



School Name: Nelson College
School Id Number 0294
Period: 2011



**N E L S O N
C O L L E G E**

PIETAS PROBITAS ET SAPIENTIA

(Loyalty, Honesty and Wisdom)

THROUGH

QUALITY EDUCATION

THIS IS THE CHARTER

OF

NELSON COLLEGE 2011

The needs of the students and their learning shall be the focus of this Charter.

The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter within the resources and time available to it, recognising that students will attain their full potential through a partnership between the school, their homes, the community and the Minister under the provisions of the Education Act.

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Section I
INTRODUCTION

VISION

Preparing Young Men to take their Place in the World

MISSION STATEMENT

Loyalty , Honesty, & Wisdom
Through Quality Education

- Loyalty (“Pietas”) The College exists as a group of teachers and other staff, students, board members etc, all working for the good of each individual in the group. Each individual, in turn, has a duty, an obligation to support the group. We give loyalty to the group, acceptance of the rules, a contribution to the general good and a feeling of belonging and pride
- Honesty (“Probitas”) People cannot get on together without being able to trust in the reliability and honesty of others. In our College community, respect for rules, for consideration of others, for a sense of right and wrong is expected.
- Sapientia (“Wisdom”) Covers a range of other meanings: good sense, judgement, discretion, prudence, intelligence. Wisdom is more than knowledge – it is the right use of knowledge. It shows itself in self-discipline, will never despise an enemy or underrate a friend. Wisdom civilises – knowledge has no such power.

Type of School

Nelson College is a state, single sex, boys' secondary school with significant boarding facilities. It also has an attached private Year 7-8 Preparatory School

General Description

Decile rating:	7
Roll:	1030
Number of foreign fee paying students:	80

Ethnic composition

Maori	17%
NZ European	74%
Asian	4%
Pacific	5%

Special features

Private Preparatory School
Three Boarding Hostels
Outdoor Education Centre (separate site)

Nelson College is a boys' secondary school, established in 1856 with a fine tradition for excellence in a wide range of areas. The Senior Leadership Team consists of the Headmaster, Deputy Principal, Assistant Principal, Assistant Principal, Headmaster's Secretary.

The College has the express purpose of preparing young men to take their place in the world, with the realisation that this requires education to be presented in a variety of ways. This involves having students learn at Nelson College for Girls, establishing links with the local community and having a focus on the need for exemplary teaching and learning at all levels within the College.

The College aspires to have all students leave the school having had the chance to take part in a well established leadership programme at Year 13. This programme allows them to grow through supporting others, leading a variety of programmes throughout the College and in so doing improve the culture of the college.

The College also wants all students to develop skills and take part in out of classroom activities. These activities are managed by staff and include a very active inter house competition.

The School Community

The Nelson College community is a reflection of the greater Nelson region coupled with boarders and their families who contribute a more national and international perspective to the College.

Our College community is predominantly made up of a cross section of socio economic groups living within Nelson City. Students do bus to the College from the outlying regions of Nelson, including Stoke, Motueka and Richmond.

The international students contribute cultural diversity to the boarding houses and to daily College life. Relationships with the community are enhanced through some international students living with local families and strong links with the College PTA, Runanga matua and Old Boys Association.

The Treaty of Waitangi

The Board accepts and welcomes an obligation under the Treaty of Waitangi to develop policies and practices that reflect New Zealand's dual cultural heritage.

Section II STRATEGIC SECTION

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 – 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.**
- 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

ANNUAL PLAN 2011

Strategic Objective : Academic Excellence: Improvement in Teaching Excellence

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

Targets for 2011	Processes	Products / Outcomes	Responsibility
Improvement in SLT, HOD & middle management effectiveness	<p>Meetings to review, establish and define the roles of an HOD / Teacher i/c and HOF - HOF Committee to review the generic HOD job description.</p> <p>Senior Leadership Team / Middle management support web in place. Meetings within the support web structure SLT with individual middle managers) to examine PD needs and opportunities</p> <p>Full implementation of the common Departmental report model</p>	<p>Establish a set of protocols to define the role of the HOD in the support of teachers and in the evaluation of performance against the professional standards. Establish a clear set of guidelines for the role of the HOD in the mentoring, professional learning circle model of teacher development.</p> <p>Full implementation of a Senior Leadership Team / Middle Management support structure. Specific PD for new / aspiring middle managers identified, sourced and put in place for 2011/2012. (including Middle management PD workshop on prior to Teacher only Day ..Feb 2012)</p> <p>A common Departmental annual report template in place which leads self review at both Departmental and College levels of Strategic planning. Data Manager to review and collate the reports to establish school wide areas which require review and/or development.</p>	Senior Leadership Team (SLT) HOFs Committee & HODs Committee Data Manager
Headmasters role to be more clearly defined with fewer direct reports	Negotiation of Senior Leadership Team (SLT) responsibilities by Feb 2011 Goal setting by SLT completed by May 2011	<p>Documented SLT responsibilities published</p> <p>Improved Headmaster effectiveness in core leadership roles as measured by an independent appraiser and against National standards for a principals performance.</p>	Headmaster & SLT

Strategic Objective : Academic Excellence : Curriculum and Assessment

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

Targets for 2011	Processes	Products / Outcomes	Responsibility
Reporting systems to be aligned with the NZ Curriculum	HOFs Committee to develop the mechanism & template for subjects to report HOFs and HODs Committees will determine if and how ASTLE data is to be incorporated into reports	The College will have in place by the end of the year a reporting system which is aligned to the NZ Curriculum. The use of ASTLE data in reporting to parents and in further informing teachers will be more established and any new initiatives will be in place for 2012.	Senior Leadership Team (SLT) HOFs Committee & HODs Committee Principals Nominee Student Ach Manager Data Manager
Improvement in the % of endorsed certificates at all Levels.	Completion of a working paper analyzing the NCEA results in 2010. Analysis of Departmental reports to identify standards needing review in terms of teaching strategies, resourcing, and pre requisites.	Improved level of Excellence endorsed certificates to at least the level of averages for Decile 8-10 Boys schools (National 8-10 statistics in brackets) NC (Level 1 – 7.4% (9.2%), Level 2 – 8.1% (6.7%), Level Three 2.9% (5.8%) Maintenance of NCEA results at or above 2010 %'s Level 1 - 80%, Level 2 - 83%, Level 3 - 75%	Senior Leadership Team (SLT) Year 11 Dean Data Manager
Successful establishment of a Learning Support Centre, with appropriate trained staff.	Appointment of a Learning support coordinator. Development of a learning support policy with associated procedures and guidelines. Establish a dedicated facility/space for the Learning support team. Support targeted PD for the members of the Learning support team.	Achievement data for the Year 9 and 10 Learning support students shows measured improvement. (establish baseline data first.) Data on behavioural/social outcomes shows measured improvement. (establish baseline data first.) Annual report on 'tracked' special needs students presented to BOT and staff.	Assistant Principal Student Support Manager Learning Support coordinator Data Manager

<p>Successful implementation of the 'Schools within a School' model for the delivery of Year 12-13 curriculum</p>	<p>BOT ratification of the working party document, outlining rationale/motives/structure Prepare the fundraising strategy for the construction of the Trades Education Centre Introduce 'Trades related' options into the junior school. Introduce IGCSE Cambridge courses (Year9&10 Enrichment classes in Science & Social Studies).</p>	<p>Improve the retention % from Year 11 to Year 13 to 80%. (78% 2009) Sustain Level Three pass rates at +75% Improve Endorsed Level Three Excellence certificates from: 4.8% (2010) to 7%.</p> <p>Establish a mechanism to acknowledge student excellence in ITO based unit standards courses</p>	<p>Senior Leadership Team (SLT)</p>
<p>Enhancement of the cultural & physical infrastructure of the College to reflect Maori Tikanga.</p>	<p>Completed construction of the Whare Analysis of academic achievement on the basis of ethnicity Reinforcement of the whanau class concept with additional resourcing</p> <p>Parent survey of all Runanga matua members.</p>	<p>NCEA statistics for Maori achievement at all levels will show a narrowing of the gap between NC results and NC Maori results to less than 5%. Currently 8% gap at Level 1, 6% gap at Level 2. (at Level 3 Maori boys outperform NC results by +6%) Achievement of Maori boys is maintained at at least 15% above national averages for Maori boys. Currently +15% at Level 1, +14% at Level 2 & +27% at Level 3. Data on stand down and suspension comparisons between NC -Non Maori and Maori continue to reduce. (establish baseline historical data) Feedback from the Runanga matua indicates strong community support.</p>	<p>Headmaster Principals Nominee Data Manager Asst Principal & HOFs Committee & HODs Committee</p>

Strategic Objective : Personal Development: Leadership

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.

Targets for 2011	Processes	Products / Outcomes	Responsibility
Increased participation in student led committees & an expansion of the communication channels for a meaningful 'student voice' in the College.	<p>Review Student Council's composition / promotion & communication pathways Exploration of other avenues for a student voice to be heard. (BOT student representative, homeroom, subject classes, & co-curricula teams/groups.</p> <p>Exploration of ways to increase the community involvement in the corporate life of the College. (establish baseline involvement data first, who, how many and in what areas of College life)</p>	<p>Completion and analysis of a comprehensive survey of all students opinions regarding all aspects of the corporate life of the College. Following analysis of the survey, the development of a strategic plan to enhance cultural strengths and to change cultural weaknesses.</p> <p>Increased community involvement in the corporate life of the College using established baseline data.</p>	Assistant Principal Student Support Manager

Strategic Objective : Personal Development: Pastoral Care & Character Development

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.

Targets for 2011	Processes	Products / Outcomes	Responsibility
Enhancement of the House-based homeroom pastoral care system	<p>A number of Thursday morning PD sessions are to be devoted to homeroom teachers so they have the chance to share experiences / resources with all staff</p> <p>Conduct a review of the model of Year 13 Peer homerooms (all stakeholders). Consider training for Year 13's for this role.</p> <p>Training for Deans and establishment of a manual both general and specific to each Year level. Combine New Teachers Day with a</p>	<p>Determine whether Homeroom teachers require specific PD to fulfil their pastoral roles Establish a collegial culture of sharing best practice as a homeroom teacher</p> <p>Determine whether the Year 13 peer homerooms should continue in its present format.</p> <p>Deans & Housemasters role more clearly defined and supported in terms of agreed processes.</p>	<p>Assistant Principal & Student Support Manager</p> <p>Assistant Principal & Student Support Manager</p> <p>Senior Leadership Team & Student Support</p>

	<p>training day for Deans (Housemasters)(2012).</p> <p>Conduct a review of the placement of the homeroom period at the start of the school day Ensure some Assembly slots on a Tuesday and Wednesday are provided for homeroom / house activities / meetings</p>	<p>Determine whether this is the best place for the homeroom period and that its current placement is able to reinforce the criteria and aims of having a pastoral care homeroom system</p>	<p>Manager</p>
<p>Improved careers advice and goal setting.</p>	<p>Careers Counsellor to establish an integrated programme of workshops, speakers, individual interviews and advice specifically for Year 10 boys. Careers Counsellor to consider models for careers information to be provided to Year 9's</p>	<p>Improved levels engagement and achievement is noted Decreased disciplinary incidents in Year 10 classes is noted Improved goal setting, subject choices and motivation shown by Year 9 &10's Establish careers resources in homerooms</p>	<p>Assistant Principal Careers Counsellor Guidance Counsellor</p>

Strategic Objective: Contribution to the Community: Participation & Impact on the College (Co-Curricular)

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.

Targets for 2011	Processes	Products / Outcomes	Responsibility
<p>Improvement in the level and quality of support for all co curricula activities</p>	<p>Review of the House competition (both Junior and Senior) to be completed ...codes/activities offered, timing in the year & staffing, Training for Housemasters and development of a manual (both general and specific) Combine New Teachers Day with a training day/morning for Housemasters, (2012). Maintain high staffing levels for support of co-curricula programme - Fulltime Athletic Director, part time sports coordinator (+ in 2011 a part time assistant) Improvement in the office and storage facilities to support co curricula programme Establish a Junior elite football academy. Establish a 5 y plan for cricket & a playing fields development plan</p>	<p>Better use of available resources with more sports receiving high quality support for volunteer coaches and managers Greater levels of student success and greater levels of participation Greater participation levels and variety of activities available in House sports competition</p> <p>Facilities completed</p> <p>Academy in place by Term 2 Plan in place</p>	<p>Assistant Principal, Athletic Director. Sports coordinator. Coaches & managers</p>

Improvement in the cost recoveries and management of co curricula and Mataki activities	Establish a clear picture of the actual costs per student of all Mataki activities including Year 10 camps and the Mataki leaders programme	Budget costs including annual maintenance, property upgrades and capital development needs (Term 2 2011) Determination of costs to be passed onto students and the costs to be absorbed into College operating budget (Term 2 2011)	Assistant Principal Resource Manager, Coaches, & Sports coordinator
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Strategic Objective: Contribution to the Community: Communication systems

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

Targets for 2010	Processes	Products / Outcomes	Responsibility
Improved quality, involvement and frequency of links with the community.	Improved linkage with parents & students (eg email / website). Student email implemented. SMS models investigated, including First Class Establish specific Staff PD opportunities related to staff parent interactions including face to face interviews, email, phone communication and written reports	New website completed (Term 2 2011) Decision made on the implementation of a SMS Reporting system continues to respond to student and parent needs. Staff are viewed by parents as professional providing a high quality educational service for their sons.	IT Committee Senior Leadership Team, HOFs Committee
Improved quality, reliability and responsiveness of our IT infrastructure	Appointment of second computer studies teacher with staffing to develop senior student sysops. Completion of computer studies hardware upgrade. Completion of a review of our involvement in the LOOP and the delivery of high speed & reliable internet services. Establish the processes and procedures behind an effective staff IT 'Help Desk'. Main servers upgraded Full Network (SNUP) completed	IT infrastructure which is reliable, responsive and flexible is in place allowing the remainder of the 'Blueberry report' to be implemented.	IT Committee

Strategic Objective: Resource Management

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

Targets for 2011	Processes	Products / Outcomes	Responsibility
<p>Manage the College expenditure to remain within the Annual budget constraints</p>	<p>Finance/Property (F/P)Committee to meet weekly - monitor Capital works expenditure. - review monthly positive and negative operating variances. - monitor liquidity and investments - develop & monitor 5YP & 10 YP property plans - develop & monitor College own property plans</p> <p>F/P Committee to develop meeting schedules with key budget holders Boarding/Catering/Prep &International</p>	<p>Operating & Capital works budgets are achieved.</p> <p>Monthly reporting to BOT is accurate and regular.</p> <p>All MOE requirements around property and finance are met.</p>	<p>Headmaster, Resource Manager & Finance Manager</p>
<p>Establish strategies to promote the College and to ensure a stable roll</p>	<p>Analysis of where students outside of the Nelson catchment have enrolled from in 2011 Collate marketing data from Prep/International and Boarding.</p> <p>Increased contact with local Intermediate schools – NIS, Broadgreen, St Josephs and Auckland Point.</p>	<p>Marketing and promotion plan for local, national and international markets in place.</p> <p>Higher profile with local schools</p>	<p>Headmaster, Director of Boarding & International Director</p>
<p>Completion of new 10 YP and 5 YP for Ministry of Education</p>	<p>Consultation with BOT / MOE / Staff in development of property maintenance and development needs of all government owned property assets</p>	<p>MOE approved new 10 YP and 5 YP and in place by 1st June. Completion of Whare. Target dates for commencement /funding of Trades Centre completed</p>	<p>Senior Leadership Team, Finance Manager, Resource Manager</p>
<p>Development of procedures and processes</p>	<p>Established templates and processes to be prepared for individual donors</p>	<p>Completion of - TRUST Foundation newsletter</p>	<p>Headmaster,</p>

<p>to further entrench the Trust Foundations role in the College's future</p>	<p>Collate all known donor to Trust Foundation. Allocate individual donors to a class of membership to the Trust.</p> <p>Produce the 2011 newsletter with donor membership lists</p>	<ul style="list-style-type: none"> - Publish the 2010 accounts to stakeholders - Forms for application to be an individual donor - Forms for contribution to Endowment Fund - Recognition of members of the Foundation to be included in the newsletter 	
<p>Improved communication and interaction with the Old Boys Association Executive, Branches and members</p>	<p>Frequent and regular reports to the monthly OBA Executive meetings</p> <p>Presence of the College Headmaster and Deputy Principal at OBA branch functions and AGMs</p> <p>Development of regular annual events to link and incorporate Old Boys into College life</p> <p>Development of regular events which will allow Old Boys to re connect with their peers in a social and convivial environment</p>	<p>QUAD Wellington (organised dinner event - Headmaster)</p> <p>Connection with individual OB and branches</p> <ul style="list-style-type: none"> a) Sydney, Wellington, Christchurch, Wairarapa, Auckland - <u>Headmaster</u> b) Christchurch- <u>Deputy Principal</u> <p>Re Enactment of the first rugby game to take place on 20th Sept.</p> <p>OBA participation + reunion planned.</p> <p>Memorabilia/souvenirs for fundraising</p> <p>Exhibition on NC and rugby planned at Provincial museum</p>	<p>Headmaster,</p>

Strategic Objective : Resource Management**(Financial, Physical resources, staff performance management, & all student learning outcomes related to International Students, Boarding & the Preparatory School)****Boarding**

Targets for 2011	Processes	Products / Outcomes	Responsibility
Ensuring a safe and secure environment	<p>A consultation / regular liaison with Civil Defence will be established</p> <p>Links to be established with other successful Boarding schools. Potential of staff / policies interchanges explored</p>	<p>Liaison in place</p> <p>Links in place and documented</p>	Director of Boarding (DOB) & Housemasters
Maintenance and development	<p>Transparent communication to parents via a newsletter in Term 1 2010 which details the planned use of the building levy and college funds in capital works development</p> <p>Establish regular meetings between DOB and Resource Manager</p> <p>Resource Manager to establish clear procedures and communication channels with Boarding administration</p>	<p>Capital property works plan for 2011/2012 in place and to include a development timeline. End of Term 2.</p> <p>Improved communication with the Resource manager / DOB & Housemasters to ensure maintenance needs are met</p> <p>Houses and Boarding infrastructure well maintained and repairs completed in a timely manner</p> <p>Property works expenditure reflects new and upgrades to a full range of Boarding property improvement</p>	Resource Manager, DOB, & Housemasters

<p>Monitoring of academic performance</p>	<p>In 2011, names of students causing concern will be discussed at Senior Deans Meetings and the Director of Boarding will discuss these at Housemaster Meetings on a Wednesday.</p> <p>Additional homework/Prep resource books/material purchased</p>	<p>At risk boys will be identified early and interventions put in place and parents informed</p> <p>Analysis of academic performance of Boarding students will show a continued improvement in 2011/2012.</p> <p>Maintenance of 2010 results for boarders</p> <table border="0"> <tr> <td>Level 1 Boarders 82%</td> <td>NCollege 80%</td> </tr> <tr> <td>Level 2 Boarders 80%</td> <td>NCollege 83%</td> </tr> <tr> <td>Level 3 Boarders 86%</td> <td>NCollege 75%</td> </tr> </table> <p>Prep will be better supported in the three houses by the more extensive use of resources in English, Mathematics, Science and Social Studies for years 9-11.</p>	Level 1 Boarders 82%	NCollege 80%	Level 2 Boarders 80%	NCollege 83%	Level 3 Boarders 86%	NCollege 75%	<p>DOB, Housemasters, Principals Nominee, & HODs</p>
Level 1 Boarders 82%	NCollege 80%								
Level 2 Boarders 80%	NCollege 83%								
Level 3 Boarders 86%	NCollege 75%								
<p>Establish strategies to promote the College and to ensure a stable International & Boarding roll</p>	<p>An action plan to be in place for marketing and College promotion which targets improved enrolments over the next 3 years.(to fill Boarding by 2012)</p> <p>Focus to shift to marketing in two Australian cities and the use of radio as opposed to a reliance on newspaper media.</p> <p>High profile publications will be retained (Kia Ora Air NZ magazine & Sunday Star Times)</p>	<p>Marketing analysis completed and effectiveness of changes ascertained.</p> <p>Boarders numbers increased to 210 for the 2012 year.</p>	<p>Headmaster, DOB, & International Director</p>						

International

Targets for 2011	Processes	Products/Outcomes	Responsibility
To have 80 international fee paying students by the end of 2011.	Review & analysis completed in the following areas - a) International and ESOL staffing needs b) Marketing effectiveness c) Enrolment / orientation processes d) Pastoral care support (specialised counselling)	Marketing, staffing, enrolment, pastoral and academic support all contributed to sustaining this number of Internationals	International Director
To create an academic environment that gives international students every opportunity to succeed at NC Improved monitoring of academic performance	Establish the criteria / selection processes / curriculum and staffing needs for a specialised immersion ESOL class Modifications to Kamar to allow easier individual tracking of international students achievement. Data Manager and IR Manager to produce an action plan to meet the tracking and analysis of achievement for these students Review and develop a separate report format which would allow email reporting on a more regular basis for international students.	Class formed on an 'as needs basis'. Student progress monitor to review the programme effectiveness on an annual basis. Improved analysis and support for International students' academic achievement. Tools for monitoring and analysing the achievement data for International students is in place. More effective and increased frequency of reporting to parents and agents in place.	All Dept (international and ESOL) staff Data Manager IT Manager
Pastoral Care – creation of a positive healthy nurturing living environment for international students	Review pastoral care needs / support a) Staffing levels b) Specialise guidance counselling c) Disciplinary processes	Improved quality and transparency in systems and processes for pastoral care of International students in place.	All Dept staff Senior Leadership Team, Housemasters, Deans

<p>To create an efficient, positive, dynamic, responsive and reflective working environment in the International Department</p>	<p>Development of 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.) Analysis of current staffing levels and roles to improve/add to/amend current levels / roles.</p>	<p>More effective staffing of administrative tasks in place with clear role differentiation.</p>	<p>All Dept staff</p>
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Preparatory School

Targets for 2011	Processes	Products / Outcomes	Responsibility
<p>Restructuring of the role as Headmaster of the Preparatory school</p>	<p>Develop with the Headteacher of Prep a clear set of tasks / responsibilities for the Headmaster – related to governance, finances, property & marketing Inform Prep stakeholders re changing roles</p>	<p>Establish the role of the Headmaster of Prep as a private division of Nelson College with clear targets for development</p>	<p>Headmaster & Headteacher (Prep)</p>

Section IV
APPENDICES

NATIONAL EDUCATION GUIDELINES

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers in achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern- ever-changing world.
4. A sound foundation in the early years in future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

NATIONAL ADMINISTRATION GUIDELINES

In order to ensure that the National Education Goals are met, the Nelson College Board of Trustees and Headmaster respectively, are also required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools, and the Board of Trustees' Code of Conduct. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment, property occupancy documents and, from time to time, guidelines promulgated by the Secretary for Education.

NAG 1

Nelson College Board of Trustees will foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

Nelson College Board of Trustees, through the headmaster and staff, will:

- (i) develop and implement teaching and learning programmes:
 - (a) to provide all students in Years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4.
- (ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - (a) student achievement in literacy and numeracy, especially in years 1-4; and then to
 - (b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand Curriculum (as expressed in the National Curriculum Statements);
- (iii) on the basis of good quality assessment information, identify students and groups of students:
 - (a) who are not achieving
 - (b) who are at risk of not achieving
 - (c) who have special needs; and
 - (d) aspects of the curriculum which require particular attention.
- (iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;
- (v) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- (vi) provide appropriate career education and guidance for all students in Year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving unprepared for the transition to the workplace or further education/training;

NAG 2

The Nelson College Board of Trustees with the headmaster and teaching staff will:

- (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and

- programmes, including those for curriculum, assessment and staff professional development;
- (ii) maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
 - (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1 (iii) above) including the achievement of Maori students against the plans and targets referred to in 1 (v) above.

NAG 3

According to the legislation on employment and personnel matters, the Nelson College Board of Trustees is required in particular to:

- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, the Nelson College Board of Trustees is required in particular to:

- (i) Allocate funds to reflect the school's priorities as stated in the charter;
- (ii) Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- (iii) Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

The Nelson College Board of Trustees will:

- (i) Provide a safe physical and emotional environment for students;
- (ii) Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

The Nelson College Board of Trustees will comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

CODES OF CONDUCT

Board of Trustees

The Board of Trustees agrees to adhere to the following code of conduct:

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the Trustees and staff and ensure that the educational wellbeing of students is maintained. The Code of Conduct applies to all members.

Trustees will aim to:

1. Ensure that the needs of students and their learning are given full consideration when planning, developing and implementing learning and teaching programmes.
2. Ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential.
3. Serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities.
4. Respect the integrity of staff, the headmaster, parents and students.
5. Be loyal to the school and its charter.
6. Maintain the confidentiality and trust vested in them.
7. Ensure strict confidentiality of papers and information related to the Board's position as an employer.
8. Act as good employers.
9. Ensure that individual trustees do not act independently of the Board's decisions.
10. Ensure that any disagreements with the Board's stance on matters relating to the employer position are to be resolved within the Board.
11. Exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
12. Use the Maori community's (or communities') own processes to consult with the Maori community.

The Board of Trustees accepts the following:

The Headmaster is the professional leader of the school and is responsible to the Board of Trustees. The responsibilities of the Headmaster will be stated in another document held by the school and available for public inspection.

1.1 CHARTER UNDERTAKING

1. This Charter is an undertaking by the board of trustees of Nelson College to the minister of education.
2. The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter within the resources and time available to it, in accordance with section 64 of the 1989 education act.
3. The government's commitment to education is to provide funding for salaries and the operation of schools out of money appropriated by parliament, in accordance with section 79 of the 1989 education act.
4. The operation of the school and its progress in meeting its charter objectives will be reviewed regularly by the Education Review Office.
5. The charter contains: a description of the school and its community, National Education guiding principles, legal obligations, mission statement and codes of conduct.
6. The partnership between this school and its community will play a vital part in achieving the goals of the charter.
7. This charter will remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989, or is withdrawn by the Minister of Education.
9. The Nelson College Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Education Guidelines and reflect both the content and spirit of this Charter.
10. The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, integration agreement, industrial awards and agreements, and regulations as they relate to the school.

Comment [oe1]:

Signed:.....
(Chairperson, Board of Trustees)

Date:.....

Signed:.....

Date:.....

(Minister of Education)