



# Solway School Annual Plan 2024 - 2025 (revised 7.11.24)

## 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 whanau, 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 are confident in their identity.**

## How we developed the plan -

After attending an MOE workshop we took the leadership team on a strategic planning day to draft our plan. From here we consulted with the BOT. The BOT were generally very happy with the draft and some tweaks to the language were made. ERO also had some suggestions. We then shared the planning with the community in the form of a survey. 100% approved of our strategic goals, approximately 15% of the community responded to the survey. (We have revised this in November 2024 to make sure our goals for 2025 remain relevant with ongoing changes being made by the government to our curriculum).

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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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.

Objective 1  
Learners at the centre

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

High levels of engagement of all learners.

- All children will achieve at or above expectations (a minimum of 80%) 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

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

Embed and sustain literacy & numeracy approaches across eg.

- BSLA (0-3)
- BSLA Tier 2
- BSLA (4-6 when available)
- Heggerty
- Liz Kane

Math taught effectively 5 days a week

- Number Knowledge & Strategy
- Strand math
- Number Agents (0-2)
- Oxford University Press Maths (3-6) as part of the Making it Count MOE scheme.

Strengthen collaboration, shared expectations, communication, knowledge and expanding their horizons.

- Sustain learning through play
- Embed Play, Make, Create

We will measure success through assessment of literacy and numeracy (Oxford assessment testing) and use this formatively to inform our practise.

- refer to the assessment schedule (which includes moderation)

Target learners  
SENCO  
Reflections and student voice.  
School Reviews  
Reporting to whanau  
Teachers, learners and leaders are involved

				to the needs of the learners.				
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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
- coaching with peers
- PB4L consistently applied
- Reading, writing and mathematics being taught 1 hour per day with fidelity through BSLA, Oxford & Number Agents

Child focused learning where strengths, interests & potential are recognised with high expectations for *all*.

- student voice, agency and interests are celebrated
- Kaitiaki groups

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 practise 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.

				<p>relationships with tamariki and whānau.</p> <ul style="list-style-type: none"><li>- Whānau engagement to learning conferences, community events, attendance, student voice, PB4L referrals &amp; data.</li></ul>				
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Solway will provide a physically, emotionally and culturally safe place, which is warm and welcoming, with a sense of whanaungatanga for all.

Objective 1  
Learners at the Centre  
Priority 1  
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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

Tier 2 PB4L



The result of happy tamariki who want to be at school. They can communicate their feelings, take risks, know their culture

- Kapa haka involvement
- Attendance increased
- Higher achievement

Community talking about Solway in a positive way.

- Community talk
- Thanking Solway for teaching their child
- Whānau coming in and part of school events

Teachers and leaders will continue to plan and come together as a community to share and celebrate tamariki learning and successes.

- Matariki
- Grandparents day
- Seesaw
- Kapa haka evening
- Pet/Flower Day
- Whānui hui



Having barrier free access access for for all

- 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

Having community events to encourage whānau participation and engagement through the school's culture and gather whanau voice and feedback.

Continue to foster a culture where staff are welcoming and genuinely interested in the lives of our learners and their whānau through;

- Expectations around the use of Seesaw are followed.
- Open door policy in the classroom.



Families want to send their children to Solway

Learners voice and community consultation.

Egalitarian culture within the school.

Shared power and elevating the mana and status of tamariki.

Attendance data will be higher.

				<ul style="list-style-type: none"><li>- Meet the Teacher nights</li><li>- Learning conferences</li><li>- Triathlon</li><li>- Athletics fun day</li><li>- Assemblies</li><li>- Productions</li><li>- Cultural days</li></ul>		<ul style="list-style-type: none"><li>- Making connections wherever possible.</li></ul>		
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