



School Name: Nelson College
School Id Number 0294
Period: 2018



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

PIETAS PROBITAS ET SAPIENTIA

(Loyalty, Honesty and Wisdom)

THIS IS THE CHARTER

OF

NELSON COLLEGE 2018

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

TO MAXIMISE EACH BOY'S ABILITY TO CONTRIBUTE POSITIVELY TO SOCIETY.

MISSION STATEMENT

INSPIRING YOUNG MEN TO TAKE THEIR PLACE IN THE WORLD BY FOSTERING THE VALUES OF MANAAKITANGA THROUGH QUALITY EDUCATION.

MOTTO

- *Loyalty ("Pietas") The College exists as a group of teachers and other staff, students, board members, 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. 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 |
| Total Roll: | ~1230 |
| Number of foreign fee paying students: | 75 |

Ethnic composition

| | |
|-------------|-----|
| Maori | 14% |
| NZ European | 73% |
| Asian | 10% |
| Pacific | 3% |

Special features

Private Preparatory School-Two 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 Leadership Team consists of the Headmaster, Deputy Headmaster, Deputy Principals (3) and 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. Many of 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, NC Trust Foundation, 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 Aims

To achieve our vision the following Strategic Aims have been set: -

1. Developing the knowledge, skills and attributes of our students to equip them to contribute positively and excel in society. (*Educational Excellence, 21st Century Teaching and Learning & Personal Development*)
2. Developing a culture of respect, inspiration and innovation in our teachers and students. (*Personal Development & Sense of Belonging*)
3. Harnessing the potential of technology to enhance learning and communication. (*Educational Excellence, 21st Century Teaching and Learning & Sense of Belonging*)
4. Understanding our students as individuals to facilitate their effective engagement with learning. (*Educational Excellence, Personal Development, 21st Century Teaching and Learning & Sense of Belonging*)

Compliance

Nelson College Board of Trustees is obligated and committed to: -

- Fulfilling all the requirements set out in the National Education Goals
- Administering the school according to the National Administration Guidelines
- Delivering the curriculum to all students in a balanced programme as outlined in National Curriculum Statements
- Acting as a good employer to teaching and non-teaching staff
- Preparing a budget to monitor and control school expenditure
- Allocating funds to meet the school's priorities so that student achievement is enhanced
- Implementing the 5-year property plan to ensure the school's facilities provide a safe, healthy environment.

Strategic Aims & Associated Actions

NAG 1 - Curriculum and Student Achievement

- Review curriculum pathways in response to the changing demographic and retention rates in the College.
- Review class placement and student achievement tracking systems.
- Maximise NCEA achievement pass rates, merit endorsements and excellence endorsements.
- Further develop systems to monitor and support at risk students, gifted and talented students and high learning needs students.
- Further develop specific monitoring of Māori and Pasifika students for all target areas integrating pastoral and educational support.
- Develop IT infrastructure & curriculum integration to enhance learning and communication: - linking teachers, students and the community.

NAG 2 - Strategic Planning and Review

- Entrench robust self-review processes, both at the governance and the operational levels including a quadri-annual Board of Trustees SWOT analysis and special strategic planning workshop.
- Provide to the MOE and to the Nelson College Community a Charter, Annual Plan and Analysis of Variance which show evidence of extensive institutional self-review and a culture of continuous improvement.
- Implementation of programmes and initiatives which address the recommendations from the ERO inspection review (Sept 2016)

NAG 3 – Personnel

- Ensure all employees are up to date with best practices related to changes to Education Act, Search & Seizure, Health and Safety and Vulnerable Childrens' Acts including systems for police vetting.
- Implementation of an EEO policy/programme and worker profile database.

NAG 4 – Finance & Property

- Create a fiscally responsible budget.
- Ensure accurate monthly reports on property and finance are presented ahead of scheduled BOT meetings.
- Monitor the major Capital project for 2017-2021 (Boarding hostels upgrade) with the production of a Commercial and Business Strategic Plan.
- Ensure cash flow projections are fiscally responsible.
- Establish annual Governance finance parameters within which management develops an annual budget and financial policy & reporting.
- Implement the 5YP projects in prioritised order.
- Ensure painting and maintenance work within the approved 10YP is completed.

NAG 5 – Health & Safety

- Complete an analysis of all stand downs and suspensions from 2013-2017 then determine what programmes/personnel/strategies have contributed to any identified changes in patterns/trends, including ethnicity.
- Implement a new analysis process for disciplinary statistics.
- Implement the Crisis policy and associated Health and Safety policies considering changes in legislation.

NAG 6 – Policies & Procedures

- Review the policy management processes to ensure that policies meet legislative requirements and are regularly reviewed for relevance and are guiding practice.
- Implement good processes and procedures around informing and ensuring all staff are aware of the contents and implications of key policies (particularly concerning health and safety, employment and disciplinary matters)
- Continue with separate BOT presentations/meetings to examine new policies, practices and strategic planning direction, those to include
 - IT in the Classroom (Cybersafety, BYOD and teaching and learning practice)
 - Outdoor education (new safety in the outdoors legislation, EOTC & EOTC driving policies, vision for OED developed.
 - Special Education (Refugees, Learning needs students), Counselling
 - Curriculum & Qualifications Pathways & School Climate & Culture (Respect 360 programme)

Domains and Strategic Objectives

Domains are 'divisions' of the overall Vision & Mission statements i.e. components of a 'quality education'.

Strategic Objectives are long term organisational goals which enable Key priorities to be formulated.

Key priorities (set over a 4-year period) are used to develop specific measurable short term annual goals/targets to progress the Colleges Vision & Mission Statement

Domain- Educational Excellence & Sub-Domain- Achievement for Maori

Strategic Objective

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

Domain - Personal Development

Strategic Objectives

Students will develop a strong work ethic.

Students will develop the skills necessary to demonstrate a respectful and caring attitude at school and the community

Students will manage themselves effectively and safely in an everchanging world.

Domain- Sense of Belonging

Strategic Objectives

Each student will experience a positive school climate which supports them in developing ownership of and active participation in the life of the College.

Students will benefit from the College partnership with all stakeholders, especially families and whanau, to support a shared culture of excellence in every aspect of College life.

Domain – 21st Century Teaching and Learning

Strategic Objective

Students will experience programmes of study designed to maximise the positive impact of technology on their critical engagement, motivation and creativity.

Domain -Resource Management

Strategic Objective

Targets will be put in place which ensures responsible management of the Resources of the College and ensures best business practices in the budgeting and future strategic planning of physical and human resources.

4 Year Strategic Plan 2018 - 2021

DOMAIN –Educational Excellence

| Strategic Objective | Key Priorities 2018-2021 | Systems and Processes |
|---|---|--|
| <p><i>Students will achieve their intellectual potential by striving for and attaining the highest standards of scholastic or educational excellence.</i></p> | <p><i>A measureable increase in student achievement for all target groups.</i></p> <ul style="list-style-type: none"> • Maori • Pacifica • Students from Low Socio-Economic Backgrounds • Students with Special Education Needs (Learning Support) • GaTMO • Refugee <p><i>Maximise academic progress for every student</i></p> <ul style="list-style-type: none"> • Student’s achievement is individually tracked to monitor achievement progress and • Implement interventions to improve student achievement | <p>Establish % increase (average) per year, roll based at each level of NCEA. With aim of linking achievement goals to ‘potential’ not just to MOE Benchmark targets.</p> <ul style="list-style-type: none"> • Departments set individual goals and strategies in Dept Reports to lift achievement and specify measures for the key target groups. • HODs and HOFs examine, modify and develop College-wide interventions and strategies to increase performance. • Student data – sharing of information across departments, recording of information system, reviewed and made more accessible, particularly for target groups, including- Maori/Pasifika, Special needs and Gifted & Talented students. • A comprehensive curriculum map to be developed which outlines multiple pathways to achievement and qualification. • Data collected on students and used to identify a baseline of achievement to inform the use of interventions and to track progress against that baseline. (2018/2019) • Working Party to establish and direct best measure for Junior curriculum. For evaluation of achievement of Junior students and to direct departments for reporting. (2018) • Investigate Data at a senior school level to establish historic trends in achievement outcomes and identify leading indicators. • Identify reasons for students leaving and investigate interventions if appropriate to improve retention in the Senior school to Year 13 (use of survey tools 2018) <p>Academic goal setting, consider a review the structure of parent teacher interviews and their purpose. Possibly use them as goal setting / reflection from students.</p> |

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| | <p><i>Set professional development targets that impact on student achievement.</i></p> <ul style="list-style-type: none"> • Clear links in aims and targets/goals from School-wide, to Department, to individual teachers regarding the relevance and implementation of professional development initiatives <p><i>Provide curriculum and vocational pathways and courses which cater for individual student needs.</i></p> <ul style="list-style-type: none"> • Students will be placed into courses appropriate to their educational needs and academic ability. • Students will be provided with a range of courses to suit all educational outcomes. | <p>Mentoring and appraisal processes identify areas of professional practice and development for staff to improve their effectiveness in the delivery of the curriculum.</p> <ul style="list-style-type: none"> • Professional Development needs identified by achievement data (whole school and Departmental), mentoring and appraisal that ensures a skilled and registered staff. • Systems put in place where curriculum leaders monitor and support staff professional development. • Senior Leadership Team to review whole school professional development for appropriateness and engagement (2018) • Staff targeted professional development on differentiation - potentially consider more trained staff for Learning Support students and targeted high priority learners <p>Student placement philosophy to be developed, adopted and applied College-wide as an effective process, ensuring that students are being taught at a level where the material is both accessible and appropriate to maximise the student's learning.</p> <ul style="list-style-type: none"> • Professional development opportunities for Deans and HODs to gain knowledge and experience of curriculum pathways, prerequisites and appropriate and informed placement of students in courses. • Curriculum Map – develop a comprehensive tool and update the Curriculum booklet To include practices, principles i.e. (Digital responsibility, NCEA procedures and protocols, Respect 360, R&R, etc.) • Prioritise the examination of existing quantitative data on students from our feeder schools for placement rather than creating our own. |
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SUB-DOMAIN – Achievement for Maori

| Strategic Objective | Key Priorities 2018-2021 | Systems and Processes |
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| <p><i>Maori students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.</i></p> | <p><i>An increase in student retention and achievement for this target group. (To bridge the gap, which currently exists between Maori and other cohorts.)</i></p> <p><i>Develop systems and processes that establish baseline data which informs strategic planning for Maori student achievement.</i></p> <p><i>Comparison of measured achievement against that baseline is recorded and the value of planned interventions determined.</i></p> <p><i>Departmental monitoring, differentiation and reporting targets are set, implemented and the outcomes evaluated to determine the impact on Maori student achievement and retention</i></p> <p><i>Set staff professional development targets that impact on Maori student achievement.</i></p> | <p>Develop a reliable, robust and sustainable system which supports students who identify as Maori when they first enrol at Nelson College. (2018)</p> <p>Establish baseline retention and achievement data for Maori for the years 2012-2017. This data to be regarded as reliable, robust and able to be used in longitudinal analysis for future target determinations. (2017-2018)</p> <p>Identify the cultural / academic & support barriers to</p> <ol style="list-style-type: none"> a) To improving retention to Yr 13 for Maori students. b) To attaining the achievement levels for Maori which are comparable to those of the rest of the College student population. (2018/2019) <p>Establish a system of monitoring and tracking within the junior school for students identified as Maori. (2018)</p> <p>Establish a mentoring programme which has clear intervention protocols in place, human resources allocated and measureable outcomes explicitly determined with the aim to assist Maori students to identify as Maori and achieve as Maori and attain the highest standards of academic excellence. (2018)</p> <p>Develop a template for reporting Maori achievement in department reports. This template must</p> <ul style="list-style-type: none"> • ensure consistency between departments • detail monitoring/tracking methods. • describe any differentiation of curriculum and/or pedagogy specifically addressing and/or supporting Maori achievement. • report progress on the impact of any interventions and detailing ‘next steps’. (2018/2019) <p>Staff meet all TRC criteria, assist in setting department goals and develop their own individual professional goals that directly improve educational achievement and retention to Year 13 for Maori.</p> |

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| | <p><i>Human and physical resources will be put in place to support this strategic objective.</i></p> | <p>Individual staff professional goals should not just focus on tikanga but also on specific monitoring/tracking/mentoring /differentiation strategies which seek to support the strategic objective of this Domain. (2018/2019)</p> <p>Human and systems resources to include</p> <ul style="list-style-type: none"> • Mentoring & tracking system in place (year levels to be added in successive years (2018 Year 9 & possibly Year 10) • Whanau adult support aide (s) in place (one in 2018) • Community support networks to be established (Term 1 2018 – hui) • Runanga matua to be part of the overall planning, development and implementation of holistic systems which support the strategic objective of this Domain. (2018/2019) <p>Establish a Strategic Planning Group to develop Annual Targets and outcomes which support this strategic objective and this group to drive their implementation and review.</p> |
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Whaia te iti kahurangi – Taking Action (Achieving Potential) Nelson Community of Learning

- Develop a consistent shared definition within schools and across sectors of Maori students enjoying educational success as Maori
 - Develop a consistent shared definition within schools and across sectors of students with special education needs (using a range of cultural lenses)
 - Develop a consistent shared definition within schools and across sectors of gifted and talented akonga/students (using a range of cultural lenses)
 - Co-construct a graduate profile with Maori whanau, pasifika fono and ELL parents
 - Students at and above are motivated learners and achieving their full potential academically
 - Akonga/Students with special education needs are motivated learners and achieving their full potential academically
 - ELL students are motivated learners and achieving their full potential academically
 - Consistent progress and improved literacy and numeracy results
 - Increase the retention and achievement of senior Maori secondary students to ensure they have the ability to make a successful transition from school to tertiary study, training or employment.
- The Nelson City CoL will meet each term to monitor and evaluate the progress towards meeting the achievement challenge. A report will be shared with each Board of Trustees.

DOMAIN – Personal Development

| Strategic Objective | Key Priorities 2018-2021 | Systems and Processes |
|--|--|--|
| <p><i>Students will develop a strong work ethic.</i></p> <p><i>Students will develop the skills necessary to demonstrate a respectful and caring attitude at school and the community</i></p> <p><i>Students will manage themselves effectively and safely in an everchanging world.</i></p> | <p><i>The enhancement of the positive culture of the school to enable every individual to develop a strong work ethic and self-management skills.</i></p> <p><i>The development of programmes which provide an inclusive environment where students value themselves and others through respect, inclusiveness, generosity and service.</i></p> <ul style="list-style-type: none"> • Provide opportunities for individual students to develop resilience and courage. • Provide a culture where student/student, adult/student and adult/adult relationships are strengthened. • Provide a culture where school/community relationships are strengthened and recognised and where community effort is valued. | <ul style="list-style-type: none"> • Completion and analysis of the climate and culture survey of all staff <ul style="list-style-type: none"> ▪ Professional development to support collaboration and team building between college leaders and staff • Survey analysis to be used to inform and support changes in practice and culture to improve school climate. • Completion and analysis of a climate and culture survey of Year 9s ...(student culture survey results from 2013-2017 to be used for comparative analysis) • Strengthen the positive relationships between students and between staff and students by embedding the Year 9 Respect 360 and whole school initiatives. • Build on the Year 10 relationships programme to • Utilise the homeroom and leadership programmes to support/integrate with the Respect 360 and Year 10 relationships initiatives. • Assemblies and presentations (2018) held for all year levels focussed on <ul style="list-style-type: none"> ▪ Resilience ▪ Peer pressure ▪ Internet safety ▪ Drug and alcohol education ▪ Self-management. • Provide resilience training to students with specific instruction in the form of handouts to further develop the capacity of resilience, to a range of student groups i.e. – Student Council, Student Leadership group, all year levels in the Health (2018) • We will broaden the base of community service activities. <ul style="list-style-type: none"> ▪ Community Service day alternating year levels. ▪ Regular beach clean-up days, Matakitaiki clean-up programme. • In 2018/2019 expand the student survey on climate and culture to all Year levels to establish a qualitative method of evaluating the effectiveness of the College culture in promoting positive school climate and to inform any intervention programmes which are developed. |

DOMAIN – 21st Century Teaching & Learning.

| Strategic Objective | Key Priorities 2018-2021 | Systems and Processes |
|---|---|--|
| <p><i>Students will experience programmes of study designed to maximise the positive impact of technology on their critical engagement, motivation and creativity</i></p> | <p>Teachers will develop, deliver and embed 21C teaching and learning opportunities into their practice.</p> <p>Students will experience innovative and future-focused learning opportunities so that they are equipped with the skills to be successful global citizens.</p> <p>Global citizens are skilled communicators, critical thinkers, collaborative, innovative, digitally fluent, self-regulating, digital citizens.</p> | <p>Teaching and Learning (Pedagogy)</p> <ul style="list-style-type: none"> • 2018 - Using Inquiry, teachers will develop and deliver 21C teaching and learning opportunities. • 2019 - Using Inquiry, teachers will consistently deliver 21C teaching and learning opportunities. • 2020 - Using Inquiry, teachers will consolidate and continue to evolve 21C teaching and learning opportunities. <p>Curriculum</p> <ul style="list-style-type: none"> • 2018 – Share and develop e-learning, digital citizenship (incl. digital fluency) and the digital technologies curriculum. • 2019 – Develop and deliver e-learning, digital citizenship (incl. digital fluency) and the digital technologies curriculum in many learning areas. • 2020 – consolidate and continue to evolve e-learning, digital citizenship (incl. digital fluency) and the digital technologies curriculum in all learning areas. <p>Infrastructure 2018-2020</p> <ul style="list-style-type: none"> • Maintain, create and invest in infrastructure that enables 21st century teaching and learning. |
| | | <p>4 Year Sequential Targets</p> |
| | | <p><i>MindLab</i> 2018: Teachers will be given the opportunity to participate in the MindLab’s Postgraduate Certificate in Applied Practice (Digital & Collaborative Learning) as additional PLD in 21CTL.</p> |

Inquiry into 21CTL pedagogy

- TOD 2018: JA to present IT Audit as well as sharing some research and ideas for 21CTL in 2018.
- Term 1 2018: Lead teachers to present to staff in a Thursday morning session examples of best practice when delivering learning opportunities in 21CTL to give teachers an idea about their inquiry into 21CTL.
- Term 1 2018: JA to share readings and research on 21CTL pedagogy and technology in the Professional Learning Folder.
- Term 1-2 2018: Departments, PLGs and/or Teachers will develop a shared understanding of best practice to inquire into the use of 21CTL pedagogy, taking-action in the classroom by the end of Term 2.

Cross-Curricular (STEAM) and Project-Based Learning opportunities

- Term 4 2018: Teachers will be given the opportunity to inquire into, develop and deliver, a Project Based Learning opportunity or a Cross-Curricula learning opportunity with a chosen core class in Term Four 2018.

Technical Support

- 2018: Teachers will have access to schoolwide, departmental and individual professional learning in technology to support the development of 21CTL pedagogy in Thursday morning sessions and as needed by lead staff. (*Touch devices, Kamar, Microsoft Teams, PowerPoint, Classroom, OneNote*).

2019 and Beyond

- 2019: Through school and classroom visits, teachers will be given the opportunity to experience 21CTL pedagogical best-practice in-school, locally, and/or nationally.
- 2019: Departments, PLGs and/or Teachers inquire into the use of 21CTL pedagogy to consistently deliver 21CTL. (*21CLD, 7 Principles of Learners, Flipped classroom, Project-Based Learning and Cross-Curricular*).

Digital Technologies Curriculum

- Term 1 2018: JA, TB, VN to present to staff on e-learning, digital citizenship (incl. digital fluency) and the Digital Technologies Curriculum (Hangarau Matihiko).
- Term 1 2018: Departments to determine if and how the Digital Technologies Curriculum (Hangarau Matihiko) could be developed in their learning area. Departments decide on staff member(s) to join a digital working party.
- Term 1 2018: Formation of a digital working party to develop the units and lessons within the Digital Technologies Curriculum (Hangarau Matihiko) across several learning areas.
- Terms 3/4 2018: Digital working party to deliver learning opportunities relevant to the Digital Technologies Curriculum (Hangarau Matihiko) based around ‘computational thinking’ and ‘designing and developing digital outcomes’ across several learning areas.
- Term 4 2018: Digital working party to report back to staff during a Thursday morning session.
- 2019-2020: Departments to develop and deliver learning opportunities relevant to the Digital Technologies Curriculum (Hangarau Matihiko) at Year 9 and 10 based off the work carried out by digital working party.

21st Century Skills and the New Zealand Curriculum

- Term 1 2018: JA & Te Pūtoi Kura to develop frameworks and a presentation to staff linking 21C skills to the key competencies.
- Term 1 2018: JA to share readings and research on 21C skills with staff to read.
- Term 2 2018: JA & Te Pūtoi Kura presentation to staff on 21C skills (& NZQA employability skills) and the key competencies, how they could fit within our current curriculum and how this could be developed.

- Term 3 2018: Departments to investigate how to deliver 21C skills and the key competencies within their learning area.
- Term 4 2018: Departments to deliver learning opportunities based around ONE 21C skill and one or two key competencies. This could be in conjunction with pedagogical inquiries into cross-curricula (STEAM) or project based learning opportunities.
- Term 1 2019: Departments report back to staff the outcome of their learning opportunities based around ONE 21C skill and the key competencies.
- 2019: Departments to deliver learning opportunities based around ONE or TWO 21C skills and the key competencies throughout 2019. Departments should only focus on ONE or TWO skills for the entire year.

Digital Citizenship

- Term 1 2018: VN presentation to staff on digital citizenship, (see above DTC1), so that teachers understand the 9 elements of digital citizenship.
- Terms 1-2 2018: Development and delivery of digital citizenship unit in Year 10 Social Studies.
- 2019: Other departments to investigate incorporating elements of digital citizenship into their learning areas.
- 2019: Deliver PLD to staff on how technology can allow students to have personalised learning experiences and develop strategies to enable digital access to priority learners, in conjunction with *Flipped Classroom*.
- 2020: Departments to deliver elements of digital citizenship within their learning areas. Social Studies to continue explicitly teaching digital citizenship.

PaCT

- 2018: English and Maths to inquire into the use of the Progress and Consistency Tool.

Infrastructure

- Term 1-2 2018: Evaluate effectiveness of current infrastructure (hardware and software) to allow for 21CTL.
- Term 2-3 2018: Investigate alternatives to current infrastructure (hardware and software) that better enables 21CTL.
- Term 3-4 2018-2019: Invest in and maintain Infrastructure (both hardware and software) that supports and encourages pedagogy and curriculum reflective of 21CTL (*Touch devices, Sphero, document camera 's, flipped classroom studio, furniture, Rubiks Cube, sorting networks, binary cards, ClickView, Linewize*).

Innovation Fund:

- Term 1-4 2018: Innovation fund available for innovative inquiries that are reflective of 21CTL. Staff can apply for funding, to be eligible staff must justify application, implement strategies and present back the outcome.

BYOD:

- 2018: Investigate ways to enable every student to have access to a suitable device to enable anytime, anywhere learning.
- 2019-2020: Support BYOD through investment in storage and charging facilities.

DOMAIN – Sense of Belonging.

| Strategic Objective | Key Priorities 2018-2021 | Systems and Processes |
|---|---|---|
| <p><i>Students will experience a positive school climate which supports them in developing ownership of and active participation in the life of the College.</i></p> <p><i>Students will benefit from the College partnership with all stakeholders, especially families and whanau, to support a shared culture of excellence in every aspect of College life.</i></p> | <p><i>Positive school climate and a strong sense of belonging amongst all stakeholders are fostered and enhanced by</i></p> <ul style="list-style-type: none"> • <i>Increased co-curricular participation.</i> • <i>Providing opportunities for all.</i> • <i>Focussing on pride, connection and ownership by House and School.</i> • <i>Broadening the respect for all interests and passions.</i> | <p>Increasing co-curricular participation by -</p> <ul style="list-style-type: none"> • Staff to set their own co-curricular goal as part of their formal goal setting for Practising Criteria. • Student led, supported by management and staff, e.g. Head Students for areas of responsibility and OE. • Start multi-cultural groups (student led) <p>Provide opportunities for all and consider</p> <ul style="list-style-type: none"> • Investing in pre-existing infrastructure already there so low cost/high-impact • Amphitheatres - front bank, assembly hall, a space for bands and music • Matakītaki & similar - facility that could be more widely utilised • Skate Park - double sided project: get students to make the ramps etc., then use them (Safety gear a must) Student/teacher run activities on Wednesday afternoons twice a term • Being more mindful non-participating students <p>Focus on pride, connection and ownership within House and School by:</p> <ul style="list-style-type: none"> • Marketing & activity drive by students to promote their Houses. • Considering a Vertical Homeroom structure to encourage senior mentoring of junior students. • Examining cross curricular collaboration in connection subject areas in a meaningful way. <p>Broaden the respect for all interests and passions by considering</p> <ul style="list-style-type: none"> • Exhibiting student work in multiple subject areas to showcase work. • Creating spaces and opportunities for groups of students to come together by • Surveying students regarding the level of a ‘sense of belonging’. • Developing & allocating venues for special interest groups. • Providing common room areas for students • Promoting of the variety of different cultures with staff resources, presentations, food etc. |

- Use of senior boys in a leadership role to oversee different areas.

Sports 2018-2020 (extracted from the Sports council Strategic plan)

- Better and more accurate use of Data (including participation and measures of success)
- Further development of coaching capacity & community connections, a code of conduct and single sport steering groups.
- Facilities development – a future focussed plan to be developed (2018)

Music 2018-2020 (extracted from the Music Strategic plan)

- Facility development
- Specialist staffing
- Relationship with the wider community

Performing Arts 2018-2020 (extracted from the Music Strategic plan)

- Continued and increased student participation at Vast Dance Festival, Shakespeare Festival and Theatre Sports.
- Increase student numbers including new junior members to participate in Theatre Sports an Shakespeare Festival. Establish a data base and process of student voice/survey 2018
- Increased support for House drama as an extra house activity.

Maori Performing Arts 2018-2020

- To prepare and enter Te Kura Tamatane o Whakatu (Nelson College Kapahaka) for the regional Kapahaka competitions.
- Build capacity for Te Rourou Kura 2019-2020 to attend the Kapa Haka National Competitions.
- Prepare and enter students for Nga Manu Korero
- Oversee quality and development of school haka/ house haka competition.
- Maintain school Kapa Haka for school events. (Powhiri, prizegivings)

Annual Plan 2018

Domain: Educational Excellence

Strategic Objective: Students will achieve their intellectual potential by striving for and attaining the highest standards of scholastic or educational excellence.

| <i>Key Priorities 2018-2021</i> | <i>Targets 2018</i> | <i>Systems & Processes</i> | <i>Outcomes/Product</i> |
|---|---|---|--|
| <p><i>A measurable increase in student achievement for all target groups.</i></p> <ul style="list-style-type: none"> • <i>Maori & Pasifika</i> • <i>Students from Low Socio-Economic Backgrounds</i> • <i>Students with Special Education Needs (Learning Support)</i> • <i>GaTMo</i> • <i>Refugee</i> | <p>Consistent Junior achievement measure and reporting.</p> <p>Data for all target groups in centralised location. Development of an appropriate method to Identify “Low Socio-Economic Background” students</p> <p>Description/Data produced for all 2018 leavers.</p> <p>Potential, evidence-based interventions or supports identified for 2019</p> <p>Documentation and description (formalising) of all tracking and interventions occurring across all target groups currently in the college</p> | <p>Working Party to establish and direct best measures for achievement in the junior division. Measures to enable reliable evaluation of achievement and valid data to direct departments for reporting.</p> <p>Collate, standardise and centralise current reporting.</p> <p>Investigate data at a senior level to identify links to achievement outcomes from junior school and identify leading indicators.</p> <p>Retention of students: identify reasons for students leaving and investigate interventions if appropriate.</p> <p>Processes already underway across all deans in senior school. Formalisation and consistency of approach and collation of processes.</p> | <p>Working party established and process underway.</p> <p>Data analysed and report on regarding possible correlations and learnings</p> <p>Single collated report document produced.</p> <p>Standardized exit interview for all 2018, non-end of year leavers. Responses compiled, and analysis undertaken.</p> <p>Documentation outlining tracking and interventions occurring across senior deans.</p> |

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| <p><i>Maximise academic progress for every student</i></p> <ul style="list-style-type: none"> • Student’s achievement is individually tracked to monitor achievement progress and • implement interventions to improve student achievement <p><i>Set professional development targets that impact on student achievement.</i></p> <ul style="list-style-type: none"> • Clear links in aims and targets/goals from School-wide, to Department, to individual teachers regarding the relevance and implementation of professional development initiatives <p><i>Provide curriculum and vocational pathways and courses which cater for individual student needs.</i></p> <ul style="list-style-type: none"> • Students will be placed into courses appropriate to their educational needs and academic ability. • Students will be provided with a range of courses to suit all educational outcomes. | <p>HoDs/HoFs to be active in driving departmental PD from whole school and COL initiatives.</p> <p>Current practice of PD, allocation and engagement reviewed</p> <p>PD/Guidance in place for deans regarding course placement criteria and expectations.</p> <p>Improved monitoring and review of courses offered across the College.</p> <p>Schoolwide pathways summary document produced</p> | <p>HoD/HoF to monitor and report on staff PD within the department and include as a component of the department report.</p> <p>Senior Leadership Team to review whole school PD for appropriateness and engagement.</p> <p>HoDs/HoFs/Careers forum for deans to outline placement priorities for individual students.</p> <p>Create process outlining timeline and goals for monitoring and reviewing courses offered.</p> | <p>Department reports to include staff PD, both previous years and include goals or potential focus for current.</p> <p>Review and summary of review to staff.</p> <p>Review and summary of review to staff.</p> <p>Process and associated documentation produced.</p> <p>Compiled overview of pathways across departments for courses. Included with Curriculum book 2019/as supplement.</p> |
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Annual Plan 2018

Sub -Domain: Achievement for Māori

Strategic Objective

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

| <i>Key Priorities 2018-2021</i> | <i>Targets 2018</i> | <i>Systems & Processes</i> | <i>Outcomes/Product</i> |
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| <p data-bbox="96 344 573 523"><i>An increase in student retention and achievement for this target group. (To bridge the gap, which currently exists between Māori and other cohorts).</i></p> <p data-bbox="96 1082 573 1297"><i>Departmental monitoring, differentiation and reporting targets are set, implemented and the outcomes evaluated to determine the impact on Māori student achievement and retention.</i></p> | <p data-bbox="595 344 1081 523">Develop systems and processes which establish reliable and valid baseline data for this target group's achievement, retention and other holistic factors</p> <p data-bbox="595 603 1081 782">Comparison of this target group's data is made with the whole school, this is evaluated and analysed. Barriers are identified and means to remove those barriers investigated.</p> <p data-bbox="595 1082 1081 1297">Departments will create/utilise departmental monitoring of target students. Tracking is used to inform departmental goals end of 2018 for 2019 programmes.</p> | <ul data-bbox="1155 344 1585 1321" style="list-style-type: none"> • Collect and collate data from MOE/NZQA sources and from student interviews and surveys • Present to staff on a Thurs PD (Term 1) qualitative and subjective data, analysis and take staff through a workshop on understanding the data and identifying the barriers. • Start Rongohia te Hau data collection within term 1 to establish an independent source of data on cultural responsiveness. • Models are explored to support incoming Māori students. These models to include features/processes to monitor, track and support those identified students. | <p data-bbox="1615 344 2063 523">Collected and collated data is reliable, robust and able to be used in longitudinal analysis to determine the effectiveness of any planned interventions.</p> <p data-bbox="1615 563 2063 707">Barriers to improving retention to Yr 13 for Maori students and to improving achievement levels are identified.</p> <p data-bbox="1615 746 2063 970">Strategies are formed to begin to remove the identified barriers. These are developed with and shared by teachers, departments, administration and potentially the community</p> <p data-bbox="1615 1010 2063 1417">Support model(s) are identified and trialled. Year 13/Year 9 mentoring model in place for the 15 boys in the identified pilot group. Systems to evaluate the effectiveness of the model(s) of support are in development. Departments trial a tracking & monitoring tool on this pilot group.</p> |

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| <p><i>Staff professional development targets use strategies that improve Māori student retention and achievement.</i></p> <p><i>Human and physical resources will be put in place to support this strategic objective.</i></p> | <p>Send out staff reflection sheet for staff to consider approaches, barriers in their own practice.</p> <p>Mentoring & tracking system in place (year levels to be added in successive years (2018 Year 9 & possibly Year 10)</p> <p>Whanau adult support aide (s) in place (one in 2018)</p> <p>Community support networks to be established (Term 1 2018 – hui)</p> <p>Runanga matua to be part of the overall planning, development and implementation of holistic systems which support the strategic objective of this Domain. (2018/2019)</p> | <p>Staff workshops in place to identify and define barriers in whole school and individual practices</p> <p>Strategic Planning Group to develop pilot systems with HODs.</p> <p>Support aide employed and job description</p> <p>Runanga matua consulted and involved in the future planning of community support and initiatives.</p> | <p>Barriers identified and strategies in development for implementation in 2019</p> <p>Systems in place</p> <p>Support aide role in place and effectiveness reviewed.</p> <p>Runanga matua well informed and active in the future planning process.</p> |
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Annual Plan 2018

Domain: Personal Development

Strategic Objectives: Students will develop a strong work ethic.

Students will develop the skills necessary to demonstrate a respectful and caring attitude at school and the community

Students will manage themselves effectively and safely in an everchanging world.

| <i>Key Priorities 2018-2021</i> | <i>Targets 2018</i> | <i>Systems & Processes</i> | <i>Outcomes</i> |
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| <p><i>The enhancement of the positive culture of the school to enable every individual to develop a strong work ethic and self-management skills.</i></p> <p><i>The development of programmes which provide an inclusive environment where students value themselves and others through respect, inclusiveness, generosity and service.</i></p> <ul style="list-style-type: none"> • Provide opportunities for individual students to develop resilience and courage. • Provide a culture where student/student, adult/student and adult/adult relationships are strengthened. | <p>Respect 360 maintained and refined for introduction in Term One 2018 by English with new themes for Y9 classes each week;</p> <ul style="list-style-type: none"> • Reinforced by year 13 leaders during mentoring time and whole school assemblies. • Elements of the Respect 360 programme to be embedded in Year 10 Health • Effectiveness measured using the Year 9 climate survey results 2015 - 2017 | <p>Respect 360</p> <ul style="list-style-type: none"> • To be continued in all Year 9 English classes in week 2-9 of tm1 • To be continued as part of the Year 13 introduction to Leadership, Week 1 2017 • Student Leadership group to set Respect 360 goals and develop timelines and themes for assemblies • Use 360 themes in whole school assemblies • Survey all Y9 students before the beginning of T2 • Survey all Maori/Pasifka students re climate & culture • Results comparison with 2015 & 2016 • Survey of students within departments to ascertain fixed/open mindsets • Tech Free lunch once a week • Front of N Block no parking • Activities lunchtime run by Y13s and attended by staff • Games, etc. | <p>Respect 360 successfully implemented and well communicated to parents/staff and students.</p> <p>Data analysis shows improved student outcomes in terms of engagement, student voice and a reduction in the level of all disciplinary incidents.</p> <p>BOT and Staff presentation and analysis of the data</p> <p>Year 9 and Year 10 disciplinary incidents continue to show a reduction both in terms of the number of incidents & number of individuals by ethnicity and by the category of offending. This reduction to be quantified and reported to the Community by Term 4</p> <p>All survey results are well communicated to all stakeholders with associated action plans.</p> |

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| <p>Provide a culture where school/community relationships are strengthened and recognised and where community effort is valued.</p> | <p>Further develop the Senior Māori student/teacher mentoring programme;</p> <ul style="list-style-type: none"> • Incorporate junior Māori student mentoring in this process. • All Year 9 students welcomed into Te Ara Poutama at the start of the year – Powhiri organised and run by Senior Māori leaders. | <ul style="list-style-type: none"> • Staff participation at athletics day with fun races. • Assemblies and presentations held for all year levels focused on – resilience, peer pressure, internet safety, drug and alcohol education, self-management. <p>Survey question added re activities participation</p> <p>Staff well-being with stress levels monitored, more staff activities during school time – staff v staff</p> <p>Self-esteem survey sourced and trialed with new Yr 9s prior to mentoring programme commencing then at the completion of the mentoring programme at the end of the year.</p> <ul style="list-style-type: none"> • Mentoring folder updated and republished. Mentoring folder given to each volunteer staff member. • Runanga matua parent evening in Term 1 to present the mentoring programme. • Yr 12 & 13 Māori students to select a staff member from the list. • Boys set goals, academic and personal for 2018, set weekly meeting timeslot. • Reinforce at Leadership training the new criteria “Good attitude and effort in class and beyond” • Feedback each term as to this criterion provided by staff to HY | <p>Improvement in student to student, student to adult, adult to adult relationships evident from survey data.</p> <p>Improvement in participation in House activities as evident from Sports dept data.</p> <p>Walk around observations undertaken by key staff.</p> <p>Evidence of boys engaged in a variety of activities</p> <p>Every Yr 12 & 13 Māori student in the Whanau class is working with a teacher mentor for the year. Goals set, and steps put in place to achieve them.</p> <p>A meaningful relationship is evident with the student comfortable in accepting and following academic advice. IEPs set, monitored and followed.</p> <p>Year 13s mentoring a Year 9 with the support of their staff mentor</p> |
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| | <p>Academic effort as a criterion for prefects to be put in place. Attitude and effort in the classroom and beyond. Attendance to continue as a criterion for Leadership.</p> <p>Expand the community service elements present in the school community.</p> <p>Link closely with the Marketing, Fundraising and Business Development areas of the College.</p> | <ul style="list-style-type: none"> • Leadership programme presented to all staff as a reminder to current staff and an introduction to new staff • Continue with Leaders compiling goals in Term 1. • Goals revisited at the end of Terms 2 and 3 • List of steps required to achieve the goals also completed. • Year 9 Homeroom teachers to follow their homerooms to Y13 • Homeroom teachers and Deans to monitor attendance and HY to communicate to SLT. • Housemasters to meet twice a term with Leadership to discuss Leaders at risk. • Thursday PD sessions for Year level deans to meet Homeroom teachers re pastoral and academic issues. <p><i>Variety of activities trialed and put into place, to include</i></p> <ul style="list-style-type: none"> • Clean up the school – litter. • Work closely with CCF families – gardening, house maintenance, more families in-school visits. • Volunteer training. • Consolidate NC Bros Volunteer Group. • Student council to select suitable local charity/ies in Term 1. • Ensure Student Council is working early in term 1. | <p>Core pilot group of Year 9 Māori students mentored, monitored and tracked throughout the year</p> <p>Criteria reinforced and supported Feedback report collated from staff/boys/Head Boys and parents produced.</p> <p>Whole staff presentations and PD. Y13 Leaders have completed goals for 2018 by April. Goals shared with Dean/HMs Goals are revisited/monitored during Homeroom at stages throughout the year.</p> <p>Goals are entered on KAMAR so all staff have access to every Y13 student’s goals to better inform staff.</p> <p>Staff have PD to enable them to monitor the goals of each leader. Academic progress sheets used by students and Homeroom teachers to monitor academic progress.</p> |
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| | <p>Community Service for a selected specific charity to be associated with Nelson College in place. The College to decide on a charity and then run their own event(s) or campaign.</p> <p>Develop the 'Runathon' campaign. Increase participation in this campaign Whole school nomination and voting of charity of choice.</p> <p>Matakitaki – Year 10, Y11 challenge programmes reviewed and enhanced.</p> | <ul style="list-style-type: none"> • Head Student group to form the basis of the Student Council. • 12 Hour Runathon • Close Community Service links with NCG • Electronic voting during school assembly early in the year, • Year Level Service Day | <ul style="list-style-type: none"> • Leaders play a more active role in House leadership <p>Charity selected, and a fundraising event campaign successfully completed. Boys gain a real sense of belonging and ownership of the chosen charity/community service as evident in mentor reports/reflections.</p> <p>Attitude of the Nelson Community towards the school community to foster a positive outlook</p> <p>Wider community stakeholders (Old Boys / Parents) actively involved in the event.</p> <p>Increased buy in and participation in community service events.</p> |
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Annual Plan 2018

Domain: 21st Century Teaching & Learning

Strategic Objective: Students will experience programmes of study designed to maximise the positive impact of technology on their critical engagement, motivation and creativity

| Key Priorities 2018-2021 | Targets 2018 | Systems & Processes | Outcomes/Product |
|---|--|---|--|
| <p><i>Teachers will develop, deliver and embed 21C teaching and learning opportunities into their practice.</i></p> <p><i>Students will experience innovative and future-focused learning opportunities so that they are equipped with the skills to be successful global citizens.</i></p> <p><i>Global citizens are skilled communicators, critical thinkers, collaborative, innovative, digitally fluent, self-regulating, digital citizens.</i></p> | <p>2018 - Using Inquiry, teachers will develop and deliver 21C teaching and learning opportunities.</p> | <p>Inquiry into 21CTL pedagogy Term 1 2018: JA to present IT Audit as well as sharing some research and ideas for 21CTL. Teachers to present to staff in a Thursday morning session examples of best practice and possibilities for 21CTL pedagogy and technology so that teachers can inquire into 21CTL. JA to share readings and research on 21CTL pedagogy and technology in the Professional Learning Folder. Term 1-2 2018: Departments, PLGs and/or Teachers to inquire into the use of 21CTL pedagogy and/or technology, taking-action in the classroom by the end of Term 2. (21CLD, Project-Based Learning or Cross-Curricular (STEAM)). Term 2-3 2018: Departments, PLG's and/or teachers to present their inquiry to staff either on a teacher only day or Thursday morning session(s).</p> | <p>Inquiry into 21CTL pedagogy</p> <p>Examples of best practice and possibilities for 21CTL pedagogy and technology are presented to staff.</p> <p>Readings and research on 21CTL pedagogy and technology are shared in the Professional Learning Folder.</p> |

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| | | <p>Cross-Curricular (STEAM) and Project-Based Learning opportunities</p> <p>Term 4 2018: Teachers will be given the opportunity to work collaboratively to inquire into, develop and deliver a Project Based Learning opportunity or a Cross-Curricula (STEAM) learning opportunity with a chosen core class in Term Four 2018.</p> <p>Technological Support: Teachers will have access to schoolwide, departmental and individual professional learning in technology to support the development of 21CTL pedagogy in Thursday morning sessions and as needed by lead staff. (Touch devices, Kamar, Microsoft Teams, PowerPoint, Classroom, OneNote).</p> <p>MindLab: Teachers will be given the opportunity to participate in the MindLab's Postgraduate Certificate in Applied Practice (Digital & Collaborative Learning) as additional PLD in 21CTL.</p> <p>21C Curriculum Term 1 2018: Presentation to staff on 21C skills and the NZ Curriculum, the Digital Technologies Curriculum (Hangarau</p> | <p>Cross-Curricular (STEAM) and Project-Based Learning opportunities</p> <p>Project-Based Learning or Cross-Curricular (STEAM)) projects are in place at the departmental level and/or in process of being trialed</p> <p>Technological Support: Teachers will have ready access in place to schoolwide, departmental and individual professional learning in technology</p> <p>MindLab: A group of teachers are participating in the MindLab's Postgraduate Certificate in Applied Practice (Digital & Collaborative Learning)</p> <p>21C Curriculum Examples of 21C skills and the NZ Curriculum, the Digital Technologies Curriculum</p> |
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| | <p>2018 – Develop and share understanding of e-learning, digital citizenship (incl. digital fluency) and the digital technologies curriculum.</p> | <p>Matihiko), e-learning, and digital citizenship (incl. digital fluency). Departments will investigate how or if 21C skills, the Digital Technologies Curriculum, e-learning and digital citizenship (incl. digital fluency) could be incorporated into their learning area.</p> <p>Formation of a 21C Curriculum working party to develop resources, units and lessons in relation to 21C Curriculum across several learning areas. Priorities include:</p> <ul style="list-style-type: none"> - Development of frameworks around 21C skills (incl. NZQA Employability skills) and the key competencies - Development of units and lessons around the Digital Technologies Curriculum (Hangarau Matihiko) - ‘computational thinking’ and ‘designing and developing digital outcomes’ - Development of digital citizenship unit in Year 10 Social Studies <p>Terms 3/4 2018: 21C Curriculum working party to deliver learning opportunities relevant to the 21C Curriculum across several learning areas.</p> <p>21C Curriculum working party to report back to staff during a Thursday morning session.</p> | <p>(Hangarau Matihiko), e-learning, and digital citizenship (incl. digital fluency) presented to staff</p> <p>Departments have established whether 21C skills, the Digital Technologies Curriculum, e-learning and digital citizenship (incl. digital fluency) will be incorporated into their learning area in 2018/2019</p> <p>21C Curriculum working party established and in action to develop resources, units and lessons in relation to 21C Curriculum across several learning areas. Priority areas are identified and confirmed.</p> <p>21C Curriculum working party has reported back to staff on the learning opportunities relevant to the 21C Curriculum across several learning areas.</p> |
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| | <p>2018 Maintain, create and invest in infrastructure that enables 21st century teaching and learning.</p> | <p>Infrastructure</p> <p>Evaluate effectiveness of current infrastructure (hardware and software) to allow for 21CTL. Investigate enhancements to current infrastructure (hardware and software) that better enables 21CTL.</p> <p>Invest in and maintain infrastructure (both hardware and software) that supports and encourages pedagogy and curriculum reflective of 21CTL (for example Touch devices, Sphero, document cameras, flipped classroom studio, furniture, sorting networks, binary cards, ClickView, Linewize).</p> <p>Innovation Fund: Innovation fund available for innovative inquiries that are reflective of 21CTL. Staff can apply for funding, to be eligible staff must justify application, implement strategies and present back the outcome.</p> <p>BYOD: Investigate ways to enable every student to have access to a suitable device to enable anytime, anywhere learning.</p> | <p>Infrastructure</p> <p>Evaluation of the effectiveness of current infrastructure (hardware and software) to allow for 21CTL is completed</p> <p>An asset/investment plan is in place to maintain and enhance IT infrastructure (both hardware and software)</p> <p>Innovation Fund: Innovation fund established with associated protocols</p> <p>BYOD: Plan in place to ensure BYOD accessibility for all students.</p> |
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Annual Plan 2018

Domain: Sense of Belonging

Strategic Objectives:

Students will experience a positive school climate which supports them in developing ownership of and active participation in the life of the College. Students will benefit from the College partnership with all stakeholders, especially families and whanau, to support a shared culture of excellence in every aspect of College life.

| Key Priorities 2018-2021 | Targets 2018 | Systems & Processes | Outcomes/Product |
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| <p><i>Positive school climate and a strong sense of belonging amongst all stakeholders are fostered and enhanced by</i></p> <ul style="list-style-type: none"> • <i>Increased co-curricular participation.</i> • <i>Providing opportunities for all.</i> • <i>Focussing on pride, connection and ownership by House and School.</i> • <i>Broadening the respect for all interests and passions.</i> | <p>-All staff to set their own co-curricular goal -Overall increase in participation by 5% by 2020 -Maintain wide range of co-curricular activities in Sports and the Arts -Maintain House competition as a method of increasing participation - Ensure all activities are recognised at assembly through the year - Ensure the culture of boys participating in school is positive</p> | <p>Sports dept to monitor and keep stats Director of Sport to monitor Sports coordinator to monitor Sports coordinator to monitor and to ensure all sports information and success is provided to the Deputy Principal A survey of sports culture is undertaken, to ensure a good culture is taught and demonstrated through sports performance class</p> | <p>More students involved and active Positive school culture is evident in survey data Positive culture in house sport, observed by senior students and staff during the year. All sports staff/students are valued as evident in newsletters, assemblies and media attention Positive change in the sporting culture at Nelson College as evident in sport surveys</p> |

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 2989 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.*

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

Date:.....

Signed:.....
(Minister of Education)

Date:.....

Māori Performing Arts Co-Curricula Report and Strategic Plan 2018

The review has identified

- goals which have been well done and if they should continue into 2018.
- goals in progress and what parts should continue into 2018.
- goals not achieved and again in what from they should happen in 2018.
any new goals for 2018 and the measures, strategies etc to achieve these.

School Kapa Haka

We have continued with our lunch time practices to bring those Whānau students and others the opportunity to learn the waiata and haka to uphold the tikanga (protocols and practices) of Nelson College when welcoming new students, visitors and distinguished guests to Nelson College.

In 2017 we have had the opportunity to welcome numerous visitors to Nelson College including Guest speakers, Old Boys, International students and our yearly visit from the Waimea College International department to name a few. This will continue in 2018.

We currently have some enthusiastic haka performers with the drive to perform at competitive levels and we have numerous Whānau members with good skill and ability to cover other responsibilities at Nelson College.

Practices will continue into 2018 with the aim of encouraging our boys to enter into competitive teams.

Competitive Kapa Haka/Te Rourou Kura

We had up to 20 boys show interest in performing at the National Secondary Schools Kapa Haka competitions. This is a good turnaround from 2016 where we had only 6 boys trial with Te Rourou Kura 2016. We have worked hard in 2017 to build capacity at this level of Kapa Haka.

We had two students perform with Christchurch based kapa haka Te Poutūmārō at Te Matatini and another 5 with Nelson based kapa haka Kia Ngāwari. Our students that were outstanding both on and off the stage.

The Māori Performing Arts class also allows our students to move seamlessly into this arena.

The boys have performed well in and out of school in 2017 with some strong senior leadership guiding the way.

Ngā Manu Kōrero

Our school competition went well and selecting our representatives for the Regional competition was a straightforward process. Participation by seniors was down this year and there will need to be some input by the homeroom teachers to ensure that this is not repeated in 2018.

This year Te Kura Kaupapa Māori o Tuia te Matangi hosted the Regional speech competitions. Abel Johnston capped off a great year by qualifying for the National competitions and placing 5th overall in the Senior English section in New Plymouth.

Next year the Regional competition will be hosted by Waimea College and we will continue to encourage public speaking by our Whānau students and enter a full contingent of speakers.

Kī o Rahi

This year our senior team won the Regional TSS Kī o Rahi title for the fourth year in a row. Although we qualified we have not attended the National competition. We are hoping this will change in 2018.

Nelson College hosted the inaugural TSS Junior Kī o Rahi competition. It was a successful event and even more so with our two entries taking first and second

places in the boy's division.

We have continued with Kī o Rahi as an event in the Junior Headmasters cup.

I am a member of a Kī o Rahi committee formed to support the growth and development of Kī o Rahi in the region at Secondary level.

Waka Ama

Nelson College is keen to form a team or teams to participate Regionally and Nationally. I am supportive of engaging our Whānau boys and boys already with an interest in Waka Ama to form the basis of a competitive. We also require the services of a coach and manager. This is something the Rūnanga Mātua could support with. It will be a big commitment by all but something worth engaging our students in as there are many ways of them succeeding aside from the activities above.

Ideally, we would aim to medal at the National competitions as we did in 2010.

Music Co-Curricula Report and Strategic Plan 2018

Facility development

Objective: To provide a well-functioning environment that supports student learning.

- Physical space
- Functional design of space
- Implementing IT to assist ease of availability of resources
- Instrument stock

Running all classes on separate lines (except for the MAD classes) has continued to facilitate the use of both M1 and the music basement rooms for teaching and student rehearsal during class time which is necessary. This was also an essential part of the logistics of running of the department in semester two when we were reduced to one full-time member of staff. The availability of CS1 has also worked well where Year 9 classes are timetabled together.

Sharing M1 with other classes has proved difficult due to the set-up of the room. 9MAD Drama classes have over-spilled into this area causing more set-up time of space to try and accommodate the requirements for a myriad of classroom settings. A plan to design a better functioning layout could problem-solve these issues and endeavor to increase productivity, however more available space across the school would be optimal.

The technology department completed a project in building lockers for the music area. Getting students to utilise this in 2018 will promote better storage of instruments being hired out.

Digital storage of resources and student work for moderation has become a more prominent focus. Use of cloud-based storage where appropriate will help to reduce the paper trail and promote ease of sharing access. Scans of ensemble music to be stored in OneDrive will ensure sheet music is more organised, saved in a secure way and easily accessible to facilitate better running of rehearsals.

A substantial portion of space is being taken up with broken instruments. Employment of a music administrator who can take responsibility for the record management of instrument stock would ensure better control of this. With a spreadsheet of instrument details held in the music department, we can begin to document faults more effectively and write-off/repair instruments as necessary. A more detailed management system for the issue and return of instruments would facilitate better efficiency of running the department. An action plan to get more working instruments off the shelves and hired by students learning them is a fundamental goal for 2018.

Specialist Staffing

Objective: To foster excellence through specialist staffing and development of robust instrumental music programmes

- Specialist staffing of appropriately skilled tutors
- Invest in grass-roots beginner musicians
- Senior students tutoring
- Target talented students
- Establish links with community groups
- Provide a wide range of ensemble opportunities for students to participate and contribute to the school

The co-curricular music programmes are a strong opportunity for students to develop feelings of belonging, self-worth and purpose as a valued part of the school community. The itinerant music tutors continue to provide an important service by nurturing skills and encouraging students to excel in their potential. Passion for instrumental music is the driving force of a healthy classroom academic programme, as a pre-requisite for NCEA study is instrumental experience. Participation of co-curricular music will also feed the holistic knowledge and skills required for the full-scope assessment standards as it puts the skills and knowledge into practice. The school has endeavoured to provide a rich range of opportunities and is growing the numbers of participation of these. This included re-establishing a choir in 2016 which has remained active in 2017, participating in the chamber music competition, formation of student-directed rock bands and maintaining a quality jazz band. The numbers of student participation in these ensembles is a growing concern, and an endeavour to grow this aspect of the department is a key future-focus.

The jazz band is currently our premier ensemble at the school, and students have been committed to attend this regularly. With the decline in availability from Chris Harris, it is likely that the jazz band will become two jazz combos in 2018 to be led by David Bowater. These groups will cater for and extend the students who have a strong interest in this genre. This will also create an opportunity to develop another large ensemble at the school. An orchestra is an ideal all-comers ensemble, as all four families of instruments are included, however investment in string and woodwind instrumental tuition is needed for this to truly strive towards excellence.

Demonstrations and instrumental trials have been incorporated into the Year 7 classroom programmes with an aim to inspire more instrumental musicians on brass, string and woodwind instruments. Employment of string specialist, Marija Dmitrijevic has inspired more prep students to begin learning cello and violin. The appointment of KA has seen a resurgence of brass students which historically has been strong at the college however had declined in recent years. As beginners became more competent, a junior brass ensemble was established, and the lunch hour rehearsals have proved to be consistently successful in terms of student attendance. This group performed as part of the Nelson Arts Festival, and then in term four new members joined and it blossomed into a junior orchestra with the goal objective of performing musical items at junior prizegiving. This rekindled energy in co-curricular music at a junior level is a good platform for growth.

Many students are learning guitar, however there is no niche for students who are classically trained to perform in an ensemble which has been a limitation in terms of these students striving for achievement in the group performance standards. The approved capital request to purchase bass guitars will allow us to begin to establish this ensemble and play appropriate repertoire. This will also assist students in gaining success in completing the group performance internal standards.

The string ensemble this year consisted of a junior string quartet who entered the chamber music competition. Although small in numbers, this is a young emerging group with lots of potential for future growth. International students have been attracted to the college and are placed in appropriate ensembles. Two exceptional violin students had skills that far surpassed the ability of this string ensemble, therefore they were connected to the Nelson Symphony Orchestra, as

this was a more appropriate avenue for their skills. Having boys represent the college in performance of this level is a good accolade for the school and this also enriches their experience during their study here.

The college choir continued with the support of parent helper Ewen Griffiths and ML on piano accompaniment. We again entered the Big Sing competition for the second consecutive year and the opportunity to be part of a Nelson/Marlborough region festival of singing broadened the boys' perspective of choral repertoire and talents.

Talented students continue to be identified and accelerated where appropriate. This will continue to be reviewed on a case-by-case basis. In 2017, all the Year 11 students completing Year 12 standards performed well, and two of these students were named as the top two academics of the class.

Year 13 senior students were again involved in leadership through mentoring junior musicians. Young students are inspired by the progress they can envision achieving, due to being tutored by a mentor they feel that can relate to, who has been through a cycle at the school. The mentors also achieve much personal development from this role of responsibility.

Relationship with the wider community

Objective: Connect student success in the classroom to professional real-world situations

- Linking students with music groups in community
- Linking students with other students in NZ
- Seek appropriate live settings as inspirational stimulus for academic assignments

2017 saw great success with the Rock band 'Ivasa' who collaborated towards two major events; the production of Macbeth, and the RockQuest competition. These events provided rich stimulus that met the criteria for NCEA standards in composition, songwriting and group performance. By-products of this were increased vigour in meeting deadlines, individual responsibility and accountability for a collaborative product, collective pride in the final output, audience acclaim for success, increased awareness and appreciation for other artists' creative work, and Nelson College visibility in the local and wider community. This real-life platform is something that more students could benefit from. Nelson has a strong community of investment in RockQuest, with Glen Common and Pete Rainey being key instigators in the movement and running rockquest promotions out of Nelson. This is one platform for creativity and there are many other opportunities nationwide to cater for students writing in a range of genres.

In the orchestral genre, student Sidney Barron created a composition for the Auckland Philharmonic Orchestra. This was a good way to cater for a gifted and talented student, as he was writing for complex instrumentation that challenged and motivated him to further his potential. Unfortunately, he was not selected as a finalist and did not get to hear his piece performed live by the professional orchestra. He did however also write a piece for a local big band and gained insightful knowledge through the experience of hearing this workshopped live.

Aspirational goals were met by Toby Brown who auditioned and placed in the National Youth Brass ensemble and New Zealand Youth Symphonic Winds Band.

Students continue to be encouraged to become active members of the community as there are many opportunities for them to practise their skills and seek in-depth knowledge from experienced elders. Relationships built with people become rich sources of information. This often takes shape in incidental advice, specialised tutoring, insightful research questioning and inspiration. Students who actively participate in these groups have a strong presence in the community and represent the school commendably.

Organist Alan Gray is an asset to the school as he is an experienced organ tutor. Alongside tutoring targeted boys, his specialised knowledge of the organ is also useful in terms of overseeing the general care and maintenance of the instrument. He has taught a Year 8 student to become confident in performing the school song, which contributes greatly to our assemblies and prizegiving ceremonies.

Future Actions:

Develop awareness of opportunities that align with student creative interests. Achievement standards can be linked more explicitly to the opportunities available to write for specific competitions. Links to submission dates and specification briefs for these competitions to be made easily accessible to students. Alternatively, and/or alongside this, engage a visiting group to workshop student compositions and prepare a task assignment that incorporates this. This could utilise community musicians, university music departments or an established professional ensemble.

With the school bi-yearly focus on creating a Shakespeare production, there is opportunity to tap into the Morrison Music Company section of the Shakespeare Globe Centre New Zealand (SGCNZ) compositions. This would also be a good way to establish stronger cross-curricular links between the arts at the college, as the brief is that music can be either composed for use in a Shakespeare play, or inspired by a Shakespeare play.

Performing Arts Co-Curricula Report and Strategic Plan 2018

Major School Production

1. A main goal for 2017 and the focus for the performing arts was to successfully produce “Macbeth” - the major school production. We wanted to showcase a well-rehearsed, clear concept that exhibits student talents in a collaborative way. This was effectively communicated to the public. We achieved this goal and received positive feedback from audience members, the public and theatre reviewers. Our next public showcase will be in 2019. This will be a single sex production and have more of a showcase segmented feel rather than a large-scale production. We will aim to create a showcase of performing arts highlighting our strengths including: Stage Combat, Dance, Senior Drama Performance, Theatre sports and Shakespearean Form. This could work in a collaboration with Māori Performing Arts and Music. We could also use much smaller casts to create more intensive work by using just senior students in collaboration with the Drama Department. The decision on this will be negotiated with the Management Team by next year looking forward into 2019. We have Theatre Royal backing and performance space already booked (pencilled in) for 2019 and can choose to use this space if we want to.

Co-Curricular Review/Goals 2018

2. The senior theatre sports team placed seventh at the nationals and the junior team placed fourth at the regionals. Senior boys were selected for auditions at the International Theatre Sports Competition based on their performance at the Nationals. These students must be college leavers to enter this selection process. Shakespeare Festival was unavailable to boys in 2017 due to LW directing “Macbeth” and all possible talent being involved in this work. Vast Dance was also not represented and had clashes for the same reason. All talent was basically engaged in the major school production. For next year the goal would be to maintain an elevated level of participation in Shakespeare Festival, Theatre Sports and Vast Dance. These areas will be led by LW and Nelson College will be hosting the major regional Shakespeare Festival and potentially a school’s stage combat competition with help from “Ghost Light Theatre.” Staff participation would be crucial for making these events successful.

Resources

3. To obtain more resources and space for rehearsal. The performance suite is too small for rehearsal now and there are overcrowding issues when clashes with different co-curricular groups occur. We also have issues with access and noise pollution from art classes. An extra rehearsal area such as a green room or rehearsal space needs to be considered for clashes which have occurred regularly for dance and drama students.

Goals Summary

4. A new goal for 2018 and the focus for the performing arts will be to successfully produce and participate in the regional Shakespeare Festival with entries in both the Comedy and Tragedy sections. Success means student wide participation in a variety of areas including technology and design – a well-rehearsed and clear concept that show cases the student’s talents in a collaborative way that is effectively communicated to the public.
5. A new goal for 2018 will be to host the first ever National Stage Combat competition in collaboration with “Ghost Light Theatre.” This will be devised and created by LW. This may begin at a regional level and build from there depending on the numbers interested nationally.
6. A final goal for our department is to encourage more staff members to be involved in the performing arts co-curricular programme. We have great participation with the major school production, however it would be great to get staff involved with the other co-curricular activities including: Shakespeare Festival, Theatre Sports, Vast Dance and House Drama. Although there has been staff involvement in the past, currently all programmes are run solely by LW. Greater strength can be found in collaborating creative ideas with staff members. There will be many challenges running a performing arts department as a single sex school. These can be overcome if the performing arts has staff “buy in” and seen as a valued contribution to the school co-curricular world.