



SOLWAY COLLEGE (242)

Annual Plan 2024

2024

Overarching Targets 2024

The 2024 achievement targets reflect our value 'Excellence is our Goal' and that we encourage students to be aspirational in pursuit of their own personal Excellence.

These targets will be achieved through: *Differentiation, close tracking and traffic lighting each term (for both junior and senior cohorts), Individual Learning Plans (ILP's), Raranga Time Mentoring and, the Making Excellence Happen program.*

Senior School (NCEA)

()* Numbers in brackets = cohort number

NCEA Level 1	2023	Increase by (%)	To target (%)
All year 11 students gaining Level 1 (42)	100%	-	100%
Year 11 Māori students gaining Level 1 (14)	100%	-	100%
Year 11 Pasifika students gaining Level 1 (1)	100%	-	100%
NCEA Level 2	2023	Increase by (%)	To target (%)
All year 12 students gaining Level 2 (14)	100%	-	100%
Year 12 Māori students gaining Level 2 (2)	100%	-	100%
Year 12 Pasifika students gaining Level 2 (0)	100%	n/a	n/a
NCEA Level 3	2023	Increase by (%)	To target (%)
All year 13 students gaining Level 3 (18)	100%	-	100%
Year 13 Māori students gaining Level 3 (5)	100%	-	100%
Year 13 Pasifika students gaining Level 3 (3)	100%	-	100%
University Entrance	2023	Increase by (%)	To target (%)
All year 13 students gaining UE (18)	81.2%	5.8%	87%
All year 13 Māori students gaining UE (5)	n/a	100%	100%
All year 13 Pasifika students gaining UE (3)	100%	0%	100%
Excellence endorsements	2023	Increase by	To target
All year 11 students gaining Level 1 (42)	15.4%	9.6%	25%
Māori year 11 students gaining Level 1 (14)	n/a	14%	14%
Pasifika year 11 students gaining Level 1 (1)	n/a	0%	0%
All year 12 students gaining Level 2 (14)	27.3%	0.7%	28%
Māori year 12 students gaining Level 2 (2)	25%	-25%	0%
Pasifika year 12 students gaining Level 2 (0)	33%	n/a	n/a
All year 13 students gaining Level 3 (18)	31.3%	-6.3%	25%
Māori year 13 students gaining Level 3 (5)	n/a	20%	20%
Pasifika year 13 students gaining Level 3 (3)	50%	-17%	33%

Junior School Year 7-9 (Literacy and Numeracy)

Achievement data and progress for 2024 will again be based on Curriculum Levels and the progress made through Basic, Advanced and Proficient sub levels. A range of assessment tools will be used to measure the learning progress made, examples include; e-Asttle, Learning Progressions and the Progress and Consistency Tool.

As we are committed to being aspirational, have a focus on literacy and numeracy teaching and learning, and as we are wanting to accelerate learning progress above and beyond what the expected learning progress would be, we have set a three sub level stretch target for each cohort in reading, writing and numeracy for 2024.

YEAR 7-9	Increase by (number sub levels)	2023 <i>(NB included Y7-10, now Y7-9)</i>	Increase by	To target
All Year 7-9 students Reading (average curriculum level/ sub level)	3	21%	49%	70%
Year 7-9 Māori students Reading (average curriculum level/ sub level)	3	16%	54%	70%
Year 7-9 Pasifika students Reading (average curriculum level/ sub level)	3	50%	20%	70%
All Year 7-9 students Writing (average curriculum level/ sub level)	3	48%	22%	70%
Year 7-9 Māori students Writing (average curriculum level/ sub level)	3	59%	11%	70%
Year 7-9 Pasifika students Writing (average curriculum level/ sub level)	3	0%	70%	70%
All Year 7-9 students Numeracy (average curriculum level/ sub level)	3	31%	39%	70%
Year 7-9 Māori students Numeracy (average curriculum level/ sub level)	3	31%	39%	70%
Year 7-9 Pasifika students Numeracy (average curriculum level/ sub level)	3	0%	70%	70%

Junior School Year 10 (Literacy and Numeracy)

Achievement data and progress for Year 10 Literacy and Numeracy for 2024 will be measured against the Common Assessment Activity (CAA) assessments in Reading, Writing and Numeracy.

Literacy - Reading CAA	2023	Increase by (%)	To target (%)
All year 10 students gaining Reading CAA	98%	2%	100%
All year 10 Māori students gaining Reading CAA	100%	-	100%
All year 10 Pasifika students gaining Reading CAA	n/a	n/a	n/a
Literacy - Writing CAA	2023	Increase by (%)	To target (%)
All year 10 students gaining Writing CAA	91%	9%	100%
All year 10 Māori students gaining Writing CAA	100%	-	100%
All year 10 Pasifika students gaining Writing CAA	n/a	n/a	n/a
Numeracy CAA	2023	Increase by (%)	To target (%)
All year 10 students gaining Numeracy CAA	84.4%	5.6%	90%
All year 10 Māori students gaining Numeracy CAA	75%	15%	90%
All year 10 Pasifika students gaining Numeracy CAA	n/a	n/a	n/a

2024 Annual Goals

Background

In 2023 we had two annual goals:

1. Prioritise and strengthen Literacy and Numeracy teaching and learning throughout all areas of the Junior School, to accelerate achievement in reading, writing and numeracy.
2. Build our Solway Way Learning Model, encompassing our Tō Mātou Ara Manaia, local curriculum, holistic education, and cross-curricular courses, to engage, inspire and enable students to move confidently and purposefully into their future.

Staff also worked on a collaborative or individual inquiry based on their selected professional learning group/ lead team:

Curriculum (*What should our students be learning from 2024 to empower them to thrive and lead with purpose in tomorrow's world?*)

Assessment (*How will we most effectively measure that we are making a difference and accelerating learning progress to each student's maximum potential?*)

Pedagogy (*How should we be effectively enabling our students to learn in order to best empower them to thrive and lead with purpose in tomorrow's world, and in order to accelerate learning progress to each student's maximum potential?*)

In 2024 our two annual goals are:

- Prioritise teaching and learning of literacy and numeracy and strengthen the tracking of sub level progress in Years 7-9, to accelerate achievement by 3 sub levels in reading, writing and numeracy.
- Complete our Tō Mātou ara Manaia curriculum to engage, inspire and enable students to move confidently and purposefully into their future.

Our three collaborative inquiries and professional learning groups/ lead teams for 2024 are:

Differentiation - *Which differentiation strategies make the teaching and learning of Literacy and Numeracy in Years 7-9 more effective and improve equitable outcomes? Can we effectively use the sub level tracking process to regularly inform differentiated teaching pedagogy and maximise equitable and excellent outcomes for each learner?*

Leadership Coaching - *How can we effectively use coaching conversations to improve our three sub level progress rates in Years 7-9? How can we effectively use the sub level tracking process to regularly inform coaching conversations and maximise equitable and excellent outcomes for each learner?*

Cross Curricular - *In what ways has the pilot cross curricular model improved achievement and engagement outcomes for each learner? In what ways can we effectively use our inquiry learnings from the pilot model to prepare the Tō Mātou ara Manaia curriculum for 2025 and beyond, maximising equitable and excellent outcomes for each learner?*

Each one of these three lead teams will contribute to progressing the two annual goals.

Each curriculum area will also contribute to progressing the two annual goals.

Strategic Plan Priority & 2024 Actions - EXCELLENCE is our Goal	Led by	Timeline	Expected Outcomes
E1. Being aspirational in the pursuit of Excellence			
All teachers are part of a collaborative inquiry and lead staff professional learning for their inquiry area. Each teacher uses data of 5 identified students to measure inquiry progress & prioritise equitable and excellent outcomes for at risk learners.	WSL, DP PL	T1-4	90% of the Y10 CAA & three sub level stretch targets are attained in reading, writing and numeracy for 2024.
All teachers have taken part in Literacy and Numeracy professional learning sessions and have identified teaching strategies to implement. All teachers in all curriculum areas can record the purposeful literacy and numeracy teaching strategies they have incorporated into their learning programmes at each year level each year.	HoF Eng, HoF Mat, Ac Fac	T1-4	90% of the Y10 CAA & three sub level stretch targets are attained in reading, writing and numeracy for 2024.
E2. Displaying perseverance and a growth mindset			
The Te Whare Tapa Wha model is actively taught in Health lessons, but reinforced through specific Raranga time wellbeing lessons, activities & assembly messages.	HoF Hauora, WSL	T1-4	All students are familiar with the Te Whare Tapa Wha model and how that aligns with our Solway College holistic education. Ready to use Raranga lessons are developed and part of the teachers Raranga resource kete.
The Zones of Regulation is actively taught through specific Raranga time activities and, reinforced within the boarding hostel & assembly messages.	WSL, Prin	T1-4	All students are familiar with The Zones of Regulation model and how they can use wellbeing strategies to move back into the learning ready zone. Ready to use Raranga lessons are developed and part of the teachers Raranga resource kete.

Strategic Plan Priority & 2024 Actions - GOD is our Foundation	Led by	Timeline	Expected Outcomes
G1. Creating a caring, inclusive, Christian family environment			
Development of a mutual understanding of Te Kāreti o Manaia tikanga, increasing our understanding of the emergence of Christianity among Māori and how Te ao Māori and Christianity can be woven together.	Prin, HoF Arts, Chaplain	T1-4	A group of staff and students attend the bicultural leaders retreat for Y11-13 students at the National Presbyterian Marae to foster the partnership between the Presbyterian Church and Te Aka Puaho. Riki Consultancy runs a full day professional learning workshop for all staff with a focus on weaving together Christianity & Te ao Maori. Te Kāreti o Manaia tikanga resource book developed in consultation with mana whenua and local pastors.
Tō Mātou ara Manaia signage is displayed in learning areas, boarding hostels and other identified areas of the school. The values are also visible through students wearing their values badges proudly and ongoing assembly messaging.	Prin	T1-4	All students and staff are familiar with Tō Mātou ara Manaia and reference these within learning conversations. There is a continued increase in the number of Tō Mātou ara Manaia slips received by students.

Minimum of 2 scheduled school sister activities per term. Qualitative and quantitative student voice is collected about the school sister program to inform planning and next steps.	Chaplain, Prin	T1-4	Qualitative and quantitative data illustrates that students feel a strong connection with their school sister and their house whānau.
Christian & school values promoted through Chapels, assembly, Raranga time & restorative conversations.	Chaplain, Prin, WSL	T1-4	Annual Wellbeing@Schools survey results demonstrate growing improvement of inclusive culture within school. Ready to use Raranga lessons are developed and part of the teachers Raranga resource kete.
G2. Serving within and outside our community			
An increasing number of service initiatives are undertaken. A student consultation takes place about service at Solway College, both within and outside of our school community. The qualitative and quantitative feedback received is used to inform planning for 2025.	Chaplain, Prin	T3	An increased number of students receive their service badges for 2024. A new large scale annual service project is planned based on student consultation & ready for implementation in 2025.

Strategic Plan Priority & 2024 Actions - Pursuing PURPOSE is our Means	Led by	Timeline	Expected Outcomes
P1. Using our Gifts and Talents			
A full review of curriculum (including Horizons) is undertaken and a new Tō Mātou ara Manaia curriculum expanding pathways is designed and implemented for 2025.	Prin	T2-T4	Timetable changes to reflect holistically designed curriculum developed & in place ready for 2025. Horizons program has an increased purpose aligned with its vision for 'empowering girls to find their inner talents, provide exposure to a wide range of potential interests, and provides opportunity for leadership & service'.
A multi purpose learning space is developed providing a quality learning environment for both performing arts and physical education.	Prin	T2-T3	Gym upgrade is completed. Increased number of students selecting to take a Performing Arts learning pathway for 2025. Annual program of quality performances in place ready for 2025 implementation.
P2. Working determinedly towards our Pathway			
Expand the range of learning pathways available to our students, to enhance engagement for all students, prepare for the upcoming growth in our senior school, and provide meaningful programs which enable students to move confidently and purposefully into the future.	Prin, DP's	T1-T2	Timetable changes to reflect holistically designed curriculum developed & in place ready for 2025. Partnerships have been established with external community groups in preparation for implementation of expanded pathway programs in 2025. Increased retention of students in Year 12 & 13 2025. Practical Agriculture course implemented and resourced. Construction program planned and ready for implementation in 2025.
Continue to develop and embed our local curriculum in partnership with Mana Whenua, and give effect to te Tiriti o Waitangi and Te Mātaiaho throughout our learning pathways & newly developed Tō Mātou ara Manaia curriculum.	Prin	T1-T4	Ongoing consultation hui's & correspondence with kaumātua and mana whenua. Giving effect to Te Tiriti & Te Mātaiaho is evidenced within our Tō Mātou ara Manaia curriculum.