



School Name: Nelson College
School Id Number 0294
Period: 2008



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

PIETAS PROBITAS ET SAPIENTIA

(Loyalty, Honesty and Wisdom)

THROUGH

QUALITY EDUCATION

THIS IS THE CHARTER

OF

NELSON COLLEGE 2008

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Section I
INTRODUCTION

VISION

Preparing Young Men to take their Place in the World

MISSION STATEMENT

Honesty, Loyalty & Wisdom
Through Quality Education

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

Type of School

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

General Description

Decile rating:	7
Roll:	966
Number of foreign fee paying students:	37

Ethnic composition

Maori	10%
NZ European	82%
Asian	3%
Pacific	5%

Special features

Attached Private Preparatory School

Three Boarding Hostels

Outdoor Education Centre (separate site)

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

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

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

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

The School Community

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

Our College community is predominantly made up of a cross section of socio economic groups living within Nelson City. Students do bus to the College from the outlying regions of Nelson, including Stoke 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 the provision of Adult Community Education classes run at the College

The Treaty of Waitangi

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

Section II
STRATEGIC SECTION

Strategic Objectives – note :. Strategic objectives answer the question "For what system-wide outcomes does the school offer to be held accountable?" For Nelson College we call these our student learning outcomes

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

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

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

Annual Action Plans – note : Putting in place action plans necessary and sufficient to move the organization to the end results we desire. These action plans are a series of one year plans with targets and measurable outcomes

Targets – note : specific short term goals related to a student learning outcome

Outcomes - note : specific measures / products which reflect the implementation of processes to attain the stated targets

ANNUAL PLAN 2008

Strategic Objective : Academic Excellence: Improvement in Teaching Excellence

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

Targets for 2008	Processes	Products / Outcomes	Responsibility
<p>Improvement in teacher effectiveness and identification and support for teachers identified as at risk</p>	<p>Implementation of a schedule of targeted observations of classroom practice ... by mentors, Management Team, & Specialist Classroom Teacher (SCT)</p> <p>Use of the SCT to support experienced, beginning and at risk teachers Separate goals/strategies to be developed for this position</p> <p>Current appraisal/mentoring process to have an additional section of self & peer review using the professional standards</p> <p>Professional development and support for the implementation of the 'mentoring model' of staff PD</p> <p>Palmer Scholar series to focus on the further development and embedding of the 'mentoring model' of staff PD</p> <p>Targeted goal setting for Management Team personnel directly related to their 360 degree appraisal process undertaken in Dec 2007</p>	<p>Teachers at risk identified, supported and with clear written goals for improvement All teachers receiving support and useful feedback</p> <p>Appraisers/mentors having a reduced number of appraisees/mentees and able to observe and meet with them more frequently in learning support groups</p> <p>Staff surveys to indicate an improved system of appraisal which better meets the needs of individual teachers.</p> <p>Exposure of the Learning Community to global exponents of best practice and current researchers in key areas of education.</p> <p>Provision of effective feedback on MTeam individual and collective performance – this being reflected in future goals and administrative and leadership professional development</p>	<p>Management Team</p> <p>Specialist Classroom Teacher</p> <p>Mentors</p> <p>HOFs & HODs</p>

Strategic Objective : Academic Excellence : Curriculum and Assessment

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

Targets for 2008	Processes	Products / Outcomes	Responsibility
Reporting systems to be reviewed and revised	Principals Nominee, with HOFs to review and revise the current reporting format	New format for the initial progress report in Term 1 (and drafts for main academic reports developed)	Management Team & Principals Nominee
To meet the learning needs of each individual student	Analysis of how the Learning support class is set up to ensure that the right students are identified and targeted for this assistance	Reinforcement of selection criteria, curriculum differentiation and measured outcomes for the accelerate Year 9 class in 2009 Annual report on the Learning Gains made by these targeted students to be completed by Nov 2008	Management Team Curric. & Assessment Manager
Development of the E4E (Education 4 Enterprise) project	Collection of a base of activities which are currently occurring within the College which foster the application of knowledge in an enterprising way Appointment of an E4E coordinator (DE)	Cross curricula development / implementation of projects / ventures which have students using taught knowledge and skills in an 'authentic' way and interacting with the community E4E written report to MTeamNov 2008	E4E coordinator
Develop policies & practices which reflect New Zealand's dual cultural heritage.	Annual report on the achievement of Maori & Pasifika students to be completed by May 2008, presented to the BOT, PTA and to the Runanga matua (Term 2 2008)	Annual report on Assessment will be presented by the Headmaster Improved targeting of resources and improved academic achievement for Maori, Pasifika, ESOL & special needs students	Headmaster Principals Nominee Assessment Manager Asst Principal & HOF

<p>Expansion of resources & programmes in the Learning Support Centre</p> <p>Improvement in numeracy skills at year 9 & 10</p>	<p>Increased staffing of reading support Timetabling of the year 9 & 10 learning support classes in a specialist room with additional support (+ 12 dedicated computers) Additional software trialled in cognitive development Additional hours of numeracy project staffing continued into 2008 with HOD Maths & Asst HOD Maths withdrawing and/or supporting at risk students in Mathematics at Year 9 & 10</p>	<p>Significant improvement (at least one year + in reading levels for all learning support students) Decrease in truancy, class transfer and detention numbers</p> <p>Maintenance of numeracy levels at 95%+ for Level One students & for all learning support students Decrease in truancy, class transfer and detention numbers</p>	<p>Management Team</p>
<p>To use a variety data analysis and programmes to develop higher student academic achievement, Particularly in Year 9 & 10</p>	<p>Familiarise staff with teaching techniques / ideas for developing literacy & numeracy skills at the lower levels Active role in the Datasmart project in a cluster of schools Integration of ASTle data into Datasmart project Expand the role of the assessment coordinator to oversee the collection, processing and use of data to improve achievement Provide PD time for departments & HODs to examine teaching strategies to improve engagement</p>	<p>Wider application of teaching strategies which promote literacy & numeracy Action plan in place for 2008/2009 for the use of data to improve student achievement Increased numbers of learning support students retained into Year 11 (baseline data to be recorded) Year 11 NCEA literacy passes at or above 85% of students who complete the academic year Year 11 NCEA numeracy passes maintained at or above 95% of students who complete the academic year Student surveys show an improved level of engagement in core junior classes</p>	<p>DP, Curriculum & Assessment Manager, & SCT</p>
<p>Review the current daily timetable</p>	<p>Comparison of current timetable with a 4 : 1 model in alignment with a NCG review process</p>	<p>Determine whether to maintain the 3 : 2 model or to move to a 4 : 1 model for 2009</p>	<p>Management Team NCG Management Resource Manager Student Achv Manager HOFs</p>

Strategic Objective : Personal Development: Leadership

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

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

Targets for 2008	Processes	Products / Outcomes	Responsibility
Establish a future direction for the leadership programme	Develop measurement tools to enable a meaningful analysis of the impact of the current programme on enhancing student learning outcomes	A report on the current programme to include <ul style="list-style-type: none"> • Current structure and outcomes • Future direction at <ul style="list-style-type: none"> ➢ Year 13 ➢ Year 12/11 ➢ Junior 	Headmaster DP AP (Pastoral)

Strategic Objective : Personal Development: Pastoral Care & Character Development

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

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

Targets for 2008	Processes	Products / Outcomes	Responsibility
Embedding and enhancement of the House-based homeroom pastoral care system	Continue with the process for surveying staff & students as to the effectiveness of the programme (mid year and end of year) Establish a Student Council of elected Homeroom representatives Reinforce regularly the DVD of resources & optional scheduled programme of activities	Increased numbers participating in House sports and cultural activities Decrease in truancy, class transfer and school detention numbers Increased opportunity for leadership roles for Year 13 as they mentor and run junior homerooms Greater accessibility for boys to adult support on a daily basis Surveys completed and written reports with recommendations for improved effectiveness completed by June (interim report) & Nov (final report)	AP (Pastoral)

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

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

Targets for 2008	Processes	Products / Outcomes	Responsibility
Establish a more complete picture of student participation in all activities.	Continued development of the KAMAR database Staff to provide Email lists of team members to LN	Improved accuracy of participation data LN to produce a accurate manual & timeline for House competitions	Sports coordinator & DP
Development of clear picture of costs required to run each activity and to source additional funds by sponsorship.	LN to take on a greater role in monitoring travel costs & procedures.	Increased accountability Reduced likelihood of cost over runs	Sports coordinator, Finance Controller Resource Manager
Establish a database of the human & physical resources impact of co curricula activities on the College infrastructure	Collect data on a) each activity/event supported by College b) the student contact hours/admin hours needed from staff/others to successfully administer & compete in each activity c) the financial impact of staff leave in coaching/managing College co curricula activities d) the class contact/academic impact of staff absences due to College co curricula activities	Establish a clear picture of the overall impact on such activities on the College in order to facilitate informed decision making on the future co curricula programme supported by the College in 2010-	Sports Coordinator Resource Manager Management Team BOT

Strategic Objective: Contribution to the Community: Communication systems

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

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

Targets for 2008	Processes	Products / Outcomes	Responsibility
Improved quality, involvement and frequency of links with the community	Establish a communications committee to coordinate publications, web-based media, and all College events	Develop and implement a College 'style guide' for all written communication	Headmaster
	Investigate potential venues and forums for Community consultation eg Sat market, town meetings, parent coffees etc	Increased opportunities for parent interaction with College staff, in particular management	Headmaster
	Embed the current changes to the parent night		AP (Curriculum)

Strategic Objective: Resource Management**Strategy: Implementation of best practices in Property, Staffing & Financial Management**

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

Targets for 2008	Processes	Products / Outcomes	Responsibility
Manage the College expenditure to remain within the Annual budget constraints	Weekly meetings with the Finance controller / Deputy Principal & Resource Manager to monitor expenditure Regular analysis of budget variances and establishing forward contingencies for unexpected costs	Annual accounts for 2008 meet budgetary expectations	Headmaster, DP & Finance Controller
Establish strategies to promote the College and to ensure a stable roll	Analysis of Year 9 (enrolments) & Year 13 (retention) over the past 6 years Analysis of the Year 9 intakes for the last 4 years and their source Intermediate schools	An action plan is in place, of marketing and College promotion which targets improved enrolments over the next 3 years	Headmaster, DP Finance Controller & Student Achievement Manager
Review current staffing levels & allocation of Management Units	Provide staff with a overview of current staffing levels, operating budgets, student rolls, and allocation of Management units	Reduction of staffing levels paid for by the BOT. An reallocation of Management Units which more equitably reflects current curriculum and pastoral responsibility.	Headmaster, DP & Resource Manager

Strategic Objective : Resource Management

(Financial, Physical resources, staff performance management, & all student learning outcomes related to International Students & Boarding)

Targets for 2006	Processes	Products / Outcomes	Responsibility
Continued development of a culture of self reflection and intrinsic goal setting by staff which links effectively to job descriptions.	Completion of the appraisal cycle which needs to be integrated into the development and review of job descriptions Clear timeline to be in place for the completion of the process	Completion of all appraisal and goal setting documents then filed with the Senior Housemaster	Housemasters Senior Housemaster DP
Ensuring a safe and secure environment	Continue with a reflective consultative approach to ensuring all staff and students are aware of the predominant culture and attitudes which need to be supported and emphasized Disaster planning and practice drills reviewed and processes / procedures in place	A supportive and caring culture is pervasive with senior students, in particular aware of their role and the role of staff in the everyday running of Boarding Policies & procedures documented for disaster planning – earthquake, pandemic, and fire	Senior Housemaster, Nurse & Housemasters
Timeframe for planned maintenance and development in place	Ensure that a 10 year property development and maintenance plan for Boarding is in place and being implemented (plan completion Oct 2008)	Long term viability of the Boarding hostels is ensured	Senior Housemaster, DP
Monitoring of academic performance	Use the minutes from Deans meetings more effectively Use tutor system to put in place some strategies to improve student performance Use Email to communicate directly with Housemasters concerning students at risk	Improvement in academic performance of Boarding students	Housemaster, Senior Housemaster Principals Nominee & DP
Establish strategies to promote the College and to ensure a stable International & Boarding roll	Analysis of all boarding enrolments (source, year level etc) Establish a local and international marketing plan for 2007-2009	An action plan is in place, of marketing and College promotion which targets improved enrolments over the next 3 years	Headmaster, Senior Housemaster, DP Finance Controller & International Director

Section IV
APPENDICES

NATIONAL EDUCATION GUIDELINES

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

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

NATIONAL ADMINISTRATION GUIDELINES

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

NAG 1

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

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

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

NAG 2

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

NAG 3

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

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

NAG 4

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

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

NAG 5

The Nelson College Board of Trustees will:

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

NAG 6

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

CODES OF CONDUCT

Board of Trustees

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

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

Trustees will aim to:

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

The Board of Trustees accepts the following:

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

1.1 CHARTER UNDERTAKING

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

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

Date:.....

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

Date:.....

