



NELSON COLLEGE
ANNUAL REPORT 2010

Headmaster's Report 2010

E nga mana

E nga reo

E nga karanga

Maha o te motu

Tena koutou tena koutou tena tatou katoa

Chairman of the Board, distinguished guests, members of the Board of Trustees, parents, staff and gentlemen of Nelson College.

It is always my honour and genuine pleasure to present the Annual Report of the College, the 154th in our history and my fourth as Headmaster.

It is customary for me to reflect, at the start of my address, on a number of highlights throughout the year that personify the success our boys have enjoyed. Academically our NCEA results continue to be strong particularly when we are compared regionally and nationally to schools of our type and decile.

We are aware though of the need to strengthen and improve the boy's academic performance across all year levels and as a consequence significant reforms have been put into place in past two years and are planned for the next two years these include -

- a) A focus on Literacy particularly in the junior school
- b) A Specialist Scholarship programme in 8 of the Year 13 subject areas
- c) Planned registration for Cambridge International Examinations (these qualifications will offered in 2012 in some subject areas)
- d) A Teaching staff mentoring programme to improve teaching quality
- e) And Environmental Education in the senior school

All of these programmes have been funded partly or fully by donations from Nelson College Old Boys and the wider community

In a world where mediocrity is often accepted, we unashamedly encourage our boys to strive to the very best of their ability.

We are a 'big fish in a small pond' and it is vital that, as an established College with a long and distinguished history, we don't allow complacency to set in.

I am fortunate as the leader of a well performed school to have high quality staff of whom I cannot speak too highly. Their dedication, expertise and commitment forms the bedrock on which we have built our reputation.

It has been another great year for Nelson College sport, with many individuals gaining national representation, and many teams winning local competitions and performing with distinction nationally.

Tonight 26 Boys will be honoured with BOT medallions recognizing their performances on the national and international stage. They have achieved this level of distinction in 18 sporting codes or co curricula activities.

The Arts continue to flourish at the College and it is appropriate to mention briefly a number of quite different events which highlight the diversity and depth of talent within the student body.

In music ... the Brass Band competing successfully in Blenheim receiving a silver award
In Drama ... outstanding results in Theatre sports and in the Shakespeare Festival
In Maori Performing Arts ... Kapa Haka & Manu Korero continue to excel and finally in Visual Arts
the student boards in the Crush Hall showcase a small sample of the skill and creativity of our boys.

At the Co Curricula Prizegiving this year there was an outstanding level of talent being recognised. While we celebrated our sporting & cultural stars that morning, it is important to recognise and remember that sporting and cultural glory at school passes quickly. What does remain, as many others of my age will testify, are the friendships and memories linked inextricably to shared experiences.

Co-curricular activities provide opportunities for interaction between boys and teachers beyond the classroom.

In my view, it is imperative that such an emphasis remains in our secondary schools if a holistic education is to be maintained.

In many schools overseas and, increasingly, within New Zealand, such an emphasis is dying. Should this trend continue, then our schools will be much the poorer.

It is heartening to see both sport and the arts thriving at Nelson College.

Let me move briefly from the accomplishments of our students to a topic of continuing widespread discussion that is of values being taught in schools.

It is clear that we as educators need to emphasise afresh those universal values which transcend particularities of creed, race or political persuasion.

These are referred to by some schools as 'cornerstone values', they include honesty, courage, respect for others, loyalty, unselfishness, compassion, tolerance, sacrifice and self-control.

For us as a College we need look no further than are own motto

Pietas Probitas et Sapientia for guidance and inspiration.

All of these values are hardly new.

C S Lewis, in arguing the case for 'natural law', claims that there

"never has been and never will be a radically new judgement of value in the history of the world". Values are the foundation stones without which any society, no matter how sophisticated, cannot survive.

Strategic plans and personalised learning will count for little if our students are not provided with these rules for living.

In introducing a new National curriculum, we need to be mindful that, equally important as innovative teaching, is the integration of these universal values which have served us so well throughout the centuries. Paul Johnson, the English historian, puts it this way:

The demands of ordinary people are not exorbitant.

In terms of values, they want the schools to provide, for all children, a moral education: to instill, not just directly and specifically, but through all the school structures and procedures, clear distinctions between right and wrong, good and evil, decent behaviour and wickedness.

So what are those societal issues which confront us now and challenge us to explore and revisit our core values as individuals and as a school community.

Unquestionably our biggest challenges are alcohol abuse and violence , often inextricably linked together -

This year I made several decisions around alcohol and the role the college plays in dealing with the pervasive influence and damage of this social drug particularly amongst our youth.

During this year I received some criticism in making these decisions ...

The decisions were regarded by some parties as being conservative ...

and 'divorced from social reality' .and my attitude was described as inflexible and at times arrogant ...

Frankly ... if I am divorced from the 'reality of current society' ...then, rather than taking the soft option of the status quo, I believe that what is current social reality needs to change ...

Our role as educators and our relationship with parents in this matter is changing ...I believe that leadership is required to bring about that change rather than bland acceptance of the inevitable train wreck of social damage which we currently have.

As a small Commonwealth country in the sphere of predominantly American influence we must acknowledge that culturally where the US and UK go then so do we

So what awaits us in the future with respect to alcohol and our youth.

In the UK a recent comprehensive study published the following statistics with respect to alcohol use and abuse in underaged teenagers – these are some of the findings -

Each and every day in 2009

40 U18 year olds were admitted to hospital for conditions associated with alcohol abuse.

Underaged drinkers in 2009 consumed the equivalent of 7 million pints of beer and 630,000 11-17 year olds drank at least twice a week.

The annual costs in health care in the UK associated with underaged drinking was \$NZ 40 million.

Just as disturbing as the prevalent alcohol culture is the 'social' enjoyment taken by a segment of our young males in perpetuating a culture of violence.

Their complete lack of any moral compass is disturbing and the pleasure they take from observing and participating in assaults is frankly sickening.

It is vital that schools send a strong message concerning the unacceptability of such behavior and that we balance education and support for change with very clear consequences.

The current problems we face as educators, parents and community leaders can be addressed, we must not be discouraged nor dissuaded from striving to bring about change, for I believe there are wonderful opportunities today for schools to emphasise afresh the importance of character education and to foster the universal values espoused by our own motto.

I believe that, as well as becoming proficient users of ipods, YouTube and facebook, our 'internet natives' need equally to learn afresh the quintessential values and rules which can protect them from those societal ills.

Some of you may recall Chuck Colson, one of Nixon's advisers who did time for his involvement in Watergate. As a consequence of his actions, Colson was imprisoned and underwent a significant transformation. Over the last thirty years, he has dedicated himself to the welfare of prisoners and founded Prison Fellowship International. In an article in 2007 he wrote:

“There is no doubt that in our relativistic age, character education will be a tough concept to sell.

Liberals are afraid that character education will mean pushing religious values down their kids’ throats.

Conservatives worry that values could be redefined according to standards of political correctness.

These are genuine concerns but communities that adopt character education find they can agree on a basic list:

things like honesty, courage and respect for others.”

It is hard for anyone, irrespective of background or belief, to object to an explicit emphasis on honesty and truthfulness, kindness, consideration and concern for others, respect, obedience, responsibility, compassion and duty. In the midst of initiatives for Literacy and Numeracy, perhaps we need an equal emphasis on Ethics and Civics.

There is a growing conviction across the community, I am sure, that our young people need the strong, traditional values I have mentioned as much as technological know-how if our society is to continue to prosper and thrive in the foreseeable future. I would not, for one moment, suggest that there is any one way of inculcating these values in our schools for all have different clientele and different environments.

However, I do think we need to think strategically about how such values can become more explicitly an integral part of our school’s culture.

The following observation was made to me by a colleague ..

“In my view, character education is not only about making right choices, but also about learning such things as compassion and the responsibility of serving others.

It’s about discovering a purpose in life that is far greater than the satisfaction of one’s own needs and desires.

It’s about learning to live in accordance with that purpose. Indeed, these things cannot be learnt in a classroom discussion. They are not so much taught as caught.

And here’s the nub of the issue. Character, at its deepest level, is learnt in community.

In a school setting, it is the overall culture of the school which is the most influential factor in character development. A school’s culture consists of many things, including the mission and values statements which define the school’s ethos and aims, the events and activities which shape the everyday life of the school, the role-modelling provided by the principal and teaching staff, the classroom environment, the expectation of student conduct and the support of the parent community.”

So in the fore front of our future planning as a school must be the place of character education.

We must ensure that we provide a culture which is seamless and unequivocal about not just merely stating the values and ethics which are at our core but infusing them into every single aspect of our corporate life as a community of learners.

A daunting challenge but I one I believe we as a community will rise to.

Now to some important thank you’s

One of the cornerstones of the ‘Tomorrow’s Schools’ philosophy, introduced nearly twenty years ago, was the increased involvement of parents, caregivers and supporters in the life of the local school.

At Nelson College, we are deeply grateful for the ongoing support that comes from a number of community groups.

The Parents' Association,

This group under the committed leadership of Mrs Jude Rainey has met on a monthly basis. The funds raised under the auspices of the PTA have been used to support the building of the Whare , which begins shortly) and this year funds for the upgrading of our Outdoor education lodge at Matakitaiki.

PTA have also provided significant financial support for our sporting individuals and teams , as well as a number of smaller projects around the College.

Their contribution is and continues to be an outstanding feature of the College.

The Runanga matua

This group has seen a realization of its dream of a significant Maori presence in the culture and administration of the College.

Next year the Whare will be built and for the first time in our history a maori student sits on the Board of Trustees as it's the student representative.

The Nelson College Trust Foundation and Nelson College Old Boys

They have both provided wonderful support for the College in a year when the Trust Foundation's accumulated funds exceeded a million dollars the links with our alumni has rarely been stronger.

TO THOSE WHO ARE LEAVING

May I first and foremost wish you all the very best of luck in the forthcoming examinations. And remember what Samuel Goldwyn said: "The harder I work, the luckier I get." It has been a terrific year in every way, and I want to commend Year13 for contributing so much to the lifeblood of the College.

There is always a wonderful sense of camaraderie that emerges in the final year, and many of you will have made friendships that will last forever. Use your talents wisely.

By all means, develop your own careers to the best of your ability, but be aware also of the responsibility you have to look after the welfare of others. Above all, be prepared to stand up for your convictions and to speak the truth, even when it may be costly. I am always mindful of the powerful words of Martin Niemoller, a Protestant pastor who witnessed the rise of Nazism and the gradual destruction of basic morality:

They came for the Communists, and I didn't object – For I wasn't a Communist;

They came for the Socialists, and I didn't object – For I wasn't a Socialist;

They came for the labor leaders, and I didn't object – For I wasn't a labor leader;

They came for the Jews, and I didn't object – For I wasn't a Jew;

Then they came for me – And there was no one left to object.

May you, through attending Nelson College, make your contribution to a better New Zealand.

I wish you all in attendance this evening - students, parents, staff and friends – a joyous family Christmas and a prosperous New Year.

STRATEGIC SECTION
ANALYSIS OF VARIANCE

Strategic Objectives –

Note: Strategic objectives answer the question "For what system-wide outcomes does the school offer to be held accountable?"

For Nelson College we call these our student learning outcomes

- 1. Academic Excellence**
- 2. Personal Development**
- 3. Contribution to the Community**

Strategies –

Note: The means / vehicle we will use to achieve the strategic objectives; essential to the achievement of the mission and strategic results

- 1. Improvement in Teaching Excellence**
- 2. Curriculum & Assessment**
- 3. Pastoral Care & Character Development**
- 4. Leadership Programme**
- 5. Participation & Impact on the College (Co-Curricular)**
- 6. Communication Systems**
- 7. Resource Management – Physical Plant & Finances**
- 8. Resource Management – International, Boarding & Preparatory School**

Annual Action Plans –

Putting in place action plans necessary and sufficient to move the organization to the end results we desire.

These action plans are a series of one year plans with targets and measurable outcomes

Targets –

specific short term goals related to a student learning outcome

Outcomes –

specific measures / products which reflect the implementation of processes to attain the stated targets

Strategic Objective: Academic Excellence

Students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.

Strategy: Improvement in Teaching Excellence

Strategic Targets	Achievements/Comments
<i>Improvement in HOD & middle management effectiveness</i>	Meetings between HODs and a designated SLT member valuable but needs to be more widespread. Meetings not just confined to administrative issues, very good PD opportunity as well. Specific PD opportunities for new HODs need to be researched and made available to them. (2011 priority) Common Departmental Report format developed, completed and in place for HODs to report on their 2010 goals and targets. (2011 priority) HOD job description not reviewed (2011 priority)

Strategic Objective: Academic Excellence

Students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.

Strategy: Curriculum & Assessment

Strategic Targets	Achievements/Comments
<i>Reporting systems to be reviewed and revised</i>	Reporting to the NZ Curriculum still in development (priority for 2011) ASTLE data becoming more integrated into departmental/teaching goals and strategies (particularly useful at the beginning of the year). Concerns over its validity and reliability still remain. Online booking for parent interviews worked well.
<i>Improved Level One NCEA achievement – 80+ % pass rate</i>	Level One 2010 pass rate at 80.5%. 2011 targets to include a focus on improvement of numbers of endorsed merit/excellence certificates at all levels. Continue to develop ways to recognize and value student achievement as a motivating tool.(particularly with ITO courses) Development of a ‘watchlist’ of at risk Year10/11 boys in 2011. Behavioural support (learning needs) changes in terms of personnel and processes have been very positive. Significant improvement in the quality of Teacher aides.
<i>Introduction of a European Language in 2011</i>	French in place for 2011(for Yr 7-11).
<i>Determine cultural and infrastructure changes which will establish a culture of excellence in academic success</i>	Review of the number of credits which constitutes a senior course was completed. Reduction in number of credits offered to 20/21 from 24+. Scholarship staffing implemented (8 hours of staffing for 8 subject

areas). Limited success in terms of Scholarship passes (9), but Level Three results improved significantly to a 9 year high of 75%. Concept of assessment 'Green weeks' discussed at HOFs. A topic for 2011.

Analysis of endorsed certificates (2010) to take place early in 2011. Changes to the criteria for selection and review of placement in the Yr 9 and Yr 10 enrichment classes completed and in place. Support for the investigation of an academic tracking system (Yr9-13), and support for the consideration of the place of setting/streaming generally and the selection of learning support students in Year 9 & 10.

Develop policies & practices which reflect New Zealand's dual cultural heritage Maori & Pasifika achievement is maintained at a level significantly above the National averages.

Overall achievement is significantly above National averages for Maori & Pasifika Boys. Senior Maori boys sitting NCEA now at 105 students, making statistical analysis more meaningful.

Achievement of Maori boys is at 14%+ above national averages for Maori boys.

Currently - +15% at Level 1, +14% at Level 2 & +27% at Level 3.

Achievement of Pasifika boys is at 7%+ above national averages for Pasifika boys.

Currently - +7% at Level 1, 14 % at Level 2 & 17% at Level 3.

Analysis of curriculum pathways (courses choices) of Maori/Pasifika boys a priority for 2011.

Three year Strategic plan not completed priority (whole school development in 2011.)

Subject departments are aware that they require a differentiated approach for all students, but in particular for Maori, Pasifika, ESOL & special needs students. This is a core target and PD focus for 2011. Specific careers support in development (Maori careers day annual event).

Building consents completed for the Whare, a \$350,000 project which has no MOE funding attached to it. Completion May 2011

Success of the Waka Ama (NC) crew a significant contributor to the development of a sense of belonging and cultural identity of Maori (& Pasifika) boys.

Approval and design of a uniform change to allow Pasifika boys to wear a NC e-lava lava completed. Full implementation in 2011.

Review the current daily timetable

Positive support for the timetable change to 2-2-1.

Concern over placement and length of Homeroom period (review to take place in 2011).

Improvement in literacy levels at Yr 9 & 10.

Significant whole staff and departmental PD on literacy (an extension of the Secondary Literacy Project). Considerable work on the development of templates integrating specific tasks into the curriculum with associated literacy and assessment focus.

Strategic Objective: Personal Development

Students will demonstrate respectful and caring attitudes at school and in the community, as well as the courage to stand up for what is right.

Students will develop the skills they need to form genuine relationships in our diverse society and to make contributions to our community.

Strategy: Leadership

Strategic Targets

Increased participation in student led committees

Achievements/Comments

Student council is a supported initiative which has had limited success. Need to review its composition / promotion & communication pathways (priority for 2011)

Strong support for the development of more avenues for a student voice to be heard.

Identified need to increase the community involvement in the corporate life of the College.

Strategic Objective: Personal Development

Students will demonstrate respectful and caring attitudes at school and in the community, as well as the courage to stand up for what is right.

Students will develop the skills they need to form genuine relationships in our diverse society and to make contributions to our community.

Strategy: Pastoral Care & Character Development

Strategic Targets

Enhancement of the House-based homeroom pastoral care system

Achievements/Comments

A review of the placement of Homeroom time needs to be a priority for 2011 (combined discussion with NCG).

Training/support for Year 13s as peer mentors is needed.

Training for Deans and establishment of a manual both general and specific to each Year level a priority for 2011.

Combine New Teachers Day with a training day for Deans (and new HODS / middle managers) (2012).

Establish careers resources in homerooms (2011).

Need for some whole staff PD/sharing of resources / ideas for homeroom activities.

Improved career advice and goal setting at Year 10

Careers initiatives and support at Year 10 effective. Priority for a careers programme targeted to Year 9s to be developed in 2011.

Comments (Learning Support & Learning Needs)

Behavioural support changes in terms of personnel and processes have been very positive.
Significant improvement in the quality, training and support for teacher aides.
Targets in 2011 – development of a learning needs policy which has a clear rationale/guidelines/ processes and procedures to aid teacher/Dean/HOD & aide cooperation and understanding of a student’s individual needs and support.
Involvement of Special needs coordinator in Deans/SLT meetings.

Comments (School Culture)

Support for 2011 targets which foster respect for other cultures/groups. A need for a student voice in terms of the ‘student reality’ of our current culture.
A desire to look at what opportunities we provide for boys to have experiences in and out of school which will allow them to develop the attributes of compassion, tolerance and caring.

Strategic Objective: Contribution to the Community:

Students will take a part in a range of activities, both sporting and cultural in enhancing their personal skill development, confidence and awareness of other cultures. The underlying principal of balance will be maintained.

Strategy: Participation & Impact on the College (Co-Curricular)

Strategic Targets

Achievements/Comments

Improvement in the level and quality of support for all co curricula activities

2010 participation levels are 80% boys involved in 35 codes/activities.
House competition (both Junior and Senior) codes/activities
Training for Housemasters and development of a manual (both general and specific) a priority for 2011.
Staffing levels for support of co-curricula programme are high - Fulltime Athletic Director, part time sports coordinator (+ in 2011 a part time assistant)
2011 – establish a Junior elite football academy
Combine New Teachers Day with a training day/morning for Housemasters, (2012).

Improvement in the cost recoveries and management of co curricula and Mataki activities

Not completed in 2010 (HOD Mataki on leave)
Priority for 2011 to review all aspects of the management of this facility and of the Year 10 & Leaders programmes.

Strategic Objective: Contribution to the Community:

Communication systems both internal and external will promote a partnership with all stakeholders, in particular parents.

This partnership will support a shared corporate culture of excellence in every aspect of College life

Strategy: Communication systems

Strategic Targets

Achievements/Comments

Improved quality, involvement and frequency of links with the community

Online parent interview booking system has seen a 30% increase in parents attending academic interviews.
Use of group emails to parents / Old Boys has increased (including twice a term newsletter).
Year 9 syndicate meetings in term 1 reviewed and format changed.
Staff improved consistency in report writing and departmental reporting to the NZ Curriculum to be a priority target for 2011.
New website in development (implementation in term 2 2011)
Networked Hall monitor (PTA funded) a successful initiative in recognizing student achievement. (Possible expansion in 2012)
Support for staff PD in improving the preparation for and interface with parents at both formal and informal meetings.
Support for continued discussions on student goal setting, the role of homeroom teachers/Deans and careers staff and how this might a programme might implemented, then monitored and reviewed.

Comments (Integration of IT & IT Infrastructure)

Completion of an independent review of IT needs, present facilities & infrastructure (Blueberry report)

- IT committee established (cross departmental).
- Appointment of second computer studies teacher with staffing to develop senior student sysops.
- Completion of computer studies hardware upgrade.

2011 targets to address

- Internet access issues / Helpdesk support for staff.
- Server upgrades & Network upgrade with MOE.

Strategic Objective: Resource Management

Targets will be put in place which ensure responsible management of the Resources of the College and puts in place best business practices in the budgeting and future strategic planning of infrastructure development

Strategy: Implementation of best practices in Property, Staffing & Financial Management

Strategic Targets	Achievements/Comments
<i>Manage the College expenditure to remain within the Annual budget constraints</i>	2010 budget result was close to expectations (\$20,000 deficit) with significant improvements in liquidity (now positive position) Financial policies all reviewed and updated.
<i>Establish strategies to promote the College and to ensure a stable roll</i>	All key roll numbers have increased. High profile maintained in print media (regular weekly contact with education reporter) More extensive use of the newsletters to explain key decisions and school policy development. 2011 to trial radio as a media for marketing.
<i>Completion of new 10 YP and 5 YP for Ministry of Education</i>	10 YP completed. 2011 Term 1 completion of 5 YP after staff/BOT and community consultation.
<i>Completion and BOT confirmation of the development plan for all College owned property assets</i>	Property development plan for Boarding completed. Mataki outdoor lodge, plan completed and significant property work completed. Broads changing rooms, plan completed and significant property work completed. Fields – 2011 planned <ul style="list-style-type: none">• Installation of front field irrigation.• Building of Whare.• Plans completed for Trades Education Centre.• Top field development (Football Academy)
<i>Development of procedures and processes to further entrench the Trust Foundations role in the College's future</i>	Second Trust newsletter completed (included a new donor form) 2009 accounts of the Trust published. 2011 targets <ul style="list-style-type: none">• to develop a Strategic plan for the Trust Foundation.• For the 2011 newsletter to identify all donors to the Trust and place them into the respective classes of membership.
<i>Improved communication and interaction with the Old Boys Association Executive, Branches and members</i>	OBA AGMs attended in Auckland, Christchurch, Wairarapa, Nelson & Melbourne. Strong support for the College particularly with respect to the development of the Trades Centre. (31 businesses)

Strategic Objective: Resource Management

Targets will be in place which ensure responsible management of the Resources of the College and puts in place best business practices in the budgeting and future strategic planning of infrastructure development.

Strategy: Implementation of best practices in Financial, Physical resources, Staff performance management, & all student learning outcomes related to International Students & to Boarding.

Boarding

Strategic Targets Achievements/Comments

Ensuring a safe and secure environment

Greater level of consistency and cooperation was attained across all three Boarding Houses.

Director of Boarding (DOB) had an overview of all three houses (as a supervisor in each once a week) and the students saw her as aligned to the boarding community as a whole, as opposed to one house.

Disciplinary processes were clearer and allowed Housemasters to foster positive relationships with the DOB having overall responsibility for serious incidents.

Emergency policies and procedures reviewed and a regular cycle of evacuation drills – lockdown / earthquake / fire and bomb scare were set in place

Hostel License successfully renewed
(completed – now expires 16 April 2013)

Maintenance and development

Capital property works plan for was put in place and it included a development timeline.

Improved communication with the Resource manager / DOB & Housemasters ensured maintenance needs were met.

Houses and Boarding infrastructure well maintained and repairs were completed in a timely manner

Building / upgrades as per the plan completed . Total capital expenditure on modernization and/or new infrastructure in 2010 year.

Levy	67,400	
College	139,100	
TOTAL		\$206,500

Monitoring of academic performance

Analysis of academic performance of Boarding students in 2010 NCEA results showed a significant improvement on past years, with the boarders matching or outperforming the day school results at all Levels.

Level 1 Boarders 82% Whole School 80%

Level 2 Boarders 80% Whole School 83%

Level 3 Boarders 86% Whole School 75%

Academically ‘at risk’ boys were identified early in the year and given added support.

Provision of homework resources for junior boarders were reasonably well used.

Establish strategies to promote the College and to ensure a stable International & Boarding roll

At the start of 2010, there were 186 Boarders. (The breakeven point is 172 and the plan for the next 3 years, is to maintain these numbers and to steadily increase them.)

Marketing analysis was completed and data used to formulate changes to marketing focus for 2011. Focus to shift to marketing in two Australian cities and the use of radio as opposed to a reliance on newspaper media. High profile publications will be retained (Kia Ora Air NZ magazine & Sunday Star Times)

Strategic Objective: Resource Management

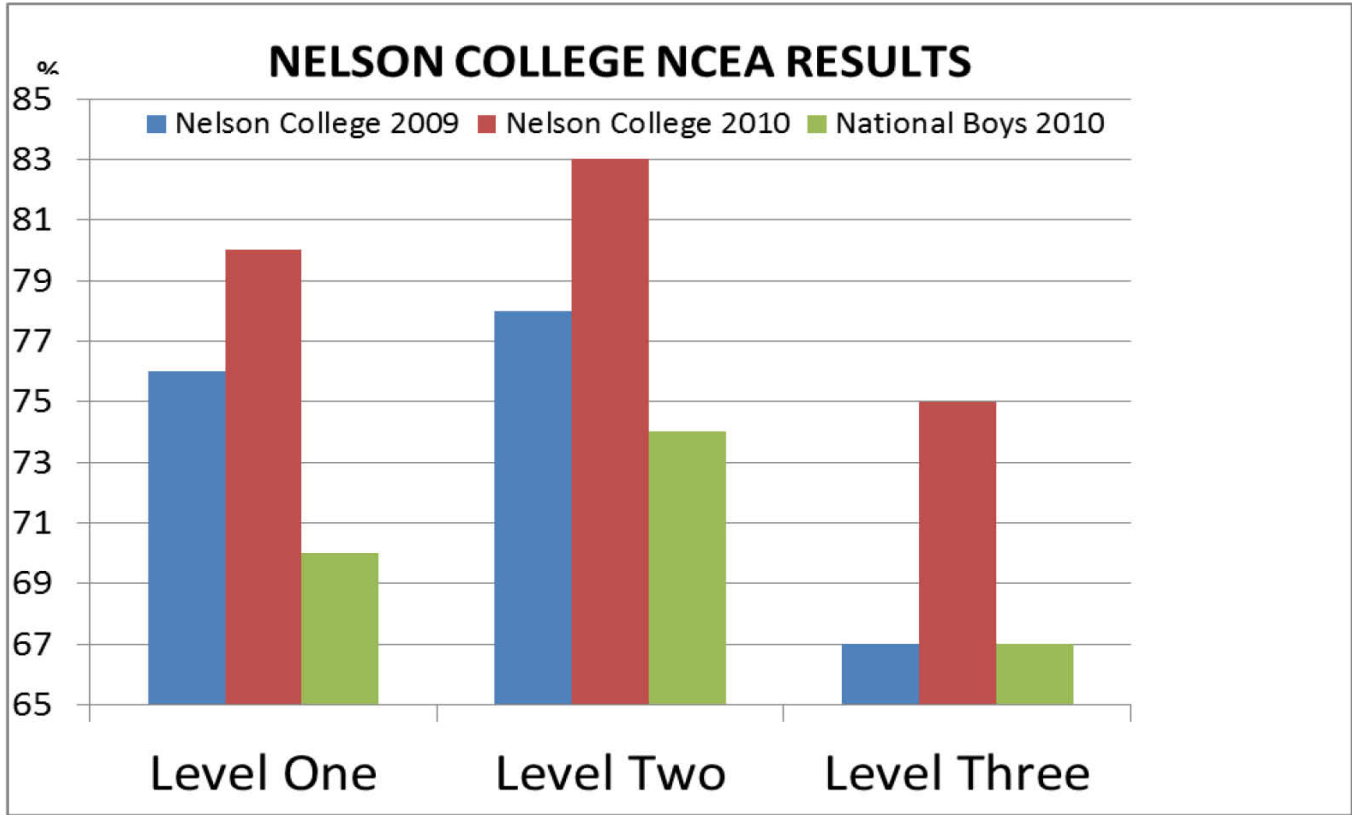
Targets will be in place which ensure responsible management of the Resources of the College and puts in place best business practices in the budgeting and future strategic planning of infrastructure development.

Strategy: Implementation of best practices in Financial, Physical resources, Staff performance management, & all student learning outcomes related to International Students & to Boarding.

International

Strategic Targets	Achievements/Comments
<i>To maintain a level of at least 65 full time equivalent fee payers and a roll of 70 plus students.</i>	Target met in 2010
<i>To create an academic environment that gives international students every opportunity to succeed at Nelson College</i>	Academic results were outstanding. Need in 2011 to modify the IT management system to allow easier tracking of International students (particularly to look at the impact of International results on boarding)
<i>Monitoring academic performance</i>	Increased frequency of communication with parents and agents, positive feedback received. Need in 2011 to review and develop a separate report format which would allow email reporting on a more regular basis for international students. Increase in the number and improvement in the quality of newsletters to parents and agents.
<i>Pastoral Care – creation of a positive, healthy, nurturing living environment for international students</i>	Regular individual interviews with each boys in place and very valuable.
<i>Staff – To create an efficient, positive, dynamic, responsive and reflective working environment in the International Department</i>	Good team culture with frequent formal and informal meetings between International and ESOL departments. Strong, highly qualified and competent group which have created an outstanding experience for the 70+ boys in our care Need in 2011 to develop a system for ‘on call support’ for international boys during holidays. (also awareness of the time required to ‘meet & greet’ and organize the logistics behind each boys enrolment.

Comparison of Results in NCEA 2010 for Boys



In 2010 Nelson College's achievements at NCEA show results significantly above the National averages and are comparable with the results attained by Decile 8-10 schools (Nelson College is a Decile 7 school)

The results confirm Nelson College as the one of the leading educators of boys in NZ.