

# Solway School Annual Report 2024



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# Principal's Report

Tēnā koutou,

As we reflect on 2024, I want to acknowledge the incredible dedication, energy, and expertise of our Solway School team—teachers, teacher aides, caretakers, and office staff—who work tirelessly to create an environment where every child can thrive. Their commitment behind the scenes ensures that our school continues to be a place of excellence, growth, and community spirit.

This year has been one of progress, achievement, and collaboration. Some of our key highlights include:

1. The completion of a brand-new staffroom and the reconstruction of two classrooms, providing our students and teachers with improved learning spaces. The addition of a useable staffroom has not just provided a more pleasant work environment it has transformed the way staff work and plan together as we now have a purpose built meeting space.
2. Solway School's outstanding victory in Jump Jam, showcasing our students' enthusiasm and talent. Like our many extra-curricular these events are only possible through staff and community members giving up their own time to provide opportunities for our learners.
3. The success of our school production, *Rolling Through Aotearoa*, which brought our community together through song, dance, and storytelling. Close to 900 members of the community came to watch the performance, such shows are key components of our arts programme.
4. Outstanding academic achievements, with student progress and results in reading, writing, and mathematics exceeding national averages. These successes reflect the dedication of our teachers, the hard work of our students, and the support of our whānau.
5. Rich and meaningful community events such as Grandparents Day, Pet & Flower Day, and our Matariki celebrations, reinforcing the values of connection and cultural identity within our school.

At the heart of these achievements is our unwavering commitment to high-quality teaching and learning. Our staff have engaged in ongoing professional development, including the Better Start Literacy Approach and Positive Behaviour for Learning, ensuring that we are equipping our students with strong foundations for success. Additionally, our teachers have fostered rich learning opportunities through camps, Kapa Haka, and a wide range of sports activities, making learning engaging, inclusive, and holistic.

We also take a moment to acknowledge and express our deepest gratitude to the staff members who left us at the end of 2024—Anne Scott, Sam Wright, Brenda Duckett, and especially Viv Booth, whose 27 years of dedicated service have left a lasting impact on our school and community.

To our Year 6 graduates, we are immensely proud of you and all that you have achieved at Solway. While we are sad to see you go, we are excited for the new adventures that await you at intermediate school and beyond. We know you will continue to make us proud.

Lastly, a heartfelt thank you to our Board of Trustees, parents, and wider community. Your support—whether through coaching sports teams, assisting with productions, fundraising, or accompanying school trips—enriches our school in countless ways. Your involvement truly makes Solway special.

As we look ahead to 2025, we remain committed to fostering a school culture that values excellence, inclusivity, and lifelong learning. Thank you all for being part of the Solway journey.

**Ngā mihi nui,**  
Mark Bridges  
Principal, Solway Primary School

## List of all school board members

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
<b>Barri Cooper</b>	May 2025
<b>Jaco Le Roux</b>	May 2025
<b>Kelly Lissington</b>	May 2025
<b>Felicity Brooks</b>	May 2025
<b>Briar Harvey</b>	Presiding member May 2025
<b>Hannah Doherty</b>	Staff Rep May 2025
<b>Mark Bridges</b>	Principal May 2025

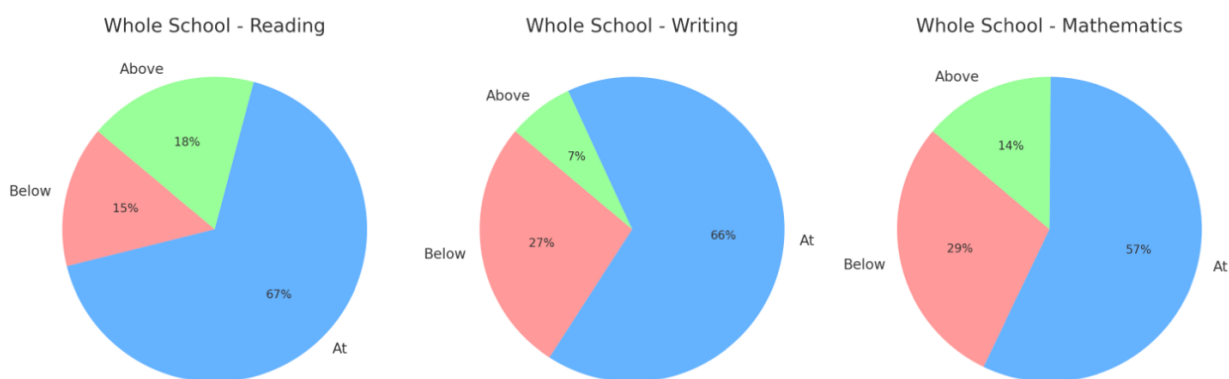
Statement of variance: progress against targets

Strategic Goal 1:  
As per the strategic plan

Annual Target/Goal:  
As per the annual implementation plan

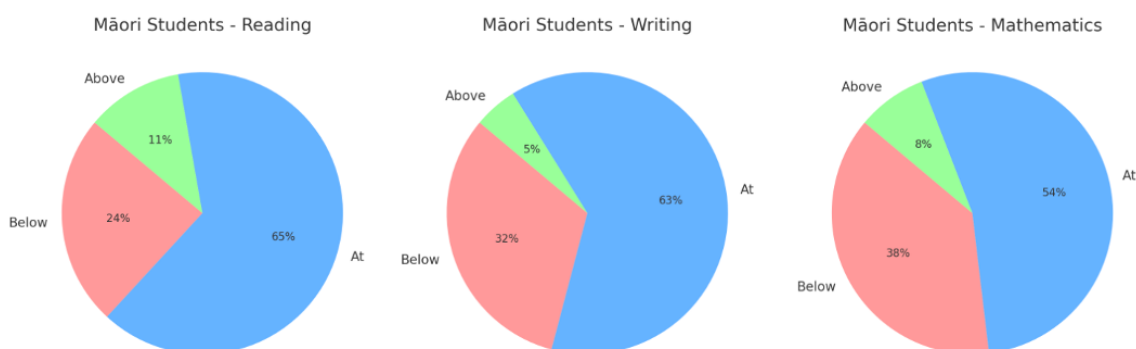
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1	<ul style="list-style-type: none"><li>The first full year of <b>structured literacy (BSLA)</b> in the junior school has shown continued signs of improving student engagement and literacy acquisition. Due to it being only in the junior years the filtering through into the data will take time.</li></ul>	<ul style="list-style-type: none"><li><b>Reading results remain stable</b>, indicating that previous gains have been maintained. We did not have a reading challenge in 2024 which led to large gains in 2023. However, <b>mathematics and writing showed slight decreases</b> in the proportion of students meeting expectations. It appears these results are still well above the national average.</li></ul>	<ul style="list-style-type: none"><li>Despite further moderation PLD I do not have full confidence in the quality of the data. The implementation of increased CRT has meant disruptions for teaching and learning due to often as many as 3 different teachers in a week. Also we had a schoolwide production in 2024 which is a fantastic experience for our learners but it does impact teaching time just at the time we are doing our end of year assessments.</li></ul>	<ul style="list-style-type: none"><li><b>Continue moderation sessions</b> for writing to improve assessment consistency.</li><li><b>Whole school to implement structured numeracy</b> (Oxford, Number Agents) alongside structured literacy.</li><li><b>Do another reading challenge in term 3</b></li><li><b>Continue to push an hour per day Reading, Writing and Maths</b></li></ul>
Action 2	<ul style="list-style-type: none"><li>Greater consistency in curriculum delivery across year groups through <b>collaborative planning, shared literacy strategies, and school-wide initiatives</b> such as basic facts challenges.</li></ul>	<ul style="list-style-type: none"><li><b>More regular attendance across the year</b>, Term 4 was our best term post Covid.</li></ul>	<ul style="list-style-type: none"><li><b>Job shares when mixed with the new CRT allowances can mean we have 3 different teachers in many classes over any given week.</b></li></ul>	<ul style="list-style-type: none"><li><b>Senior students will trial structured literacy later in 2025.</b></li><li><b>Structured numeracy extended to years 6.</b></li></ul>
Action 3	<ul style="list-style-type: none"><li>The third year of <b>PB4L (Positive Behaviour for Learning)</b> resulted in <b>a continued reduction in Tier 2 and 3 behaviour incidents.</b></li></ul>	PB4l records show the overall reduction in both major and minor incidents. Playground incidents reduced significantly.	We have almost fully embed PB4L school-wide.	<ul style="list-style-type: none"><li><b>Collaborate more with other schools taking a leadership role in the regional network.</b> .</li><li><b>Continue to enhance Tier 2 processes</b> to support identified at-risk students while strengthening Tier 1 practices.</li></ul>

# Evaluation and analysis of the school's students' progress and achievement



## Whole School Learners (203 students)

Subject	Below Expected Level	At Expected Level	Above Expected Level	At or Above Expected Level
Reading	15% (31 students)	67% (136 students)	18% (36 students)	85% (172 students)
Writing	27% (55 students)	66% (134 students)	7% (14 students)	73% (148 students)
Mathematics	29% (60 students)	57% (116 students)	14% (27 students)	71% (143 students)



## Māori Learners (81 students)

Subject	Below Expected Level	At Expected Level	Above Expected Level	At or Above Expected Level
Reading	24% (19 students)	64% (52 students)	11% (9 students)	75% (61 students)
Writing	32% (26 students)	63% (51 students)	5% (4 students)	68% (55 students)
Mathematics	38% (31 students)	54% (44 students)	8% (6 students)	62% (50 students)

## Key Insights:

### Positives:

- **Reading:** 85% of all students and 75% of Māori students are at or above expectations.
- **Writing:** 73% of all students and 68% of Māori students are at or above expectations.
- **Mathematics:** 71% of all students and 62% of Māori students are at or above expectations.

### Concerns:

- **Mathematics:** 38% of Māori learners (compared to 29% schoolwide) are below expectations.
- **Writing:** 32% of Māori learners (compared to 27% schoolwide) are below expectations, highlighting the need to close the gap between Māori and non-Māori students.
- **Interventions:** 31 students are below expectations in reading, 60 in mathematics, and 55 in writing, all of whom are being closely monitored.



## Giving Effect to Te Tiriti o Waitangi at Solway Primary School

At Solway Primary, we are committed to embedding Te Tiriti o Waitangi principles into our school culture, curriculum, and community engagement. We continue to make meaningful progress in ensuring that our plans, policies, and practices reflect **tikanga Māori, mātauranga Māori, and te ao Māori**, while also fostering **equitable outcomes for Māori students**.

### **Board of Trustees**

Our Board remains focused on strengthening cultural responsiveness and fostering genuine partnerships with our Māori whānau. This year, we have:

- Engaged with professional **culturally responsive consultants** to guide and support our journey in embedding Te Tiriti within school governance and operations.
- Co-opted **board members who represent our Māori whānau**, ensuring Māori voices are actively contributing to decision-making.
- Allocated specific funding and resources to **support the continued growth of Kapa Haka and Te Reo Māori** within our school, recognising their importance in fostering cultural identity and inclusion.

### **Leadership**

Our leadership team plays a key role in supporting staff, students, and whānau in strengthening Māori language and cultural practices within our school environment. This year, we have:

- Worked closely with **our Kāhui Ako** (Community of Learning) to share expertise and develop a culturally inclusive approach to teaching and learning.
- Drawn on **internal Māori expertise** to plan and deliver Te Reo Māori instruction and integrate Māori perspectives across the curriculum.
- Supported staff with **professional development** focused on culturally responsive pedagogy and improving outcomes for Māori students.

### **Kāhui Ako / Community of Learning**

Solway Primary continues to collaborate with local schools within **Pūpuke Kāhui Ako**, strengthening connections between kura and iwi. This has included:

- Working alongside **Ngāti Paoa** to identify and implement next steps in embedding local tikanga and mātauranga Māori into our curriculum.
- Encouraging shared learning and best practice initiatives across schools to ensure that our approach to Te Tiriti o Waitangi is consistent and meaningful.

### **Teachers**

Ensuring that all staff feel confident and equipped to deliver Te Reo Māori and tikanga Māori is a key priority. This year, we have:

- Provided ongoing support for classroom teachers through a **dedicated Te Reo Māori specialist** and a senior leader with expertise in Māori education.
- Established a **collaborative teaching model**, where classroom teachers receive guidance and coaching to confidently integrate Māori language and customs into daily learning.
- Integrated **New Zealand's histories curriculum** into classroom teaching, ensuring students understand Aotearoa's bicultural heritage and their place within it.

### **Learners**



Our students actively engage with Māori language and culture through structured learning opportunities and schoolwide practices. This year, they have:

- Participated in **Te Reo Māori lessons**, gaining confidence in speaking and understanding the language.
- Learned about **New Zealand history, including local iwi narratives**, ensuring they develop a strong connection to our shared past.
- Regularly engaged in **schoolwide tikanga practices**, including **karakia, waiata, kapa haka, and mihi whakatau**, fostering a sense of belonging and cultural pride.

### Looking Ahead

Moving forward, we will continue to strengthen our commitment to Te Tiriti o Waitangi by deepening iwi partnerships, expanding staff professional learning in culturally responsive teaching, and further integrating Te Reo Māori into our everyday school environment.

## Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	<i>We review our policies and procedures on a regular basis, we make sure we have a good safe working environment and when weaknesses are identified we address them.</i>
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	<i>Our full policy is available to the public on online through School Docs.</i>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<i>All appointments are made by a diverse panel with EEO practise at the core of the process.</i> <ul style="list-style-type: none"> <li>- treat current and prospective staff fairly</li> <li>-make decisions based on merit</li> <li>-work to eliminate bias and discrimination.</li> </ul>
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<i>Both our Principal and Assistant Principals are tangata whenua. We consult with our Māori community on a regular basis, both formally and informally. Our school protocols and processes are designed to be both engaging and welcoming for Māori</i>
<b>How have you enhanced the abilities of individual employees?</b>	<i>As a school we have invested over the past few years in significant culturally responsive PD. This continues through Nuku Ora, the Kahui Ako and various PD opportunities available to staff. In addition we lead our own PD with a Te Reo focus.</i>
<b>How are you recognising the employment requirements of women?</b>	Our Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.
<b>How are you recognising the employment requirements of persons with disabilities?</b>	Our Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

## Financial statements – see attachments

### Kiwi sport funding

\$3,686.32 was granted to Solway School through Kiwi sport funding, we use this funding to ensure that sporting opportunities are accessible for all students regardless of their socio economic situation. Funding contributed to bus transport to interschool sports events like swimming, a 50% subsidy of all school camps, venue hire for Athletics, Cross Country the Masterton Pool and the purchase of new and replacement sports equipment.