



Solway School Annual Plan 2026 - 2029

Vision Statement:

Together we will improve tomorrow by inspiring a love of learning today.

At Solway School our children will have a sense of belonging and connection to school, to whānau, to friends and the community. All children will experience achievement and success. They will learn to be resilient and have the capacity to bounce back. Children will develop good relationships, be self confident, able to lead, self manage and be responsible decision makers. Children will be nurtured and cared for by the staff at Solway and have adults they can turn to who grow their potential, celebrate their success and work through problems. They will feel safe and secure, included and engaged and be confident in their identity.

How we developed the plan -The development of the 2026–2029 Strategic Plan was undertaken through a collaborative review process involving school leadership and governance. As a leadership team, we began by revisiting the existing strategic plan to identify what remained relevant and what needed updating, this is an evolutionary process. Particular attention was given to changing government policy, new achievement targets, attendance expectations, and emerging professional learning priorities. The current plans foundation was developed after a Ministry of Education workshop in 2023 , the leadership team participated in a strategic planning day to draft the updated plan. This draft was then shared with the Board of Trustees, who were supportive of the direction and contributed refinements to language and clarity. 2024 ERO feedback was also considered and incorporated where appropriate. Prior to the 2024- 2025 plan Community voice was gathered through a school survey, which showed strong support for the proposed strategic goals, with approximately 15% of the community responding and 100% approval of the overall direction. This process ensured the strategic plan reflects government priorities, school values, community aspirations, and practical next steps for teaching and learning at Solway School from 2026 to 2029.

| Strategic Goals | Links to Education requirements | | What do you expect to see? | | How will we achieve or make progress towards our strategic goals? | | How will you measure success? |
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| <p>All learners at Solway will thrive in environments rich in literacy and numeracy and expand their horizons of knowledge and collaboration in a culturally responsive manner.</p> | <p>Objective 1 Learners at the centre</p> <p>Priority 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> |  | <p>High levels of engagement of all learners.</p> <ul style="list-style-type: none"> -All children will achieve at or above expectations (this was a minimum of 80% under National Standards) for literacy and numeracy. -Progress for all learners -Accelerated progress for target learners _Teachers will demonstrate deliberate acts of teaching. -Targeted design for learning -Catering for all learners |  | <p>Embed and sustain literacy & numeracy approaches across eg.</p> <ul style="list-style-type: none"> - BSLA (0-3) - BSLA Tier 2 - BSLA (4-6) - Liz Kane <p>Math taught effectively 5 days a week</p> <ul style="list-style-type: none"> - Number Knowledge & Strategy - Strand math - Number Agents/NUMICON (0-2) - Oxford University Press Maths (3-6) as part of the Making it Count MOE scheme. - Times Table Rock Stars for all years 3 to 6 students - MAP , Maths Acceleration 12 week small group Programme for all years 3 to 6 students who are |  | <p>We will measure success through assessment of literacy and numeracy</p> <ul style="list-style-type: none"> - refer to the assessment schedule (which includes moderation) - Use approved standardised testing to inform teaching and learning, initially PAT testing and e-asTTle writing for 2026 but trialling SMART tools in 2027 when available. <p>Target learners SENCO Reflections and student voice. School Reviews Reporting to whanau Teachers, learners and leaders are involved</p> |

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| | | <ul style="list-style-type: none">-Leaders will plan and review areas for growth.-Identify areas of need-Provide support and opportunities to develop and grow in these areas-Areas are strengthened-Teaching practice will be reflective and responsive to the needs of the learners. | | <p>below expectation as assessed in 2025</p> <p>Strengthen collaboration, shared expectations, communication, knowledge and expanding their horizons.</p> <ul style="list-style-type: none">- Sustain learning through play | | |
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We are growing quality teachers and learners recognising the strengths, interests and potential whilst we strive to achieve equitable outcomes for all.

Objective 3
Quality Teaching and Leadership

Priority 6
Develop staff to strengthen teaching, leadership and learner support capability across the education workforce



Established learning routines consistent across the school.

- Leader observations, walkthroughs and where needed monthly checklists.
- Coaching with peers
- PB4L consistently applied
- Reading, writing and mathematics being taught 1 hour per day with fidelity through BSLA, Oxford & Number Agents/NUMICON
- Child focused learning where strengths, interests & potential are recognised with high expectations for *all*.
- Student voice, agency and interests are celebrated
- Priority is given to provide equitable outcomes for Māori learners' achievement and progress.

Teachers will develop and sustain strong



Through resourcing teachers with evidenced based programmes, professional development and support with areas of strength and growth. Teacher inquiry to develop a reflective practice which has a positive impact on teaching delivery.

Learners will have a voice in the direction of their learning.

Deliberate equitable opportunities will be authentic for Māori learners to ensure their progress and achievement.

- Knowing your learner & their whānau
- Building relationships to develop participation from whānau



Teacher observations, attestations against the standards, teacher reflection and peer observations.

Student voice, assessment data of progress and achievement. Formative observations of children.

Māori achievement and analysis.

relationships with
tamariki and whānau.

-Whānau engagement
to learning
conferences,
community events,
attendance, student
voice, PB4L referrals &
data.

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| <p>Solway will provide a physically, emotionally and culturally safe place, which is warm and welcoming, with a sense of whanaungatanga for all.</p> | <p>Objective 1 Learners at the Centre Priority 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Objective 2 Barrier Free Access Priority 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākona, disabled learners/ākona and those with learning support needs</p> <p>Tier 2 PB4L</p> | <p>The result of happy tamariki who want to be at school. They can communicate their feelings, take risks, know their culture</p> <ul style="list-style-type: none"> -Kapa haka involvement -Attendance increased -Higher achievement <p>Community talking about Solway in a positive way.</p> <ul style="list-style-type: none"> -Community talk -Thanking Solway for teaching their child -Whānau coming in and part of school events <p>Teachers and leaders will continue to plan and come together as a community to share and celebrate tamariki learning and successes.</p> <ul style="list-style-type: none"> -Matariki -Grandparents day -HERO -Kapa haka evening -Pet/Flower Day | <p>Having barrier free access for for all</p> <ul style="list-style-type: none"> - Special needs access - Refugee support - Teacher aides - SENCO meetings and liaison - Cultures celebrated - Wellbeing review of learners in teams and leadership level - No financial barriers - Activities are equitable <p>Having community events to encourage whānau participation and engagement through the school's culture and gather whanau voice and feedback.</p> <p>Continue to foster a culture where staff are welcoming and genuinely interested in the lives of our learners and their whānau through;</p> <ul style="list-style-type: none"> - Communication through HERO and sharing tamariki learning journeys - Open door policy in the classroom. - Making connections wherever possible. | <p>Families want to send their children to Solway</p> <p>Learners voice and community consultation.</p> <p>Egalitarian culture within the school.</p> <p>Shared power and elevating the mana and status of tamariki.</p> <p>Attendance data will be higher.</p> |
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To ensure all learners attend regularly, engage fully in learning, and experience success by reducing barriers to attendance and responding early to concerns.

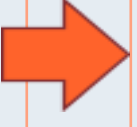
Objective 1
Learners at the Centre
Priority 1 – Ensure places of learning are safe, inclusive, and support engagement (attendance is a key indicator of engagement).
Priority 2 – Barrier-free access
Reduce barriers to education for



- Whānui hui
- Meet the Teacher nights
- Learning conferences
- Triathlon
- Athletics fun day
- Assemblies
- Productions
- Cultural days



- Improved overall attendance rates across the school
- Reduction in chronic absenteeism (below 80%)
- Early identification and response to attendance concerns
- Strong partnerships with whānau to support regular attendance
- Learners who feel connected, supported,



- Implement STAR (Stepped Attendance Response) procedures consistently across the school
- Daily monitoring of attendance through HERO, with same-day follow-up using SMS and direct contact where required
- Early intervention approach, identifying patterns of concern before they become entrenched
- Regular communication with whānau, promoting the importance of attendance in a supportive and non-judgemental way

- Term-by-term analysis of attendance data (overall and target groups)
- Reduction in the number of students below 80% attendance
- Increased percentage of students attending regularly (90%+)
- Evidence of timely follow-up and documented interventions through HERO
- Feedback from whānau and learners indicating improved engagement

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| | <p>all learners, including Māori, Pacific learners, disabled learners, and those with additional needs.</p> <p>Priority 3 – Quality teaching and leadership Use data (e.g. HERO attendance tracking) to identify and respond early to learners at risk of disengagement.</p> | | <p>and want to be at school</p> | <ul style="list-style-type: none">-Use of incentives and positive reinforcement to encourage improved attendance-Collaboration with external agencies (e.g. Ministry of Education, Attendance Services, social agencies) where additional support is needed-Removal of barriers where possible, including support with transport, food, and wellbeing-Leadership oversight, with regular review of attendance data and targeted responses for at-risk learners | | <p>-Reporting to the Board on attendance trends, actions, and outcomes</p> |
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