



Solway School 2023 Annual Report

Presiding Members Report

After 3 years when covid dominated plans and discussions it been good to be able to focus on just kids and learning again.

I would like to acknowledge all the effort and energy from all the Solway School team. Teachers, teacher aides, caretakers, office staff - as a Board we get to see just what goes on behind the scenes to make a school work and everyone at the school has played their part to make 2023 a great one for our children.

Staff have undertaken professional development for the Better Start Literacy approach, Positive Behaviour for Learning, numeracy and worked closely with Nuku Ora or Sport Wellington. They have gone over and above organising Camps, Matariki, Pet and Sports Days and Kapa Haka.

Congratulations to our graduating year 6 students. While it's sad to see you go we wish you all the very best for intermediate school and your future.

Finally the board has really appreciated the continued support of our parents and community. From sports coaches, school productions, pie and bake sales , school trips, camps and sporting events. You name it we get good support and we thank you for that.

Kyle Wells Chairperson Solway School Board of Trustees 2023

Principal's Report

I am delighted to have completed another successful year at Solway School, my sixth as Principal. I firmly believe that on the whole, Solway kids are how kids should be, we are blessed to have what I would describe as the Goldie Locks school and community, just right - not too big, not too small, a little bit town, a little bit country.

2023 has been a significant year of progress.

Thank you BOT, Management Team, Teachers, Support staff, Community, Students – for making to the end of not just the academic year but also the Covid period which added many stresses to all.

Some Highlights have been:

1. Starting the year with yet another 2 new classrooms and the long awaited rebuild of Kauri and Kahikatea
2. 3 out of 5 relay teams winning the Wairarapa athletic Zones
3. Continued high academic achievement though out the school including over 90% of student writing at or above their expected level midyear, the national average is just 70%
4. All of our wonderful communities events – Grandparents day, Pet & Flower Day, Matariki
5. Working with a team of great teachers, none of whom want to work anywhere else in 2024.

Well Done to all involved in making Solway such a great success.

All the best to those leaving – both staff and students

Ma te atua manaaki Mark Bridges Principal 2023

List of 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
Barri Cooper	May 2025
Jaco Le Roux	May 2025
Kelly Lissington	May 2025
Felicity Brooks	May 2025
Briar Harvey	Presiding member May 2025
Hannah Doherty	Staff Rep May 2025
Mark Bridges	Principal May 2025

Statement of variance: progress against targets

Strategic Goal 1:

LEARNING / Student Achievement

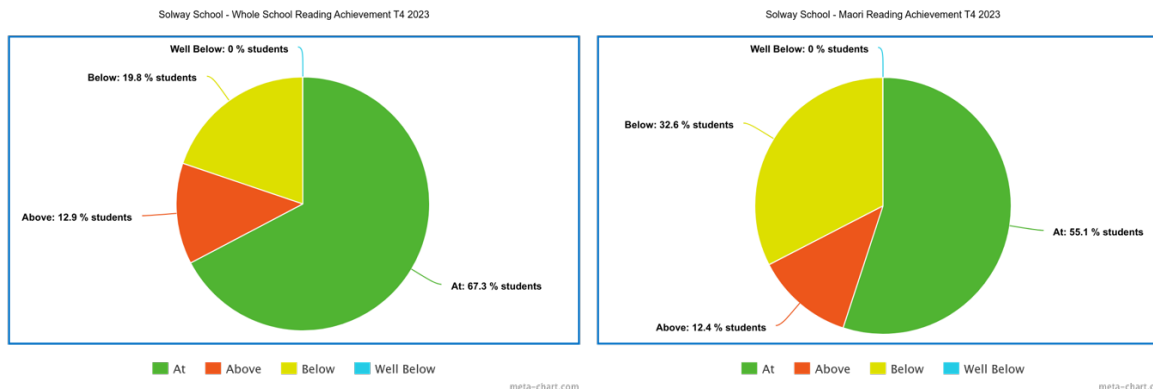
To *collaborate and connect* children with educational opportunities that meets expectations through the 21st learning principles and skills.

To *communicate and create* changes – personally and socially to equip them with strategies to become independent, resilient, confident and competent learners

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?</i> <i>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.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Curriculum – to raise achievement across the school	Potentially the biggest impact on student achievement in 2023 was the retraining of our entire junior team and the implementation in term 3 of structured literacy/ BSLA. The initial indicators are that students acquisition of literacy and engagement has improved	Our overall achievement was comparable to 2022 with a slight drop in Writing and Numeracy but an increase for Reading. All results remain comfortably above the national average for those working at and above.	End of year testing was challenging due to significant illness faced by students and adults, whilst this impact may have been marginal, we did not have the time to moderate results thoroughly.	We have extra moderation sessions planned for writing, junior classes are introducing and trialing structured numeracy and BSLA is now established. We have also volunteered to trial the yet to be completed revised math's curriculum.
Action 2 Reading & Numeracy - a focus is on re-establishing routines and having consistency throughout the school.	Post Covid we have been focussing on consistency with regular delivery of reading, writing and maths and increased cooperation between classes to reduce inconsistency both across year group and between year groups.	Through team cooperation, class rotations based on curriculum areas, more regular attendance other than term 4 and shared planning with structure literacy in the junior as well as whole school reading and basic facts challenges variations in delivery have been reduced.	Different classes of the same year levels have not necessarily been placed together which was a physical barrier to shared practice.	Structured literacy will continue to be used and will include year 3 students; structured math's is being used from years 0 to 3. Classes of the same year level are now physically grouped together.
Action 3 PB4L , to entrench a culture of positive behaviour Manaakitangi, Manawanui and Pono	2022 was the start of our PB4L journey, in 2023 we continued and consolidated our learning and cultural development of both staff and students	PB4L incident data showed significant reduction in tier 2 and three behaviour. Less children were in time out. Students became familiar with our te reo values of Manaakitangi, Manawanui and Pono.	The 2 nd year of PB4L really helped consolidate our understanding and iron out consistency within the community. The culture of PB4L has been established	We will move to tier 2 PB4L training which will enhance the processes and strategies we use for tier 2 students as well as enhancing the practices we already use.

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

Reading



Reading Results 2023

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	23	24.7%	57	61.3%	13	14.0%	93
	Female	0	0%	17	15.6%	79	72.5%	13	11.9%	109
	Total	0	0%	40	19.8%	136	67.3%	26	12.9%	202
Maori	Male	0	0%	16	42.1%	17	44.7%	5	13.2%	38
	Female	0	0%	13	25.5%	32	62.7%	6	11.8%	51
	Total	0	0%	29	32.6%	49	55.1%	11	12.4%	89

This Reading data tells us:

80% of children working at or above the expected level in reading, this is unchanged from last year.

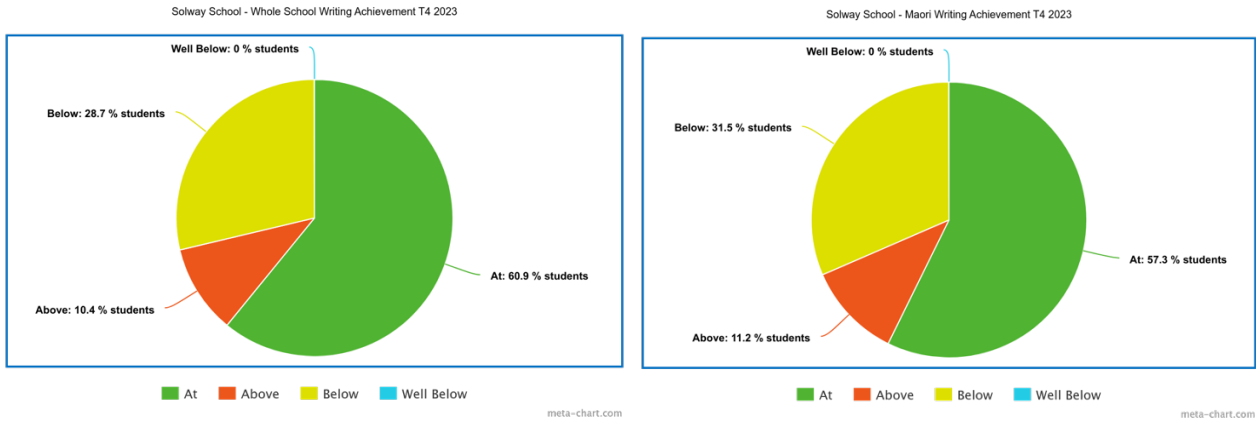
19% of children are working below or well below the expected level in reading.

Maori students:

68% of Maori children are working at or above the expected levels in reading down from 77% last year.

32% of Maori children are working below or well below the expected levels in reading up from 21% last year.

Writing



Writing Results 2023

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	36	38.7%	56	60.2%	1	1.1%	93
	Female	0	0%	22	20.2%	67	61.5%	20	18.3%	109
	Total	0	0%	58	28.7%	123	60.9%	21	10.4%	202
Maori	Male	0	0%	17	44.7%	21	55.3%	0	0%	38
	Female	0	0%	11	21.6%	30	58.8%	10	19.6%	51
	Total	0	0%	28	31.5%	51	57.3%	10	11.2%	89

This Writing data tells us:

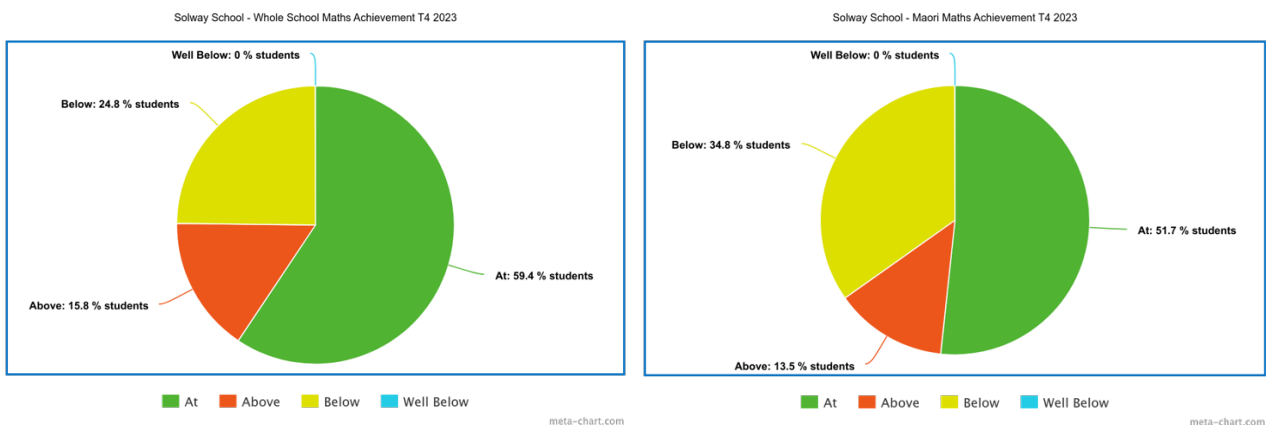
71% of children working at or above the expected level in writing, up from 70% last year.

28% of children are working below or well below the expected level in writing which is unchanged from 2022.

Maori students:

31% of Maori children are working below or well below the expected levels writing down from 39% last year.

Numeracy Results 2023



All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	27	29.0%	47	50.5%	19	20.4%	93
	Female	0	0%	23	21.1%	73	67.0%	13	11.9%	109
	Total	0	0%	50	24.8%	120	59.4%	32	15.8%	202
Maori	Male	0	0%	15	39.5%	20	52.6%	3	7.9%	38
	Female	0	0%	16	31.4%	26	51.0%	9	17.6%	51
	Total	0	0%	31	34.8%	46	51.7%	12	13.5%	89

This Maths data tells us:

75% of children working at or above the expected level in maths, down from 79% last year.

24% of children are working below or well below the expected level in maths, up from 21% last year

Maori students:

65% of Maori children are working at or above the expected levels in maths down from 70% last year.

34% of Maori children are working below or well below the expected levels in maths up from 29% last year.

How we have given effect to Te Tiriti o Waitangi

Legislation: Board of Trustees

The Education and Training Act 2020 amended the primary objectives of school boards, one of which is:
The school gives effect to Te Tiriti o Waitangi, including by

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

Legislation: Teaching Standard

One of which is: Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

- Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand
- Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand
- Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi
- Practise and develop the use of te reo and tikanga Māori

At Solway Primary, we are focussed on developing this key area for our teachers and wider community.

Board of Trustees: As a school we have worked with professional culturally responsive consultants who have help us navigated a path in this journey, we have also more recently co-opted specific board members who represent our Māori whanau. We also specifically fund and resource the development of KapaHaka and Te Reo in the school

Leadership: Working alongside our Kahui Ako and draw on our own internal Māori expertise to plan and deliver Te Reo and a rich culturally inclusive environment.

Kāhui Ako/Community of Learning: Local schools are working to establish next steps between Pupuke Kāhui Ako and Ngāti Paoa.

Teachers: A group of teachers as well as a paid specialist and an expert from the leadership team assist classroom teachers to deliver Te Reo Māori and Kapa Haka.

Learners: Engaging in Te Reo lessons, learning about New Zealand history and our place. Our learners are also active participants with Solway practices such as karakia, waiata, kapa haka, mihi whakatau.

Statement of compliance with employment policy

Statement of Compliance with Employment Policy For the year ended 31st December 2023 the Solway School Board: Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice. Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board. Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination. Meets all Equal Employment Opportunities requirements.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<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>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Our full policy is available to the public on online through School Docs.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>All appointments are made by a diverse panel with EEO practise at the core of the process.</i> - treat current and prospective staff fairly -make decisions based on merit -work to eliminate bias and discrimination.
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	<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>
How have you enhanced the abilities of individual employees?	<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>
How are you recognising the employment requirements of women?	<i>Our Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Our Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</i>

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
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Kiwisport Funding

\$3,545.32 was granted to Solway School through Kiwisport 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, water safety training with the Riversdale Surf Life Saving Club, 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.

Financial statements – see attachments

Community Support :

Solway School receives amazing support from its parent community and I want to thank everyone involved in supporting the School. This includes the many parent helpers, who give freely of their time, whether it be to assist with camp, provide transport on School outings, manage and coach sport teams, or in any of the other numerous ways; to all of you I say THANK YOU!!

Mark Bridges
Principal

Solway Primary School