

2025 Annual Report Solway Primary School



Principal's Report

Tēnā koutou,

As we reflect on 2025, I again want to acknowledge the outstanding commitment of our Solway team—teachers, support staff, and leadership—who continue to create a school where children thrive not only academically, but as confident, capable young people. At Solway, we remain proud to be a place where childhood is valued—where huts are built, trees are climbed, and learning is grounded in strong relationships and high expectations.

2025 has been a year of continuity, leadership, and community strength. A particular highlight was my opportunity to take my first sabbatical after almost 30 years in Education and my work as an Expert Advisor to the Ministry of Education, contributing to the refresh of national attendance

services and strategy. During my sabbatical, our Deputy Principal, Hannah Doherty, stepped into the Acting Principal role with confidence and care. Supported by Steve Hornby and our experienced team, the school continued to run seamlessly, reflecting the strength and depth of leadership across Solway.

Some of our key highlights this year include:

1. **Strong and sustained academic achievement**, with students continuing to perform above national expectations in reading, writing, and mathematics. These results reflect the quality of teaching, targeted support programmes, and the strong partnership we have with our whānau.
2. **A vibrant and connected school community**, with exceptional support from families across events such as our 6am Matariki breakfast, Grandparents' Day, and Pet & Flower Day. These occasions continue to reinforce the strong sense of belonging that defines Solway.
3. **Outstanding student participation and success in sport and the arts**, including another successful year in Jump Jam, swimming, athletics, and cultural events. These opportunities are made possible through the generosity of staff and community members who give their time so willingly.
4. **Rich learning experiences across both teams**, from play-based learning in the Rangitumau team to camps, outdoor education, and leadership opportunities for our Tararua team members. These experiences build resilience, independence, and confidence in our learners.
5. **Ongoing development of our teaching practice**, with a continued focus on structured literacy approaches, collaborative teaching, and targeted support programmes to ensure every student is supported to make progress.

Our school structure continues to serve our learners well. Rangitumau (Years 0–3) provides a strong foundation through play-based, inquiry-rich learning, while Tararua (Years 3–6) offers increasing opportunities for challenge, leadership, and independence. Across both teams, our focus remains on ensuring students leave Solway not only achieving well, but equipped with the values of manaakitanga, manawanui, and pono. 2026 will see the Senior Team fully embrace BSLA structured literacy in addition to the adoption of SMART assessments from year 3.

One of the most significant challenges faced by Solway School in 2025 was the growing financial pressure created by steadily increasing operational costs, alongside minimal corresponding increases in funding. This placed considerable strain on the school's ability to sustainably resource key areas, particularly in supporting our most vulnerable learners.

In response, the school adopted a highly adaptive and solutions-focused approach, thinking creatively to develop new ways of meeting student needs despite these constraints. While this required careful prioritisation and, at times, difficult decision-making, it also strengthened our commitment to equity and ensuring all learners are supported to succeed.

A positive outcome emerging from these challenges has been the development of a specialist classroom, scheduled for implementation in 2026. In partnership with the Ministry of Education property team, this space has been thoughtfully designed to provide a warm, engaging, and secure environment for students with additional needs. Importantly, it offers the potential to deliver high-quality support in a more sustainable way, balancing student wellbeing with more efficient use of staffing and resources.

At the end of the year, we farewelled our Year 6 students. We are incredibly proud of the young people they have become—confident, grounded, and ready for the next stage of their education. They leave Solway with a strong sense of who they are and the skills to succeed.

Finally, I would like to thank our Board of Trustees of whom we welcome 3 new members, staff, parents, and wider community. Your support—whether through governance, coaching, attending events, or simply being present—continues to strengthen our school. Solway is, and always will be, a community effort.

As we look ahead, we remain committed to providing a high-quality education in a school environment that values both excellence and childhood. Thank you for being part of the Solway journey.

Ngā mihi nui,
Mark Bridges
Principal, Solway Primary School

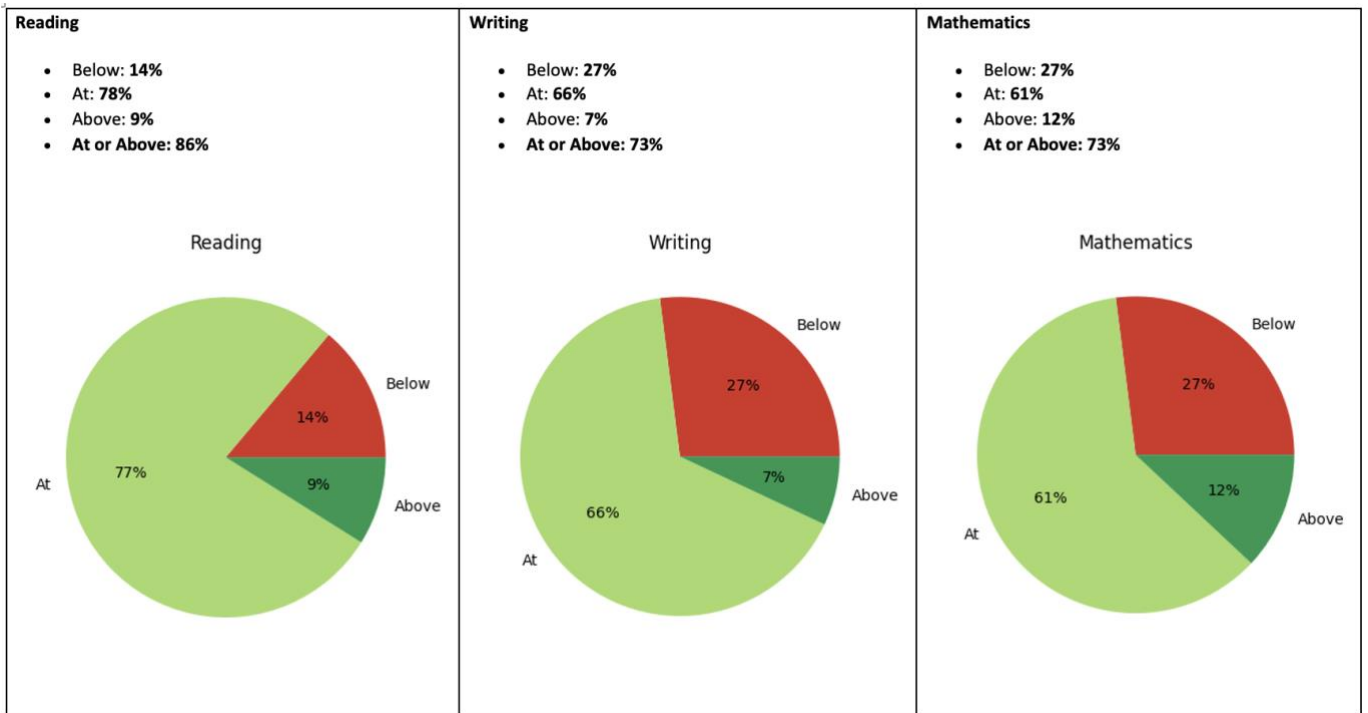
List of all school board members

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.

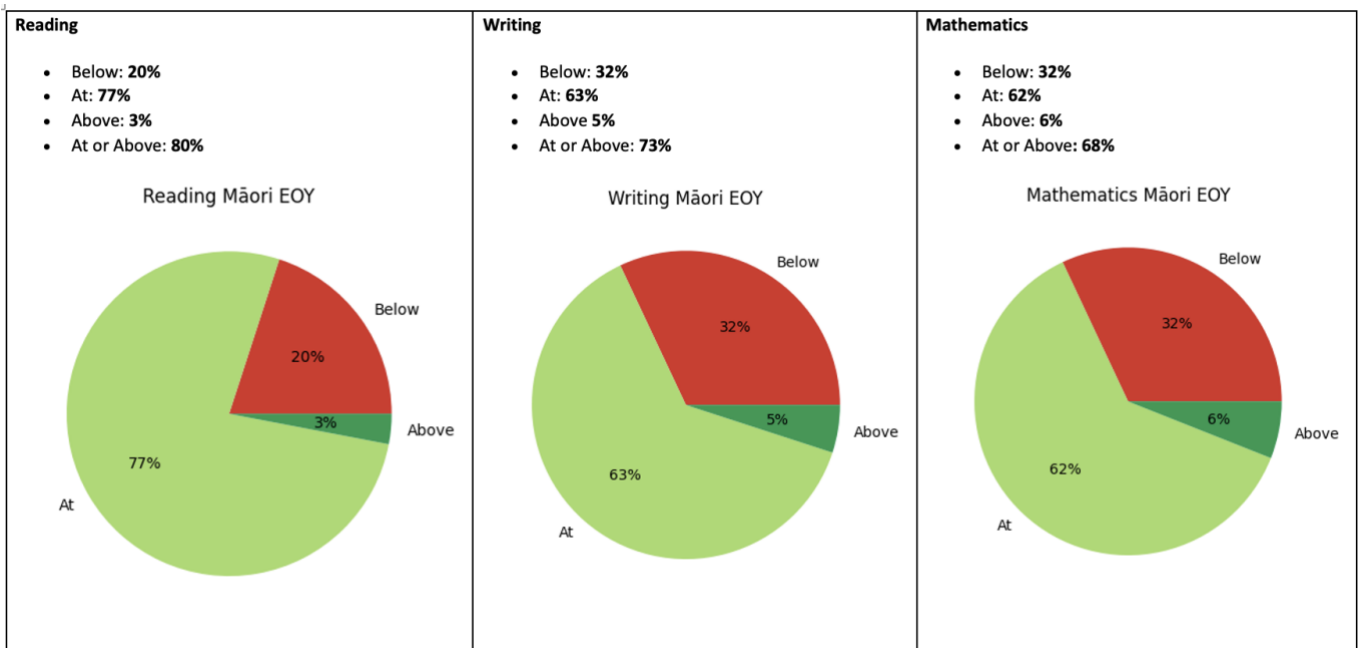
Board member names	Date that the board member's term finishes
Katie Grant	Presiding member September 2025
Jaco Le Roux	September 2025
Kelly Lissington	September 2025
Sean Jarvis	September 2025
Shannon Bayliss	Finance September 2025
Hannah Doherty	Staff Rep May 2025
Mark Bridges	Principal May 2025

2025 Achievement Data *(note these are based on the old standards)*

Whole School Learners (204 students)



Māori Learners (74 students)



While there remains a disparity between Māori and Pākehā achievement at Solway Primary School, the gap is notably smaller than that seen nationally. Māori learners are achieving at high levels overall, particularly in reading, and the difference between groups is not indicative of a systemic issue across the school. Rather, the data suggests that variation in achievement is more closely linked to individual student needs and circumstances than to ethnicity itself. Our focus continues to be on targeted support for identified learners, ensuring that all students—regardless of background—are supported to achieve success.

SCHOOL-WIDE STRENGTHS

- Reading outcomes are strong and consistent.
- Māori achievement in literacy shows positive upward trends.
- Structured approaches (BSLA, structured maths, writing moderation) support overall progress.
 - **Reading improved slightly** (86% at/above vs 85% in 2024)
 - **Writing held steady** (73% at/above)
 - **Maths improved** (73% vs 71% in 2024)

SCHOOL-WIDE CONCERNS

- Mathematics has the largest group of students achieving below expectations.
- Achievement disparities remain for Māori (writing/maths).

PRIORITY ACTIONS (Feb–June 2026)

1. **Monitor and support target learners**, including PB4L Tier 2 interventions.
2. **Reduce disparity**, particularly for Māori learners and boys' writing.
3. **Strengthen teaching programmes**: BSLA, structured maths, and writing moderation.
4. **Track progress closely**, ensuring sufficient acceleration for all identified students.

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 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>📄 Reading:</p> <ul style="list-style-type: none"> Sustained high performance with continued improvement Remains a school-wide strength <p>📄 Mathematics:</p> <ul style="list-style-type: none"> Accelerated improvement evident, linked to structured numeracy implementation Increased consistency of teaching practice across teams <p>📄 Writing:</p> <ul style="list-style-type: none"> Achievement maintained at expected levels Identified as an area requiring further acceleration <p>📄 Equity and Excellence:</p> <ul style="list-style-type: none"> Overall achievement remains above national expectations Improved opportunities for: <ul style="list-style-type: none"> Extension and enrichment Collaborative learning Culturally responsive practice 	<p>Evidence is robust, triangulated, and increasingly reliable:</p> <ul style="list-style-type: none"> School-wide achievement data (mid-year and end-of-year) Longitudinal and cohort tracking Moderated teacher judgements (strengthened in 2025 through PLD) Progress of priority learners, including Māori students Internal evaluation and curriculum implementation reviews Reporting data (e.g. SeeSaw) <p>Evaluation Statement: The school has increased confidence in the validity and dependability of its data, due to strengthened moderation practices and targeted PLD.</p>	<p>Enablers:</p> <ul style="list-style-type: none"> Targeted PLD improving teacher capability and judgement consistency Structured literacy and numeracy approaches embedded across the school Ongoing internal evaluation and data-informed decision making <p>Constraints:</p> <ul style="list-style-type: none"> Mid-year staffing disruption (health-related), impacting continuity Increasing number of learners with complex needs: <ul style="list-style-type: none"> External support insufficient Significant pressure on staffing and resourcing <p>Evaluation Statement: Despite resourcing pressures, the school has effectively mitigated risk to student outcomes, maintaining positive achievement trends through strong internal systems and inclusive practice.</p>	<ul style="list-style-type: none"> Strengthen consistency of high-quality teaching practice across all classrooms Accelerate writing achievement, particularly for priority learners Fully implement BSLA across Years 1–6, including cross-grouping for phonics Introduce SMART assessment tools (Years 3–6) to: <ul style="list-style-type: none"> Improve precision of data Strengthen progress tracking and reporting Expand MAP (Maths Acceleration Programme) to target learners below expectation Maintain focus on explicit, structured teaching of foundational skills Transition to HERO SMS to strengthen alignment between curriculum, assessment, and reporting <p>Improvement Focus: Move from strong implementation → consistent, embedded practice with accelerated equity outcomes</p>

<p>Action 2</p> <p>We are growing quality teachers and learners recognising the strengths, interests and potential whilst we strive to achieve equitable outcomes for all.</p>	<ul style="list-style-type: none"> Increased consistency of curriculum delivery across year levels Strengthened collaborative practice and shared expectations Improved attendance patterns, particularly for identified at-risk learners Reduced variability in classroom experience where possible 	<ul style="list-style-type: none"> Observed consistency in planning and delivery across teams Attendance data showing improvement for priority students Evidence of aligned school-wide practices (e.g. literacy strategies, basic facts) 	<p>Enablers:</p> <ul style="list-style-type: none"> Collaborative planning structures Targeted PLD (BSLA, SMART tools) Strategic use of CRT staffing to enhance teaching support <p>Constraints:</p> <ul style="list-style-type: none"> Job-share arrangements creating variability in some classes Workforce pressures impacting continuity 	<ul style="list-style-type: none"> Continue to reduce variability of teaching experience across classrooms Embed and evaluate impact of: <ul style="list-style-type: none"> BSLA (whole staff capability) SMART assessment tools Numicon in junior maths Leverage specialist teacher roles to accelerate targeted learning Strengthen alignment between teacher capability and equitable learner outcomes <p>Improvement Focus: Move from increased consistency → deliberate, evidence-based acceleration of learner outcomes</p>
<p>Action 3</p> <p>Solway will provide a physically, emotionally and culturally safe place, which is warm and welcoming, with a sense of whanaungatanga for all.</p>	<ul style="list-style-type: none"> Continued reduction in Tier 2 and Tier 3 behaviour incidents Low levels of playground incidents maintained PB4L fully embedded across the school Trial of STAR attendance processes to strengthen engagement 	<ul style="list-style-type: none"> PB4L data showing sustained reductions in behaviour incidents Consistent school-wide behaviour expectations and responses Effective tracking and support for at-risk learners 	<p>Enablers:</p> <ul style="list-style-type: none"> Strong PB4L implementation and staff consistency Clear systems for identifying and responding to behaviour needs Positive school culture grounded in whanaungatanga <p>Ongoing Considerations:</p> <ul style="list-style-type: none"> Continued presence of high-needs learners requiring targeted support Need to maintain responsiveness of systems as student needs evolve 	<ul style="list-style-type: none"> Strengthen Tier 1 (universal) practices to maintain positive culture Further refine Tier 2 (targeted) interventions for at-risk students Continue development of STAR attendance systems Maintain leadership role within regional PB4L network <p>Improvement Focus: Move from embedded systems → adaptive, responsive practices sustaining wellbeing and engagement</p>



Statement of variance: progress against targets

Student achievement at Solway Primary School in 2025 shows a generally positive and stable trend when compared with 2024, with some areas of notable improvement. Reading continues to be a significant strength, with the proportion of students achieving at or above expectations increasing slightly from 85% in 2024 to 86% in 2025, indicating sustained effectiveness of structured literacy approaches. Mathematics has shown the most marked improvement, rising from 71% at or above expectations in 2024 to 73% in 2025, suggesting that the introduction of structured numeracy programmes is beginning to have a positive impact. Writing achievement has remained stable at 73% at or above expectations, maintaining previous gains but highlighting this as an ongoing area for development, particularly in addressing disparities for Māori learners. Midyear data in 2025 indicated stronger performance across all three curriculum areas, particularly in mathematics, but a typical end-of-year moderation shift has resulted in slightly more conservative final judgements. Overall, the data reflects a school maintaining high levels of achievement above national averages, while continuing to target writing and equitable outcomes for Māori learners as key improvement priorities. It needs to be noted that we did not measure against the new standards and effectively continued to use the old National Standards. In 2026 we will like all school be using the new standards

Giving Effect to Te Tiriti o Waitangi at Solway Primary School

Despite legislative changes, at Solway Primary we have committed to continue to document our embedding of the 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	
How have you met your obligations to provide good and safe working conditions?	<i>We review all of our policies and procedures on a fixed 2 year cycle during our monthly BOT meetings, 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?	<p><i>All appointments are made by a diverse panel with EEO practise at the core of the process.</i></p> <ul style="list-style-type: none"> - treat current and prospective staff fairly -make decisions based on merit -work to eliminate bias and discrimination.
How are you recognising, <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? 	<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?	Our Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.
How are you recognising the employment requirements of persons with disabilities?	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) 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	

Financial statements – see attachments

Kiwi sport funding

\$3,545.40 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.