



**SOLWAY COLLEGE**  
**STRATEGIC PLAN**  
**2024-2026**

**Our special character underpins all college activities and is at the heart of our school.**

Solway College is a small, integrated\* Year 7 to 13 girls' boarding school with a provision for a limited number of day girls. It is affiliated to the Presbyterian Church but is non-sectarian in its enrolments. All students are required to be part of the Christian Education program and to attend services of worship. The special character also includes being part of the boarding and family environment and all students actively participating in all aspects of school life including academic, sporting, cultural and service areas.

\*The Proprietor of the school (The Solway College Board of Proprietors Incorporated) and the Minister of Education have signed an integration agreement for the school in terms of the Private Conditional Intergration Act 1975.

### 1. Te Whāinga - The Focus



### 2. To Tatou Mahere - Our Plan

This 3 year plan was developed in consultation with the school community. This consultation process started in Term 4 2022 with an open community consultation survey. It was then refined throughout 2023 working with various consultation groups, whilst the Ministry of Education defined the new school planning and reporting requirements. Identified consultation groups involved in the refinement phase along with ongoing consultation include: mana whenua and kaumātua from our two local iwis Rangitāne o Wairarapa and Ngāti Kahungunu ki Wairarapa, pastors from our stakeholder churches and; representatives from Solway College Old Girls, Presbyterian Schools Network, parents, students, staff members, and both boards.

Solway College is also an active member of the Whakaoriori Kāhui Ako, therefore this plan has links to the Kāhui Ako's strategic plan.



## TŌ MĀTOU ARA MANAIA - OUR SOLWAY WAY

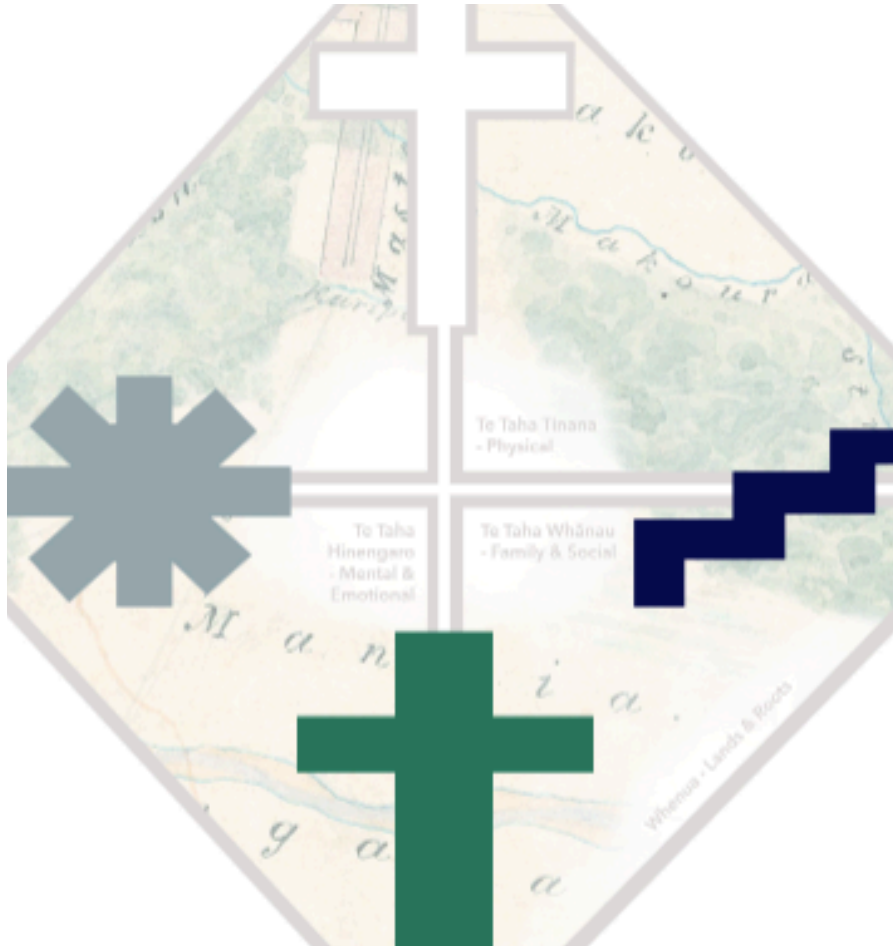
Being in  
AWE of the LORD  
Is the beginning of wisdom

Ko te  
WEHI ki te ARIKI  
te tīmatanga o te whakaaro nui

### EXCELLENCE is our goal

Being aspirational in the  
pursuit of Excellence

Displaying perseverance  
and a growth mindset



### Pursuing PURPOSE Is our means

Using our  
gifts and talents

Working  
determinedly  
towards our  
pathway

### God Is our foundation

Creating a caring, inclusive,  
Christian family environment

Serving those within and outside our community

### 3. STRATEGIC PRIORITIES

**Excellence** is our Goal:

#### E1. Being aspirational in the pursuit of Excellence

- Students aim high believing anything is possible, and achieve individual and team success at a premier level, across academic, sporting and the performing arts. (NELP 2)
- Robust assessment and reporting processes are embedded, enabling effective measurement of learning progress, and interventions to maximise acceleration of learning for each learner. (NELP 3)
- Innovative, agentic-focussed teachers who authentically reflect, inquire, collaborate and engage through the professional growth cycle, with a focus on maximising equitable and excellent outcomes for each learner. (NELP 6)
- Purposeful pedagogical focus on strengthening Literacy and Numeracy teaching and learning strategies across all levels, and all curriculum areas of the school. (NELP 4)

#### E2. Displaying perseverance and a growth mindset

- Prioritising well-being (hauora) as a fundamental part of our holistic education and Te Whare Tapa Wha framework, and a vital component of student success. (NELP 5)
- Implementation and embedding of the Zones of Regulation framework within Raranga time and the boarding hostel. (NELP 1)

**God** is our Foundation:

#### G1. Creating a caring, inclusive, Christian family environment

- Our special character & Tō Mātou ara Manaia framework are embedded and are visibly at the heart of the school. (NELP 1&2)
- The school's sisters program is strengthened, and strong Solway sisterhood bonds and connections, engendering pride, exist throughout the Solway community. (NELP 1)
- A caring and inclusive ethos, where kindness, love, understanding, acceptance and respect for all people, is purposefully fostered. (NELP 1)
- Strong partnerships are formed between school, caregivers, old girls', mana whenua, local churches, presbyterian schools network and, our wider Solway community. (NELP 2)



#### G2. Serving within and outside our community

- Students understand the essence of, and want to authentically serve others, through advocating for and engaging in a range of within school, and out of school initiatives. (NELP 1)
- Students are agentic Kaitiaki te kāreti o Manaia, leading the ongoing promotion and implementation of sustainability practices at Solway College. (NELP 5)

Pursuing **Purpose** is our Means:

#### P1. Using our gifts and talents

- Each student is enabled opportunities to develop, utilise and pursue their unique gifts and talents, through purposeful, student centred, horizons, sports and performing arts programs. (NELP 2)

#### P2. Working determinedly towards your pathway

- Embed and sustain mentoring, tracking, and individual learning programmes throughout all levels of the school, with a focus on student engagement, meaningful pathways, and accelerating progress, so that each student not only succeeds, but thrives. (NELP 2&3)
- Develop and implement a refreshed Solway College cross-curricular learning model, which engages and enables students to move confidently and purposefully into the future. (NELP 7)
- 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. (NELP 5)



## 4. PRIMARY OBJECTIVE (NELPS)

The strategic priorities are all linked to one (or more) of one of the National Education and Learning Priorities (NELP). The NELP which each of the strategic priorities is linked to is referenced beside it, e.g. (NELP 1)

The image below provides a full breakdown of the National Education and Learning Priorities primary objectives (as set out in the Education and Training Act 2020).

**Solway College is committed to ensuring we are effectively delivering 'The National Education and Learning Priorities (NELP's)'. The NELP's as outlined in full below, are therefore embedded and referenced within each of the strategic plan priorities.**

### The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



## 5. STRATEGIC PRIORITIES PROGRESS: Ō Tātou Hua - Our Results

Our measures, evidence, and process for evaluating progress towards achieving each of the strategic priorities:

Strategic Priority	Targeted Outcomes	Led by	Time Frame	2024-2026				Notes
				Mid 24	End 24	Mid 25	End 25	
E1. Being aspirational in the pursuit of Excellence								
Students aim high believing anything is possible, and achieve individual and team success at a premier level, across academic, sporting and the performing arts. (NELP 2)	Quality performing arts program established in a new multi purpose learning area, including high level performances & increased numbers selecting the senior Performing Arts pathway.	TIC PFA, HoD Arts, Prin	2025					
	Increased number of individual & group Wairarapa, regional & national performing arts successes, including Drama, Dance, Music, Māori Performing Arts & public speaking.	TIC PFA, HoD Arts, TIC Music	2025					
	Increased number of individual & group Wairarapa, regional & national sports successes, including NZSS tournament performance progress in Netball, Football & Hockey, & each team competing in premier college grades.	DIR Sport, DP Sport	2025					
	Equestrian Academy consistently placed within top 3 in New Zealand.	DIR Sport, DIR EQ	2025					
Robust assessment and reporting processes are embedded, enabling effective measurement of learning progress, and interventions to	90% attainment of all annual achievement stretch targets (Junior, CAA, NCEA, endorsement).	DP's, Ac Fac, WSL	2025					
			2025					

maximise acceleration of learning for each learner. (NELP 3)	Effective & efficient reporting processes providing quality data & clear & consistent information to caregivers incorporating sub level progress, key competencies, and school values at different points in the year.	DP reporting , Prin						
Innovative, agentic-focussed teachers who authentically reflect, inquire, collaborate and engage through the professional growth cycle, with a focus on maximising equitable and excellent outcomes for each learner. (NELP 6)	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..	DP PL	2024					
Purposeful pedagogical focus on strengthening Literacy and Numeracy teaching and learning strategies across all levels, and all curriculum areas of the school. (NELP 4)	All teachers have taken part in Literacy and Numeracy professional learning sessions and have identified teaching strategies to implement.	DP PL, HoF Maths, HoF Eng	2024					
	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.	DP PL, HoF Maths, HoF Eng	2024					

## E2. Displaying perseverance and a growth mindset

Prioritising well-being (hauora) as a fundamental part of our holistic education and Te Whare Tapa Wha framework, and a vital component of student success. (NELP 5)	The Te Whare Tapa Wha model is actively taught in Health lessons, but reinforced through specific Raranga time wellbeing lessons & activities each year.	HoD Hauora, WSL	2024					
Implementation and embedding of the Zones of Regulation framework within Raranga time and the boarding hostel. (NELP 1)	The Zones of Regulation is actively taught through specific Raranga time activities and, reinforced within the boarding hostel & assembly messages.	WSL, HOB, Prin	2024					

	Boarding team is trained in Zones of Regulation through professional learning sessions.	HOB, Prin	2024					
<b>G1. Creating a caring, inclusive, Christian family environment</b>								
Our special character & Tō Mātou ara Manaia framework are embedded and are visibly at the heart of the school. (NELP 1&2)	Visible signage is displayed in learning areas, boarding hostels and other identified areas of the school. The values are visible through students wearing their values badges proudly, continued increase in Tō Mātou ara Manaia slips, and ongoing assembly messaging.	Prin	2024					
	A special character review is carried out by the Presbyterian Network Resource Office Reverend & team.	Prin, Chaplain	2025					
The school's sisters program is strengthened, and strong Solway sisterhood bonds and connections, engendering pride, exist throughout the Solway community. (NELP 1)	Minimum of 2 scheduled school sister activities per term. Student voice is collected about the school sister program. Qualitative and quantitative data illustrates that the program is strengthened and students feel a strong connection with their school sister and their house whānau.	Chaplain, DP's, Prin	2024					
A caring and inclusive ethos, where kindness, love, understanding, acceptance and respect for all people, is purposefully fostered. (NELP 1)	Christian & school values promoted through Chapels, assembly, Raranga time & restorative conversations. Annual Wellbeing@Schools survey results demonstrate growing improvement of inclusive culture within school.	Chaplain, Prin, DP's, WSL	2024					
Strong partnerships are formed between school, caregivers, old girls',	Ongoing & authentic community consultation, collaboration & partnership	Prin	2024-2026					



mana whenua, local churches, presbyterian schools network and, our wider Solway community. (NELP 2)	with kaumatua, local pastors, old girls' and community.							
<b>G2. Serving within and outside our community</b>								
Students understand the essence of, and want to authentically serve others, through advocating for and engaging in a range of within school, and out of school initiatives. (NELP 1)	An increasing number of service initiatives are undertaken each year, resulting in an increased number of students receiving their service badge. Consultation takes place, and a large scale annual service project is planned & ready for implementation in 2025.	Chaplain	2024-2026					
Students are agentic Kaitiaki te kāreti o Manaia, leading the ongoing promotion and implementation of sustainability practices at Solway College. (NELP 5)	A review of progress & next steps action plan is developed, ready for implementation during 2025.	SLT, Kaitiaki	2025					
<b>P1. Using our Gifts and Talents</b>								
Each student is enabled opportunities to develop, utilise and pursue their unique gifts and talents, through purposeful, student centred, horizons, sports and performing arts programs.	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.	JTU	2024-2025					
<b>P2. Working determinedly towards our Pathway</b>								
Embed and sustain mentoring, tracking, and individual learning programmes throughout all levels of the school, with a focus on student engagement, meaningful pathways, and accelerating progress, so that each student not only succeeds, but thrives.	Extend the depth of tracking from our senior school into our junior school. Develop systems and processes for measuring sub level progress at different stages of year, in order to maximise learning progress and meet annual achievement targets.	WSL, DP, AC FAC	2024-2025					

(NELP 2&3)								
Develop and implement a refreshed Solway College cross-curricular learning model, which engages and enables students to move confidently and purposefully into the future. (NELP 7)	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. (Link P1)	JTU	2024-2025					
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. (NELP 5)	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. (Link P1)	JTU	2024-2025					

1 = no progress/stalled,	2 = slow progress,	3 = some progress,	4 = good progress,	5 = completed and to be removed,	6 = completed but ongoing
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