The school is committed to recognising and reflecting the aims, aspirations, and perspectives of Māori through culturally responsive practices, meaningful relationships, and inclusive decision-making. We acknowledge our responsibilities under Te Tiriti o Waitangi and continue to work towards creating an environment where Māori students, whānau, and staff feel valued, respected, and able to achieve success as Māori.</p> <p>We recognise the importance of promoting equitable educational outcomes for Māori learners by embedding culturally responsive practices within</p> |

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| | <p>teaching, pastoral care, and school culture. Te ao Māori perspectives, tikanga Māori, and te reo Māori are encouraged within school programmes and everyday practice.</p> <p>The school values Māori participation and contribution across all aspects of school life and seeks to strengthen engagement with Māori whānau, community members, and external agencies including local iwi Te Kawarau a Maki. Opportunities are provided for Māori perspectives to inform school practices, student support, and decision-making processes where appropriate.</p> |
| <p>How have you enhanced the abilities of individual employees?</p> | <p>We have enhanced the abilities of individual employees by providing targeted professional development, personalised supervision, and opportunities for leadership growth. Kaimahi are supported to build on their strengths, take on new challenges, and engage in continuous learning that aligns with both their personal goals and the needs of the organisation.</p> <p>Our appraisal system plays a key role in this process by identifying strengths, setting clear development goals, and ensuring ongoing support and feedback.</p> |
| <p>How are you recognising the employment requirements of women?</p> | <p>The school recognises the employment requirements of women through policies, practices, and workplace supports that promote equity, wellbeing, flexibility, and professional growth. We are committed to providing a safe, inclusive, and supportive working environment where women can participate fully and progress professionally.</p> <p>Women continue to be well represented across teaching, leadership, administration, and support staff roles within the school. Professional learning and leadership opportunities were made available equitably, with staff encouraged to pursue career development pathways and further study.</p> <p>The school remains committed to providing a workplace free from discrimination, harassment, and bias, and continues to uphold equal employment opportunities principles in recruitment, employment practices, professional development, and workplace decision-making.</p> <p>See also equal opportunities policy</p> |
| <p>How are you recognising the employment requirements of persons with disabilities?</p> | <p>We recognise the employment requirements of persons with disabilities by promoting inclusive recruitment practices, providing workplace adjustments, and ensuring accessible facilities where necessary. We are committed to creating a supportive environment where all employees can thrive, and we</p> |

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| | <p>regularly review policies and practices to remove barriers and meet individual needs.</p> <p>See also equal opportunities policy</p> |
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Westbridge Residential School

| Reporting on Equal Employment Opportunities (EEO) Programme/ Policy | YES | NO |
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| Do you operate an EEO programme/policy? | X | |
| Has this policy or programme been made available to kaimahi? | X | |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | X | |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? | X | |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | X | |
| Does your EEO programme/policy set priorities and objectives? | X | |

Kiwisport funding

Kiwisport is a government funding initiative to support students in organised sport. In 2025 the school received total Kiwisport funding of \$683.60 (excluding GST)

The funding was spent on essential equipment, uniforms and training of students and staff representing Westbridge in our community in the sporting arena.

The students gained experience competing against all ages of youth and adults alike and used the time to build on their social skills.

The number of ākongā participating in organised sport has been maintained at 100% of the roll.