



*School Name: Nelson College
School Id Number 0294
Period: 2019*



**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 2019

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:

~1130 (incl Prep school students)

Number of foreign fee paying students:

60

Ethnic composition

Maori 14.5%

NZ European 60%

Other European 8%

MELAA 1.5%

Asian 13%

Pasifika 3%

Special features

Private Preparatory School-Two Boarding Hostels-Outdoor Education Centre Trades Education Centre and Primary Trades Education Centre (on separate sites)

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 (2) Assistant Principal 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.

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 reflects 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, Maori Achievement, 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, Maori Achievement, 21st Century Teaching and Learning & Sense of Belonging*)
4. Understanding our students as individuals to facilitate their effective engagement with learning. (*Educational Excellence, Maori Achievement, Personal Development, 21st Century Teaching and Learning & Sense of Belonging*)

Compliance

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

- 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 & 10- year property plan to ensure the school's facilities provide a safe, healthy environment.
- Meet all legislative deadlines as set out in the NAGs 2017

NAG 1 – Curriculum, Assessment 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.
- Provide appropriate and high-quality careers education and guidance for all students at every Year level.

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 Children's 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 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 2013-2018 then determine what programmes/personnel/strategies have contributed to any identified changes in patterns/trends, including ethnicity.
- Implement a quality analysis process for disciplinary statistics.
- Review, update and implement the Crisis policy and associated Health and Safety policies considering changes in legislation.

NAG 6 – Policies & Procedures – General Legislation

- 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 & Careers.
 - Curriculum & Qualifications Pathways & School Climate & Culture (Respect 360 programme)

NAG 7 / 8 – Charter & Analysis of Variance

- Complete and provide a Charter and a statement providing an Analysis of Variance on the College's targets set out in its Charter to the Secretary of Education by March 1st each year.

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 • Pasifika • 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>

	<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
<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>

	<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, Matakītaki 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></p> <p>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 and 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

Domain: Educational Excellence

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

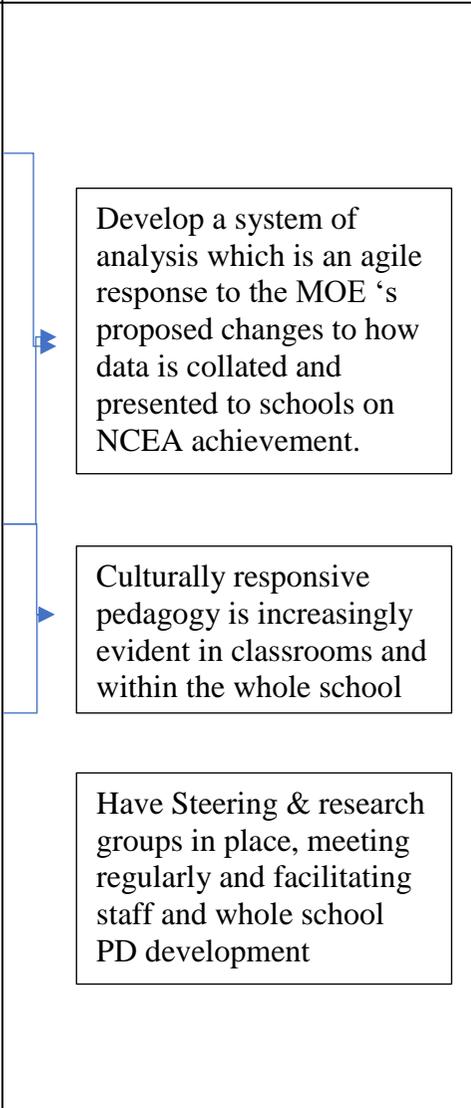
<i>Key Priorities 2018-2020</i>	<i>Targets 2019</i>	<i>Systems & Processes</i>	<i>Outcomes/Product</i>
<p><i>A measurable increase in student achievement for all target groups.</i></p> <ul style="list-style-type: none"> • Maori & Pasifika • Students from Low Socio-Economic Backgrounds • Students with 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>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> <p>Ensure change made to Strategic Plan to reflect new wording in NAGs</p> <p>Investigate/refine data collection and prediction from 2018 on NCEA achievement and the forecasting of results.</p> <p>Embed changes to Junior Reporting via mark books and department assessing and reporting</p>	<p>Electronic “Student Exit Interview” created and used by Deans/SLT</p> <p>Modify “Students with low socio-economic needs’ to reflect revised govt wording in NAG 1</p> <p>Hui with departments using alternative predictors and potentially investigate engagement measures</p> <p>New mark books set up. Staff reporting on “Levels AME”.</p>	<p>Data collection underway. Date able to be summarized and presented at end of Year. Analysis is completed, and students and groups of students are identified</p> <ul style="list-style-type: none"> ○ who are not progressing and/or achieving; ○ who are at risk of not progressing and/or achieving; ○ who have special needs (including gifted and talented students); and ○ who require aspects of the curriculum modified <p>Hui and feedback to departments completed. Draft engagement measures developed.</p> <p>New mark books in place and reporting on ‘levels AME’</p>

<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>Department Reports refined to include links to Strategic Goals and Prof Dev.</p> <p>Process embedded to support more direct PD in line with Strategic Plan and departmental goals Supported Learning Class PD and Outcomes</p> <p>System Developed and communicated to enable teaching staff to access all available Data for classes in one format</p>	<p>New link to Strategic goal and PD in Dept Reports – for both Departmental Goals and PD Improved system for PD application involving justification and accountability</p> <p>Review PD for effectiveness and engagement of the class</p> <p>Processes on place to better access details described by the student data manager. Steps and processes to better access data communicated to staff via HODs/HOFs.</p>	<p>PD application process reviewed and refined. Greater level of linkage to Whole school and Departmental strategic goals.</p> <p>Compilation shared and modified for 2020 supported learning teachers Improved system in place.</p>
<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>Curriculum Map refinement</p> <p>Student placements review and refinement.</p>	<p>Expand details online of courses to provide more and better information to students and whanau around course selections.</p> <p>Review and update process for student placements as per feedback and start of year process</p>	<p>Curriculum map refined and published in the 2020 Curriculum Booklet.</p> <p>Placements reviewed and processes updated.</p>

Annual Plan

Domain: Achievement for Maori

Strategic Objective *Maori students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.*

Key Priorities 2018-2020	Targets 2019	Systems & Processes	Outcomes/Product
<p><i>An increase in student retention and achievement and well being</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><i>Human and physical resources will be put in place to support this strategic objective.</i></p>	 <p>Develop a system of analysis which is an agile response to the MOE 's proposed changes to how data is collated and presented to schools on NCEA achievement.</p> <p>Culturally responsive pedagogy is increasingly evident in classrooms and within the whole school</p> <p>Have Steering & research groups in place, meeting regularly and facilitating staff and whole school PD development</p>	<p>Data manager to coordinate with MOE and to meet, establish and propose a system which is responsive to our school's needs. Present this to all stakeholder groups including the BOT.</p> <p>Leadership groups in place – personal development of key staff and regular whole staff PD in place. Walk through's / shadow coaching / Rongohia Te Hau re survey.</p> <p>The Akonga groups, Rongohia Te Hau facilitation group, Runanga Matua, and Kāhui Ako Governance group all in place & coordinated by the Maori SPG & within school COL leaders</p>	<p><i>A robust and valid system is in place which allows a 'baseline' to be stated and able to be used for comparative analysis purposes in future years.</i></p> <p><i>Rongohia Te Hau and all other data sources confirm a positive measurable movement towards more culturally responsive classrooms.</i></p>

Annual Plan

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.

Key Priorities 2018-2020	Targets 2019	Systems & Processes	Outcomes/Product
<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>A clear expressed focus on student resilience is evident, with action plans and survey data</p> <p>Data collected and analysed to better inform our programmes promoting social inclusiveness and resilience</p> <p>Staff well informed programmes processes in place and their purpose.</p> <p>Respect 360 Community Service Counsellors and their role Discipline structures and Data breakdown</p>	<p>Development of incremental ways, which can then be applied to more challenging situations</p> <p>Collate research on the importance of social interactions for youth and the effect of increasing device use on those interactions 2018.</p> <p>Completion and analysis of an all-student survey to ascertain the current level of face to face social interactions that are occurring during break times 2019</p> <p>Create an action plan based on data gained 2019</p> <p>Trial the plan term 4 2019</p> <p>Across the whole staff. Thursday morning PD cast type discussions to communicate systems and programmes</p> <p>Respect 360 /Community Service Counsellors and their role Discipline structures and Data breakdown Rongo hia te Hau Poutama Pounamu shadow coachng</p>	<p>Evidence of improved resilience in students, plans, surveys and data collected.</p> <p>An action plan is in place and trialed in 2019</p> <p>Staff are well informed of all personal development systems in place, their purpose and their outcomes.</p>

<p>Provide a culture where school/community relationships are strengthened and recognised and where community effort is valued</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> <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>Campus 'clean-up' initiative developed using the Homeroom structure</p>	<p>Student Leadership group (SLG) develops a number of ideas, throughout the year.</p> <p>SLG implements those ideas and utilises the Student Council</p> <p>Charity selected and initiatives for fundraising developed</p>	<p>Variety of community / charity-based initiatives are implemented and their 'success' reflected upon.</p>
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Annual Plan

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 2018-2020	Targets 2019	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>Curriculum</p> <p>Through inquiry Departments will develop learning opportunities (where relevant) related to the Digital Technologies Progress Outcomes, Key Competencies and Achievement Objectives in their learning area.</p> <p>DTC Group will continue to develop STEAM and PBL learning opportunities related</p>	<p>Term One 2019 – Scanning: DTC group to assist Departments in scanning to see how the Digital Technologies Progress Outcomes could be integrated into their learning area.</p> <p>Term One 2019 – Focussing: Departments to decide which (if any) Progress Outcomes, Key Competencies and Achievement Objectives they will focus on for their inquiry and staff that will be involved.</p> <p>Term One 2019 – New Learning: JA and/or DTC to share new learning on the Digital Technologies Curriculum with staff through a Thursday morning session and in the OneNote PLD Folder. Including examples of e-Learning (incl. platforms), Digital Fluency / Literacy, Digital Citizenship, 21C skills and KC’s.</p> <p>Term Two-Four 2019 – Taking Action: Departments and/or key staff to take action in the classroom.</p> <p>Term Four 2019: DTC Group to further develop STEAM and PBL learning opportunities related to the Digital Technologies Progress Outcomes.</p> <p>Term Two 2019: JA to share a range of pedagogy</p>	<p>By the end of Term One Departments will have identified where Digital Technologies Progress Outcomes are/could be integrated in their learning area.</p> <p>By the end of Term One Departments will decide the on (if any) DT PO’s they will inquire into and allocate staffing.</p> <p>By the end of Term One staff will have PLD through shared resources and Thursday morning(s) in e-Learning, Digital Fluency / Literacy, Digital Citizenship, 21C Skills and KC’s and the DT Curriculum and PO’s.</p> <p>By the end of Term Four Departments will have trialed teaching the DT PO’s in the classroom.</p> <p>By the end of Term Four the DTC Group will have delivered learning opportunities integrating STEAM, PBL and the DT PO’s</p>

	<p>to the Digital Technologies Progress Outcomes, Key Competencies and Achievement Objectives across learning areas.</p> <p>Pedagogy</p> <p>Pedagogy will be shared with staff that complements the integration of 21CTL and the Digital Technologies Curriculum Progress Outcomes.</p> <p>Pedagogy shared will be related to cultural relationships for responsive pedagogy.</p> <p>Technology</p> <p>Technology will be shared and supported with staff that complements the integration of 21CTL and the Digital Technologies Curriculum Progress Outcomes.</p>	<p>with staff that supports the integration of 21CTL and the Digital Technologies Curriculum Progress Outcomes in a Thursday morning session and in the OneNote PLD Folder.</p> <p>Term One/Two 2019: JA to arrange for interested staff to have the opportunity to visit other schools to see how they are integrating 21CTL and the Digital Technologies Curriculum.</p> <p>Term One/Two 2019: JA to consult with Akonga group and/or Poutama Pounamu about pedagogy that is shared to ensure that it is culturally responsive.</p> <p>2019: JA, DTC Group and IT will continue to share technology that complements the integration of 21CTL and the Digital Technologies Curriculum Progress Outcomes.</p> <p>2019: Staff will be given professional development and support with technology via JA, DTC Group, IT, Microsoft and MoE PLD. Particularly around Microsoft Teams.</p> <p>2019: BYOD will be further supported through financial systems and support, investment in storage, charging facilities and short-term loan options for devices.</p> <p>2019: Innovation fund will be continued and increased if possible. As well as promoted to all staff with criteria around supporting the integration of 21CTL and the Digital Technologies Curriculum.</p>	<p>By the end of Term Two a range of pedagogy will have been shared with staff to support the integration of DT through shared resources and Thursday morning(s).</p> <p>By the end of Term Two staff will have had the opportunity to visit several schools to see how they are integrating 21CTL and DT.</p> <p>Consultation with the Akonga group and/or Poutama Pounamu will occur before pedagogy is shared with staff to ensure that it is culturally responsive.</p> <p>Throughout 2019 staff will continue to use technology that complements 21CTL and DTC.</p> <p>Throughout 2019 staff will continue to have access to PLD in technology from a range of sources.</p> <p>By the end of 2019 BYOD will be further supported through policies, systems and processes, financial systems and support, storage/charging facilities, short-term loan options.</p>
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	<p>Policies, systems and processes for BYOD will be further developed to ensure accessibility for all students. Innovation fund will be continued and further developed to support the integration of 21CTL and the Digital Technologies Curriculum.</p>		<p><i>By the end of 2019 the innovation fund will have been used by staff to support the integration of 21CTL and DTC.</i></p>
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Annual Plan 2019

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 2019	Systems & Processes	Outcomes/Product
<p><i>Positive school climate and sense of belonging are fostered by</i></p> <ul style="list-style-type: none"> • <i>co-curricular participation and excellence.</i> • <i>House Competition</i> • <i>Acknowledgment of Student Achievement</i> • <i>Participation in Community projects</i> • <i>Online presence to facilitate access to Nelson College</i> • <i>Fostering College – Whanau contact</i> 	<p>Improved data quality in terms of linking student to specific co curricula activities both at school and outside of school</p> <p>Wholes school review of the range and volume of activities offered by the school</p> <p>Communication with all stakeholders to further grow information flow.</p> <p>To develop a marketing team with role clarification and role awareness being the first goal.</p>	<p>To host an activities Open day to highlight opportunities to be involved, focused on Junior students</p> <p>Sports coordinators to continue to review process with Housemasters in balancing range and volume of activities offered by the school</p> <p>Review undertaken</p> <p>Marketing team meets as required to coordinate roles and plans between Day / Prep / International / Hospitality and Boarding Divisions</p>	<p>Students are well informed of the co-curricula opportunities and participation rates remain at or above 2018 levels.</p> <p>Review completed and recommendations for any changes presented to Leadership team and Housemasters</p> <p>Review completed and recommendations for any changes presented to Leadership team and Housemasters</p> <p>Marketing team roles clearly understood and the team is well-coordinated</p>

	<p>Accomplishments of all stakeholders – students staff parents and old boys recognized appropriately</p> <p>To focus engagement on Whanau / Maori / Pasifika in all aspects of College life</p> <p>Please also refer to Sport, Music, Performing Arts and Maori Performing Arts strategic plans for specific 2019 targets</p>	<p>Marketing and social media team to target student achievement in the broadest sense as a performance criterion. Online presence is addressed by the Marketing team work, the recognition of student outcomes – academic social and co-curricula</p> <p>Actions -</p> <ul style="list-style-type: none"> • Identification of this group • More personal communication targeted to the group • Consideration of a wider range of forum to engage this group 	<p>Student and staff accomplishments recognized well in multiple forums</p> <p>Improved levels of engagement in all student outcome areas - academic social and co-curricula</p>
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Career Department Annual Report & Strategic Plan 2019

Integrated Careers Education

Provide robust Career Education Programmes for each year level.

- Develop a school wide career education plan that outlines the career development programmes and services for each year including the preparatory school.
- Develop explicit links between subjects and future career pathways and educate students on different career pathway options.
- Further develop targeted careers programmes for those students “at risk” of leaving school or not transitioning effectively e.g. Individual Learning Programmes, Careers Passport, Gateway.
- Develop quality review systems to evaluate programmes to ensure every student is given the opportunity to explore and research their future pathways.
- Work in classes throughout the year to better establish a relationship with students and gain a larger reach.

Develop integrated careers programmes in each curriculum area that provide relevant authentic learning opportunities for students and enable them to develop 21st century employability skills.

- Analyse needs of students and ensure the Nelson College curriculum meets the needs of the Nelson/Tasman area e.g. Introducing a Primary Industries Trades Academy
- Review what career related activities, authentic learning and the connection with local industry is currently be taught in different curriculum areas.
- Work alongside curriculum leaders to develop contact with industry and authentic learning opportunities.
- Organise Industry Focused Events which exposes students to different career pathways.
- Build employability skills into the career education programme through trades and the Leadership programme.
- Re-establish the Careers Lead Team with enthusiastic members from each curricular area to plan career related programmes.
- Ensure careers education is part of curriculum development in all subject areas.
- Develop relief lessons to deliver in core curricular areas that have a career focus.
- Encourage work experience opportunities for all year 12 students.
- Provide workshops and professional development for staff to update on government initiatives, career development theory, educational and work opportunities available to students

Targeted Maori, Pasifika and Refugee programmes that allow students to meet their career opportunity potential.

- Develop programmes to improve outcomes for Maori and Pacifica through individualised career programmes and mentoring of students from Year 9 – 13.
- Introduce the Rangitahi Futures and Career Malaga at year 10 and 11.
- Involving family and Whanau in understanding the potential of their son and the future career pathways available to them.
- Support students and their families in the transition process from school into tertiary study e.g. Victoria University Tertiary Evening, University Open Day Field Trips

Develop career education programmes and services that allow for successful transitions and personalised learning for all students, including those students “at risk”.

- Ensure students are supported, which includes pastoral care, academic guidance and an individual learning programme, in transitioning beyond secondary school especially those students who are “at risk” of leaving without any formal qualifications.
- Destination data is collected from school leavers and used to track student destinations. This data is used to adjust career development and pastoral care programmes as needed.
- Links with community groups to assist students who may leave without qualifications e.g. Nelson Youth Services, NMIT, NTI, YMCA, MOE and the Nelson Training Centre.

Quality Community Engagement

Deepen engagement with parents, whanau, local community, employers and industry, NMIT, ITOs and other training organisations to develop experiential learning opportunities for students to explore career options, gain experience and network.

- Parents, whanau and caregivers are involved in working with Careers staff, Deans, Homeroom and classroom teachers to plan future career pathways.
- Parent and whanau education in qualification system, entry into tertiary education and current practice and trends in career education e.g. University, GAP, Parents as Careers Educator evenings and Subject Selection seminar.
- Open door policy for parents to contact careers team for information and advice.
- Develop external partnerships with local businesses in different industries within the Nelson region that allow students to explore different career opportunities e.g. Gateway, work experience, industry related events, presentations etc.
- Develop working relationships with Industry training providers to mentor and work alongside our students e.g. BCITO, Primary Industry Training Organisation, Competenz, Connexis etc.
- Develop a local data base of parents/old boys/ businesses interested in participating in Gateway or Work Experience programmes by surveying parents and old boys and other supporters of Nelson College.

Effective Communication Strategies

Effective channels and communication strategies to inform key stakeholders such as students, staff, parents and whanau.

- Information to parents through email, newsletters, specific website (Careerwise), social media etc. about career events, programmes and current career topics
- Review career programmes through regular surveying and feedback from key stakeholders and adapt career education programme accordingly.

Best Practice Innovative Career Resources

Up to date digital career resources that are accessible to key stakeholders such as staff, students, parents and whanau through a variety of channels.

- Each student and their family have access to relevant, current and accurate online resources from a variety of sources.
- Link students to employability skill development through online delivery of unit standards at Level 1 and 2 e.g. CV's, Career Planning and Interview Skills

- Bulls-eye programme for all Year 11-13 students

Student online tools to collect and store career management competency data to support a student's career development journey.

- Use Career Central to build career management competencies so students can develop their future career pathway in their own time
- Use Career Central in the senior school to develop individual career portfolio – paperless system which can be shared where appropriate
- Use Kamar in the Junior School and Career Central in the senior school (trial) to collate notes and other information from each student that is accessible by management, teaching and pastoral care staff.
- Provide staff development training in Career Education Programme and accessing tools such as Career Central etc.
- Analysing data to review career programmes and enable targeted career development programmes and services to Maori, Pasifika and other priority groups.

Māori Performing Arts Co-Curricula Annual Report and Strategic Plan 2019

The review has identified

- goals which have been well done and if they should continue into 2019.
 - goals in progress and what parts should continue into 2019.
 - goals not achieved and again in what from they should happen in 2019.
- any new goals for 2019 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 competitive teams.

This has continued in 2018. We have performed at multiple events including school assemblies, prize giving, pōwhiri for visitors to Nelson College, Rutherford opening, Wakatū Incorporation wānanga, Ngāti Kuia day, NMIT, for the Waimea College International department.

This will continue with our programme in 2019 as it is an important aspect of our school culture.

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.

We initially had 15 boys show interest to perform with Te Rourou Kura (combined Secondary schools' team) at the National competitions with 9 eventually making the stage. Our students were outstanding, committed and a credit to our programme.

We have had one student perform with South Island based senior team Te Poutūmārō at Regional level and qualified for Te Matatini 2019. Another student will be a member of the team to perform next year. It should be noted that we have 3 former students also performing with the group which indicates a drive and commitment for excellence in the performing arts considering most practices are in Christchurch. We also have two students intending to perform with local group Kia Ngāwari for Te Matatini.

The Māori Performing Arts programme has produced some of our region's top performers. This continues to be the case.

There are several opportunities for our boys to exhibit their skill and expertise in this artform. It is important for us to continue with our MPA programme and providing the largest contingent of performers from any school over the past 14 years that Te Rourou Kura have been attending the National competition.

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.

We have a strong culture of oratory at Nelson College and the students are prepared to work hard to continue this trend. We didn't have any speakers qualify for the National competitions in 2018.

This programme will continue in 2019 with the Regional competitions being hosted by Queen Charlotte College in Term II. The National competitions will be in Term III with the hosts yet to be confirmed.

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.

The Regional TSS Kī o Rahi competition was cancelled this year due to the weather and access over the Takaka hill.

The second TSS Junior Kī o Rahi competition happened at Waimea College. We had 5 teams entered which is an indication of the strength of the sport here at Nelson College. In the boy's division our teams took out the top 5 places. This bodes well for the future.

The Junior Headmasters cup was a good lead up for the Regional Junior event. The boys are more familiar with the game. We are also developing referees amongst the boys which was useful at the Regional Junior event.

Our programme will continue in 2019 with the aim of attempting to qualify for the National competitions for the first time.

We will attend the TSS Junior competition to be hosted by Nayland College.

It is hoped that the sport will continue to be one of the options for the Junior Headmasters cup.

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.

This has been harder to get off the ground but will continue to be a goal for the future.

We will keep pushing this in 2019.

Pasifika

This year saw our boys perform for the first time at the Christchurch Polyfest. This was a huge effort by the boys, tutors and support staff.

We aim to attend again in 2019. We have a group travelling to Hawaii in 2019 and hope that the Pasifika students will be represented.

Music Co-Curricula Annual Report and Strategic Plan 2019

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

Improved record management of stock has been a major focus, and this was supported through allocation of Music Administrator staffing hours. This involved creating a spreadsheet with instrument details located on OneDrive for ease of sharing access. Having this in place has facilitated documenting faults more effectively and the write-off/repair of instruments as necessary. An efficient management system for the issue and return of instruments must be maintained in 2019 to facilitate ongoing efficiency of running instrument stock.

The organ has encountered numerous problems rendering it out of action until repair each time. A temporary fix to shut-off air to the set of pipes that was continually the source of these faults has been actioned. This is not ideal as a long-term investment to regain full functionality would be optimal to make use of this wonderful resource. A quote for this repair has been received and is under consideration for future action.

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. The availability of CS1 has continued to be valuable where Year 9 classes are timetabled together. Sharing M1 with other classes proves difficult due to the set-up of the room stretching to accommodate a myriad of classroom settings and the Junior classes needing a large teaching space which the music basement does not provide.

In Term 3, a student recital was held in the Nelson Centre of Musical Arts (NCMA). This facility was more suitable for an intimate solo recital than our large school hall/classroom music rooms as it gave a sense of occasion to the performances, catered for an appropriate size for our predicted audience, allowed use of the Steinway Grand Piano and had excellent acoustics. Hiring this venue incurred a fee, however the benefits were invaluable to the students. A future focus towards developing a suitable performance space as part of the Music Department Rooms would be advantageous to allow us to host more of these smaller recitals on site. M1 would be a good room to create a performance suite with a full-time band set-up and stage area, however it could be problematic to do this whilst we need to continue hosting large Music and Drama 9MAD classes in there.

Digital storage of resources and student work for moderation has become a more consistent part of our routine processes. Use of cloud-based storage has reduced the paper trail and promoted ease of sharing access. Moving forward, scans of ensemble music stored and shared in OneDrive will help to ensure sheet music is more organised, saved in a secure way and easily accessible. This will involve a large-time commitment to set-up and is therefore a substantial ongoing goal.

Key Goals Achieved in 2018:

- An instrument inventory has been created
- Extensive instrument repairs have been undertaken following detailed assessments of instrument condition
- Organisation of instrument storage rooms
- Digital storage of resources and student work for moderation has become a more consistent part of our routine processes

Ongoing/New Targets for 2019:

- Organ repair
- Structure and Staff an 'Essential Elements' beginner band programme for trial in 2019 as a way of utilising newly repaired working instruments
- Improved design of M1 as a performance space
- Maintain an up-to-date instrument inventory through tracking hire details/condition of instruments
- Scan ensemble music and share with students through OneDrive folders created for each co-curricular ensemble

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 also the driving force of a healthy classroom academic programme, as a pre-requisite for NCEA study is instrumental experience. The school continually strives to provide a rich range of opportunities, to grow numbers of participation and to respond to the current needs of our boys. In 2018, this has included utilising specialist IVT staff hours where appropriate to grow our diversity of co-curricular ensembles and to respond to the skills and interests of students. Specialist staff used their expertise to direct the Jazz combo, Choir and Saxophone Quartet, whereas the HOD continued to build on the Concert Band, Brass ensemble and Junior Orchestra and ML directed a String Ensemble. Visiting professor, Peter Adams from Otago University worked with our high-flyer composition students to provide one-on-one tutorials to extend them.

Key Goals Achieved in 2018:

- Increased student participation in Chamber Music, RockQuest and other concert events (e.g. Rock the South and the Nelson Arts Festival)
- Mentoring extension opportunities targeting talented students (e.g. visiting Otago University professor tutorials and organ tuition for Liam Domett-Potts to perform the school song in senior prizegiving)
- Specialist staffing allowing for more diversity of co-curricular ensembles (Jazz Combo, Chamber Groups added in 2018)
- Music Mentoring with YR13 Leadership students has provided more Yr9 students with the opportunity to learn an instrument

Ongoing/New Targets for 2019:

- Growth of the College Choir and increased positive culture of singing
- Attend the 2019 'Big Sing' competition
- Booking inspirational visiting artists
- Develop a Guitar and Percussion ensemble to provide a co-curricular niche for these students
- Create a beginner band – a niche for new emerging musicians
- Establish greater links with feeder primary and intermediate schools
- Recruit college staff to assist with co-curricular groups in areas of interest

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

Students continue to be encouraged to become active members of the community as there are many opportunities for them to practice their skills and seek in-depth knowledge from experienced elders. These relationships built with people are undoubtedly rich sources of information for our boys. 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. In 2018 an increased number of students have been placed in appropriate community groups and they are gaining much enrichment from this. This has been exemplified by players joining the local Youth Brass Band and Nelson Youth Jazz Collective, Luke Wilkes performing with students from NMIT, Grade 8 and above string players joining the Nelson Symphony Orchestra, and various other students performing with the Greenhill Orchestra.

Achievement standards were linked to local and National opportunities for students to perform and compose. This was exemplified with Sidney Barron writing for the Nelson Symphony Orchestra and Auckland Philharmonic Orchestra composition competitions, of which he had the opportunity to attend workshops and concert performances of his pieces. Rohan Trill also won the NCMA composition scholarship competition and students involved in RockQuest used this as a platform for both group performance and composition assessment opportunities. Some Level Two and Three students also interviewed people in the community to enrich and inform their research inquiries.

Key Goals Achieved in 2018:

- Increase of student work for achievement standards linked to live setting opportunities
- Aspirational goals met by students (e.g. XXX National Secondary Schools Brass Band and XXX winning the APO composition competition)
- Inspirational opportunities (e.g. NZSO concert in Blenheim which involved a pre-concert tailored session to unpack the music)

Ongoing/New Targets for 2019:

- Involvement in the lunchtime concert series at the Nelson Centre of Musical Arts (NCMA)
- Performances in venues such as retirement villages to give back to the community
- Increased parent involvement
- To continue connecting our musicians with local ensembles that best fit
- Participation in a major secondary school music festival to collaborate with a broad-spectrum of musicians from across the country
- To collaborate with the string ensemble at Nelson College for Girls to provide our advanced string performers an extension programme to opt into

Performing Arts Co-Curricula Report and Strategic Plan 2019

(Please note the black font is last year's goals, the *italics is review* of 2018)

1. Our next public showcase was planned for 2019. The original aim was to host a single sex production and have more of a showcase/segmented feel rather than a large-scale production. We aimed to create a showcase of performing arts highlighting our strengths, such as Stage Combat, Dance, Senior Drama Performance, Theatre Sports and Shakespearean Form. This idea could work as a collaboration with Maori Performing Arts and Music as well as with Nelson College for Girls or Garin College's female students. The aim was to use much smaller casts to create more intensive work, using just senior students in collaboration with the Drama department. We had the Theatre Royal backing and a performance space already booked (penciled in) for 2019 and can choose to use this space if we want.

Current Situation

In 2018 we brainstormed and created an original production format based around the ideas of environmental politics. We had everything in place for a production. At present, HOD will be taking study leave and XXXX is being considered for the role of director. With Girls College now hosting a production, a conflict of interest occurred with performance dates and talent being spread thin. The boys have an opportunity to perform in a joint (still to be negotiated) production. We have retained one night for original one act plays for just Boys College Year 13 students, and they will present on June 24th in a one-off performance coordinated by Asst Drama teacher. The boys will now have both an opportunity to perform their own original work as well as be a part of a major school production hosted by NCG. The previous brainstorm may be used in the future for a major College production directed by HOD.

Goals Summary for 2018

2. The major goal for 2018 and the focus for Performing Arts is to successfully host 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 showcases the students' talents in a collaborative way and that is effectively communicated to the public.

Review

The boys successfully produced and hosted the Regional Shakespeare Festival. The boys won the Stage Combat and Tragedy sections. They also gained overall Runner's Up or second place in the competition. Although they did not get to represent nationally, as the comedy section was selected, the fact the boys won their section is hugely successful. The boys also proudly represented the school in technology, stage crew, hosting, and announcing. The comperes XXX and XXX were excellent hosts for the event. All the boys positively contributed to a wide range of performance activities. The boys represented the college extremely well and were fantastic hosts for this regional competition.

3. 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 HOD. This may begin at a regional level and build from there depending on the numbers of schools interested across the country.

An opportunity arose for the boys to perform stage combat at the first ever Show Quest. We took this choreography to the regional competition and won three major awards. We will still aim to run a Stage Combat event through Ghost Light Theatre but due to the limited time span we focused on producing Stage Combat for Show Quest this year. We will perform Stage Combat work again at next year’s event and will try to run a regional combat competition in 2020 when HOD returns from study leave.

4. A final goal for our department is to get more staff members 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: 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 HOD. Greater strength and creativity can be found in collaborating 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 see it as a valued contribution to the school’s co-curricular world.

This still has been a difficult barrier to overcome. I have had help with prop making and ethical aspects, but we have yet to have further contribution from any other staff member. XXX has helped in the past with Theatre Sports but is now too busy with house leadership. XX is also too busy with Fell House commitments. It would also be good to have members of the SLT attend some of these events to add value to the boys’ performance work. Although I do feel very supported at major events, increased attendance at Theatre Sports competitions, Show Quest and Shakespeare Festival would boost the students’ morale and feelings of self-worth. Student promotion for these events could also be improved as we produce such strong work, but often have very few students attend performance work in support.

Resources

To get more resources and space for rehearsal. The performance suite is currently too small for rehearsal 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 needs to be considered for clashes that have occurred regularly between dance and drama students.

This situation remains and has developed into a problematic scenario. Photography students can access the performance suite and they use it as a thoroughfare. This has occurred during performance rehearsals and assessments. There have also been issues with property damage and stolen items. The performance space needs to be a safe and secure area, accessible to drama and dance students only.

2019 Goals

1. Our goals for 2019 are to continue to offer the following co-curricular opportunities for our students: Major School Production, class productions, Vast Dance, Show Quest, Theatre Sports, Shakespeare Festival, One Act Play/Devised Showcase (Nelson College event on June 24th). I'm proud that we offer all available regional co-curricular performing arts opportunities (and more). I'm also pleased that we are currently the only all male school in the country to represent at Show Quest.
2. A new goal is to perform original plays in a one off playwrighting/devised showcase event on June 24th in 2019. This will be a challenge for the Asst Drama teacher to strive towards and coordinate. It will offer creative opportunities to our playwrights and actors and provide a voice to our arguably most creative students who wish to express their talents.
3. We have the added challenge of being involved in a Girls College production. We have been offered no financial or practical support from them when hosting their students in the past. In my opinion, if we can rise to the occasion and help in areas in which we excel (such as tech, lighting, technical prop building, set construction, etc.) and, most importantly, if we attend in great numbers as a show of support for our students, we then express a positive regard for all performing arts work. This could have positive outcomes for future collaborative performance work between the colleges. By behaving in a collegial manner, it will benefit our students.
4. Staff and student participation. This is a goal we need to work on with the marketing team and perhaps more personal shoulder tapping on staff who seem keen to participate. This will be for XXX to judge next year.
5. Resources. Acquisition of space is still something that is needed for both the co-curricular and mainstream drama classes. I believe Music has issues with space as well. The current HOF needs to consider this. There is a clear imbalance of resources and space allocation between the arts departments.

Sports Co-Curricula Annual Report and Strategic Plan 2019

Participation

According to the 2018 census information 56% of Nelson College students play sport for the school. This is slightly up on last year (House sports stats were not included). The students playing sports for clubs are also not included in these figures. The voice of the participant survey completed late last year included these key findings; 71% of our students are involved in sport or physical activity at school, outside of P.E lessons plus another 15% were involved in sport/physical activity outside of school. That means 86% of our students are involved in sport or physical activity. The challenge is reaching the 14% that are not. On a positive note 96% of students are satisfied with their sporting experience at Nelson College with 51% either extremely or very satisfied.

We had our largest ever numbers of students playing basketball again this year (210 up from 179 last year). Basketball is now our largest participant sport (and our fastest growing sport) ahead of rugby (197) followed by touch (158). It is worth noting that our fastest growing sports basketball and touch allow students to enter their own teams. We had over 200 boys compete at the Nelson College athletics sports of which 60 went on to compete at the Tasman champs. 55 boys competed at the TSS Mt biking champs. We were able to offer 35 sports in 2018, this exceeded our strategic planning goal and is up from 27 in 2015.

Capability

The participant voice survey has given us some useful data from which we can take some direction. The biggest challenge from the student perspective was around facilities and playing venues. An area we have been discussing for some time as a council.

In the first half of the year we made a significant impact on the outstanding sports debt at the College. We were able to reduce our outstanding Debt from \$8,443 (down from \$20,000 in 2016) to \$2,334 (we are still working on this) and our 2018 debt is at a manageable level. This is a continual battle which needs constant attention.

Our system for applying for pub charity money has undergone a change in 2018. Sports Coordinator has taken over from the Business Manager in applying to the various charities for funding. She has had immediate success after we had received zero funding through the first half of the year. It is a process that needs refining to ensure applications are filed before events take place. Funders prefer larger applications rather than lots of small ones which is good feedback moving forward. We are having to look further ahead to ensure our applications have the greatest chance of success.

Sports Promotion

We have had a huge range of students cross the stage receiving colours, awards and certificates in 2018, culminating in the two major assemblies at the end of the year. This was generally a weekly occurrence. Leadership team continued to support the sports staff and teaching staff to ensure this gets done and that the students are recognised appropriately. Almost all students who received TSS awards were recognised on stage.

School newsletters and Sports Facebook page are full of our sporting endeavours and we continued to get good coverage in the Nelson Mail.

The Nelson College supporters club had a big presence at local sporting events this year. Particularly at rugby and football games and at Friday night basketball. While this group received a lot of favourable comments, including in the media we also received complaints about appropriateness of support from this group. This drew attention to the fact that we didn't have a supporter's code of conduct and that this needs to be developed before we start the 2019 season.

Coaching and Volunteers

65 year 12 students completed completing their growing coaches' certification in either basketball, football or rugby. We had several students help coach basketball and rugby teams and 8 staff helped managed the Weds night basketball competition. Our Census data shows we have 34 members of staff (28%) involved in sport. While this is a reasonable percentage regionally it is still an area for improvement for us as a school.

High Performance



While our 2017 results were outstanding 2018 has not been our best year at the high-performance end. The senior touch rugby team finished 6th in the country in what was our best national team placing. Our senior volleyballers finished a creditable 14th at Nationals. Our 1st 11 cricketers retained the Darcy cup and made the CD regional final of the Gillette cup only to fall at the final hurdle and narrowly miss out on the finals (top 6). Our junior cricketers, for the first time made the Canterbury region finals for the NZCT cup. We have retained the Alex Harvey Industries Trophy for football. Although the footballers finished a disappointing 14th at Nationals, it was in a tournament where 3 unsuccessful penalty shootouts decided their fate the senior underwater Hockey boys finished 9th and the Junior boys finished 5th. The 1st XV rugby team narrowly missed the semi-finals of the UC cup and finished 5th. They also lost the Moascar cup to Christchurch Boys but did us proud by holding it for so long!

The competitive nature of top-level secondary school's sport is often a game of inches. This year across a range of codes results did not go our way. I believe we had the talent and the coaching structures in place to be more successful. The fact that we were not, while a cause for concern is not a reason to panic.

27 students received BOT medallions for representing New Zealand in their respective codes or for winning National titles.

We have quality coaches in place for our 5 target participation sports and some succession planning which will help in 2019.

Facilities



The voice of the participant survey clearly outlined facilities as the biggest issue we face as a college. This confirms what we already knew and what feedback our sports community has been giving us for several years.

We have had Chis Lewis (he has worked on improving Christchurch Boys High School playing fields and St Andrews grounds) visit and he has prepared a report on improving the quality of our grounds over a 5-year period with costings. This report is complete and available for us to consider.

Nelmac are currently working on a renovation project to help improve the quality of our playing surfaces.

The top courts are being prepared for astro grass, received from Nelson hockey. This will go a long way to improving the training surfaces for several codes and help ease winter training loads on our fields. The pool is being re painted and the old gym renovated.

Director of Sport (DOS) presented to the Board on Facilities and received good support from them moving forward. They were very interested in the development of a facilities plan with some recommendations which was to be presented in term 4.

Club Relationships



DOS met with Nelson Rowing club to discuss our relationship. Key areas for 2018/2019 season are recruitment and retention of rowers, winter training programmes and promotion to the student body. All year 9 P.E classes did an erg test to try to recruit potential rowers. As a result, we have several year 9 students giving rowing a try.

Nelson Cricket has undergone personal changes and DOS has worked to foster a positive relationship with Nelson cricket.

Nelson Basketball association has a good relationship with Nelson College with both parties positive about the growth of basketball here and how we can support that growth.

Section V - National Administration Guidelines

The National Administration Guidelines (NAGs)

These are the revised National Administration Guidelines updated on 14 December 2017

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
 - ii. 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 National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with an emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. 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, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- c. based on good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. based on good quality assessment information*, report to the school's community on the progress and achievement of students and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required to:

- a. 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; and
- b. 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.

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. 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; and
- c. 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.

National Administration Guideline 5

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote health food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration Guideline 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline.

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 Administration 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:.....

