



NELSON COLLEGE
ANNUAL REPORT 2008
DRAFT

Chairman of the Board of Trustees Report 2008

Good evening all and a warm welcome to this year's Senior Prizegiving and a special welcome to our guest speaker Professor Mary Rutherford Fowler, the great granddaughter of Ernest Rutherford and her husband Dr Euan Nisbet and daughter Dr Ellen Nisbet .

It is my pleasure to report on this year on behalf of the Board of Trustees.

In my report last year I alluded to a number of financial challenges the school faces in supporting its own buildings. This continues to be a key area of focus for the board and executive management team. Over the past twelve months we have been working to ensure we have a true and accurate picture of the finances of the school and have made real progress in this area. It doesn't necessarily make the picture look better but enables us to narrow our focus and concentrate on the right strategies to address the thorny challenges ahead of us.

In brief terms the school faces challenges in the following areas: a drop in international student numbers, lower boarding numbers and ageing college owned buildings and infrastructure which are expensive to maintain.

This board is committed to addressing these issues on a number of levels. We are actively seeking out new markets for international students and the team led by Leigh Riley is doing a fine job in this area and making real progress in developing our brand in new countries.

We will be applying funds to begin the refurbishment of the boarding hostels. Due to the size of task this will be commenced this Christmas and staged over a number of years. We are also committed to upgrading the Whanau classroom for our Maori students and will be tackling this over the next 12 months.

I would like to pass on the board's thanks and appreciation to the executive management team and finance/administration teams for the tight fiscal management this year and the considerable work that has gone into prioritising and managing operating and capital expenditure around the college. In addition I would like to express a special thank you to the staff of the college for your patience, tolerance and on-going good will during this period.

Financial challenges aside however - we have a lot to be thankful for and proud of. The positives far outweigh the negatives!

Academically the school is in strong shape with excellent results for NCEA at all levels. Our boys are achieving significantly above that of boys in any decile rating and comparable to the performance of girls in Decile 8 to 10 schools. . Nelson College is a decile 7 school. Last year we maintained our pass rates for Level 1 at 75%, Level 2 at 80% and grew our Level 3 achievement from 63% to 68%. Against the national averages for boys achievement at these levels Nelson College exceeded them by 18%, 21% and 23%. Compared to girls' achievement nationally we exceeded them by 8%, 11% and 9%. This is a credit to the boys and teaching staff who have remained focused and dedicated to delivering high quality education.

This sustained success over a number of years has earned Nelson College a special recognition this year. We were one of ten schools chosen nationally to be part of a study into why they were succeeding at boys' education. The group included five boys schools and five co-ed schools. The key strengths found at schools in the study were: high quality staff and student leadership; a positive school culture with a strong focus on positive image; relevant teaching and learning contexts; and constructive relationships between boys and with their teachers.add in more here.

The report makes interesting reading and I would encourage you to read it. It can be found on the ERO website under: Boys' Education: Good Practice in Secondary Schools.

This kind of feedback is confirmation that we are on the right track. It is a wonderful affirmation of our teaching staff and a reflection of a great attitude amongst the young men of the college.

Another major highlight has been the establishment of an endowment fund by the Nelson College Trust Foundation for the benefit of the college. The Foundation recently sold the Braemar block of land and the money will be deposited in the endowment fund in perpetuity with a proportion of interest paid out each year for the benefit of the college. We hope that this will encourage others to contribute bequests and donations with confidence knowing that the money will not be dissipated over time.

Many of you will also be aware that the Trust Foundation – with the support of the College BOT and the Old Boys Association have recently put up for auction a unique collection of artworks and books. Whilst

seems a shame to be doing so – the college was in no position to spend the money necessary to adequately protect or conserve these items. Many were suffering from the hostile environment in which they were stored and it was inevitable that we would need to sell them before their value was completely eroded. The funds realised from the auction will be added to the endowment fund.

I would like to make a special thank you to John Towns from the Trust Foundation who has driven both these projects and contributed a huge amount of time to them. I am also thankful for previous boards and members of the College Foundation and Old Boys Association who made far sighted decision to invest in such assets which would grow in value. I am thankful for the sense of tradition that prevails in the school and for the legacy left from previous generations of students and staff that we can build upon. I am thankful for the commitment and dedication of our headmaster – Mr O’Shea and our teaching and administrative staff – to the goal of helping our young men take their place in the world.

I am thankful for the breadth of our curriculum and the culture in the school which engages our young men and encourages a very high percentage to gain qualifications and or stay through to Year 13.and I am really thankful that so many are going on to build happy, fulfilled lives and contribute back to society.

Finally, to the year 13 boys tonight - I commend you all on staying the course and completing your education. Thank you for your contribution to the school and for the mentoring support you have provided to younger boys in the college. To those who will be receiving prizes, awards and recognition this evening please accept our hearty congratulations! Well done all of you!

And to the head boy – Tom Fuller and his team of deputies – thank you for your dedication, leadership and hard work this year – we hope you have found the year truly rewarding and fulfilling. To all the year 13s who leave us we wish you all the best with your final NCEA exams and every success, prosperity and happiness for your future careers and life!

Hugh Riley
Chairman of the Board of Trustees

Headmaster’s Report 2008

E nga mana E nga Reo E nga karanga
Maha o te motu

Tena kotou, Tena kotou, Tena tatou katoa

Professor Fowler, Board Chair, distinguished guests, members of the Board of Trustees, parents, staff and young men of Nelson College.

It is an honour and genuine pleasure for me to present the Annual Report of the College for 2008 the 152nd in our history and my third as Headmaster.

John Rae, former Headmaster of Westminster School and one of the great commentators on English education, passed away in December of 2006.

Shortly after his retirement, Rae wrote a wonderful book called, appropriately, ‘*Letters from School*’.

The parents to whom the letters are written and the characters in the letters are imaginary. All true to life in the sense that they are the sorts of incidents that all headmasters know can and do occur.” I thoroughly recommend the book. However, it is the very short opening letter that makes me smile

Dear Parents,

If you don’t believe everything your child tells you about school, I will not believe everything your child tells me about home.

Yours sincerely

John Rae.

Last year I began this address by commenting on the three-part pattern prevalent in the end of year speeches by Principals that is -

Firstly a commentary on the highlights of the school year

Secondly a political statement on some current issue in education and finally a farewell to the Year 13 leavers.

It is a well worn path which I see no reason to deviate from.

The core business of the College continues to be to equip young men with the social and academic knowledge, skills and attitudes which will enable them to make considered and safe choices in the transition into adulthood. We have in 2008 sharpened our performance and become more reflective in our practice in attempting to meet these aims.

The Board of Trustees and the wider community have shown significant levels of support for the raising of overall standards in the school and more consistency in our application of the College's stated expectations. Consistent application of College expectations remains a focus for us moving into 2009.

In April I provided a key note address to the East Asian Regional Principals conference in Singapore entitled 'The Guiding Principles for Success in Educating Boys'. The conference was attended by 300 principals from fourteen countries.

The address was well supported and provided interested debate in the workshops I conducted later in the day.

An often asked question was

'how has our College applied these principles

and to what do we attribute our continued success as a school' ...

In each of the last six College Newsletters I have been including a reflective piece centred around this address which I hope parents have found informative. Each piece takes one of the Guiding Principles and lists the strategies and programmes we have in place to maximise the success of our boys. Those strategies, cultural norms and processes which identify this College as a leader in boys' education was reinforced nationally in July when the then Minister of Education, Chris Carter, directed the Education Review Office to produce a special national report on 'the best practices present in schools for educating boys' ... Nelson College was selected as a lead school to be featured in the report.

The Chairman of the Board has highlighted our success at NCEA, particularly our improvement at Level 3 and University Entrance.

2007 showed a 68% success rate at both qualifications this is 23% higher than the National average for boys.

Recently we have applied for funding for a two year literacy support initiative from the University of Canterbury.

In compiling the application I was asked to provide data on Maori literacy achievement at Year 11 it is particularly pleasing that 87% of our Year 11 Maori students in 2007 gained level one literacy ... 1% above the rest of the Year 11 College cohort and 14% above the National average for boys. This is even more impressive when we consider that on average 60% of the boys entering Nelson College in Year 9 are reading at a level below the national average for their age.

This evening we are able to enjoy and celebrate the success of boys who have achieved National and International Honours in 2008 in over 35 co-curricular activities.

The Honours Board in the 'Crush Hall' attests to the depth and diversity of the experiences boys can have here and this would not be achieved without considerable commitment from teaching and non teaching staff, parents and friends of the College to the coaching managing and support of all boys who represent us

One of the substantial future challenges for the College is the ability to sustain this depth and diversity.

There is a financial cost to such a committed level of staff involvement and the 'hidden' educational costs of classes not being taught by their designated teacher.

We will continue to question and reflect on the balance between our curricular and co-curricular programmes

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

Firstly a poignant and challenging Year 13 drama production 'Waiora' performed at the Suter

Secondly an eclectic and highly entertaining music concert evening in August
Thirdly the cover page of this years Nelsonian ... a product of one of our Art design boys
And finally the Royal Society dinner at Te Papa on Tuesday night where the creative talents of
film team were on display in the presence of NZ most eminent scientists.

It has been another great year for our Co-curricula programme, with many individuals gaining
national representation, and many teams winning local competitions and performing with
distinction on the national stage.

Our Board of Trustees medallion winners tonight range from basketball to softball in sport and
Future Problem Solving to Physics in academics

As everyone will appreciate, there are grave dangers in singling out achievements or individuals
special attention lest others seem to be excluded but in reference to cultural activities,
it is appropriate that I should mention the ongoing success of Kapa Haka and Manu Korero in the
College with Matua Wayne Hippolite confirming his stature as a nationally recognised Maori
performing arts leader and we are indeed fortunate to have him with us.

Let me move briefly from the accomplishments of Nelson College students to an issue that
confronts all of us in New Zealand schools today.

There has been considerable worldwide attention given to the question of climate change and the
consequent challenges that face humanity in the 21st century.

Whatever one's take on this controversial topic, there is surely agreement amongst all that care
and protection of the earth's resources is everyone's responsibility.

While the world's media are focusing quite rightly on environmental issues,

I would suggest there is an equally pressing imperative that challenges us today, namely the
foundational moral and ethical framework we adopt to guide our lives.

There is widespread discussion today of values being taught in schools.

Therefore, just as we as educators need to raise awareness of potential environmental apocalypse
so too do we need to emphasise afresh those universal values which transcend particularities of
creed, race or political persuasion.

These values are reflected in our College motto and they do underpin our practices as an
institution.

They include honesty, courage, respect for others, loyalty, unselfishness, compassion, tolerance,
sacrifice and self control.

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

As we introduce a new national curriculum in 2010,

we need to be mindful that, equally important as innovative teaching, is the integration of those
values which have served us well throughout the centuries.

Paul Johnson, the English historian, puts it this way:

The demands of ordinary people are not exorbitant.

They want all children to read, to read easily, accurately and sustainedly;

*They want all children to be taught to write, legibly, fluently and grammatically, to acquire a reasonable
wide vocabulary and to spell correctly.*

*They want all children to be numerate and to handle proficiently the elementary instruments of a modern
electronic society.*

*Children, they think, should be taught about their country's history and geography ... and learn to value
its qualities. ...*

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

Much has been made of a return ... particularly in the United States of the three R's - Reading writing and
arithmetic

... I would like to add two others

Responsibility and Resilience

Responsibility

Many students live voyeuristic lives. They like to watch. Watching is safe. You bear no responsibility, accept no accountability. "Spectatoritis" is rife. Many of today's teenagers are screenagers. They look, comment and criticise from the comfort of the couch. The child then becomes an adult who finds it difficult to do much

other than to watch and excuse themselves from accepting responsibility.

Students need to be taught how to take ownership of their own behaviour, how to be leaders, how to make appropriate decisions, and how to serve others well.

Resilience

Life cannot be expected to provide a constant stream of undiluted fun, praise and success. If students crumple because they do not get an hourly fix of praise, they may not last long. Self-esteem needs to be built up, but never to a stage that ordinary performance is exalted as extraordinary. "Warm fuzzies" are good, but so too are words of correction if they are shared with wisdom and understanding.

Students should not depend on a constant diet of praise. Disappointment happens, so do discouragement and distress, and thus some inner courage is required.

It might be as well to remind some that if the world didn't "suck", they would fall off and that some resilience is needed. Emotional and physical courage is required.

As it is said, we are all born naked, wet and hungry, and things then get worse.

Fortunately, things also get better.

To our Parents and Community

The Parents Teachers Association, under the committed leadership of Mrs Brenda Black has flourished this year. A strong link with the Colleges Management team has been maintained with the presence of Tim Tucker our Deputy Principal at the meetings. The association have and are contributing to a significant number of infrastructure projects –

The upgrade of the Broads changing rooms

The provision of computers for the new Graphics rooms

and their continued support for our teams travelling nationally and internationally.

We regard parents as genuine partners in their son's education and we are committed to continuing to improve our communication and links with our parent body

The Runanga matua

At a time when many schools have struggled to maintain contact with their Maori community our Runanga matua have shown considerable goodwill and support for the College. It is with a great deal of pleasure that I can announce the recent co-option of Ms Carolyn Mihaere as their representative on the BOT.

The Nelson College Trust Foundation and Nelson College Old Boys have both provided wonderful support for the College during the year with Mr John Townes taking over the reins of both organisations. I look forward to a continued strong relationship with our local and international Old Boys

Finally To our Leavers

May I first and foremost wish you all the very best of luck in the forthcoming examinations. It has been a terrific year in many ways, and I want to commend Year 13 for contributing so much to the lifeblood of the College. There is always a wonderful sense of camaraderie that emerges in the final year, and many of you will have made friendships that will last forever. Use your talents wisely. By all means, develop your own careers to the best of your ability, but be aware also of the responsibility you have to look after the welfare of others. Above all, be prepared to stand up for your convictions and to speak the truth, even when it may be costly. May you, through attending Nelson College, make your contribution to a better New Zealand.

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

Gary O'Shea
Headmaster

STRATEGIC SECTION

ANALYSIS OF VARIANCE

Strategic Objectives –

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

For Nelson College we call these our student learning outcomes

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

Strategies –

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

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

Annual Action Plans –

Note : Putting in place action plans necessary and sufficient to move the organization to the end results desired.

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

Strategic Objective : Academic Excellence

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

Strategy : Improvement in Teaching Excellence

Strategic Targets

Improvement in teacher effectiveness and identification and support for teachers identified as at risk

Achievements/Comments

The role of Specialist Classroom Teacher has been pivotal in the support of teachers both individually and in groups
A need was identified for increased support for Year 3 teachers once they have left the PRT support programme

The professional development support system of mentoring has become more firmly embedded with a critical mass of staff participating actively in their own development.

Under the leadership of the Deputy Principal –

Significant staff PD on the mentoring programme and improvement teacher reflection, peer support and goal setting

Palmer series sponsorship of two days of professional development centred on this programme completed.

2009 Palmer series will be based around PD on classroom management and curriculum differentiation

Having now completed the implementation of this programme there is a need to consolidate its structures and processes and to revise the current appraisal policy and protocols

Staff reflections on the programme have been predominantly positive and enthusiastic about continuing with this initiative

An identified need to have regular classroom visits / 'walk throughs' by the Management Team.

A need to continue with and increase the frequency of staff 'sharing ideas and strategies' on classroom practice and interactions with students.

A need to find more ways and opportunities to reinforce and reward staff, both individually and collectively for good performance

Strategic Objective : Academic Excellence

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

Strategy : Curriculum & Assessment

Strategic Targets	Achievements/Comments
<i>Reporting systems to be reviewed and revised</i>	Surveys on the reporting system were completed in late 2008- these included the input of Teaching staff, Management Team and PTA. Draft templates have been produced and will be trialed in 2009. Further discussion and review is needed on this. With the introduction of new curriculum in 2011 this process of review and revision will need to be completed by the end of 2009 in line with the completion of the College's curriculum review and revision.
<i>To meet the learning needs of each individual student</i>	<p>There have been significant improvements in the profiling and testing incoming Year 9 students is evident in the 2008/2009 transition group from Intermediate to College.</p> <p>An increased focus has been made on evaluation of the selection criteria for the learning support class. An emphasis being -by learning needs, not necessarily behavioural needs. This has been implemented for 2009.</p> <p>In 2008 the 2006 Year 9 learning support class completed their Year 11 NCEA Level One. Results indicate that their achievement levels in Year 11 have 'jumped over' the attainments of their peers who were achieving above them in Year 9.</p> <p>The following additional strategies were successfully introduced (or enhanced in 2008)</p> <ul style="list-style-type: none">- Expansion of the Lexia reading programme- Homeroom activities DVD- Multi Lit programme to support the most severely learning disabled boys. <p>Overall NCEA results in 2008</p> <ul style="list-style-type: none">o 3rd Year (Yr 11) students gaining a Level 1 Certificate (74% '08 ...National 2008 62%)o 4th Year (Yr 12) students gaining a Level 2 Certificate (81% '08 ...National 2008 65%)o 5th Year (Yr 13) students gaining Level 3 Certificate (64% '08 ...National 2008 53%)o 5th Year (Yr 13) students gaining University Entrance (60% '08 ...National 2008 49%)o Scholarship – (12 in '08 – 2 Outstanding)
<i>Development of the E4E (Education 4 Enterprise) project</i>	<p>A catalogue of E4E activities at Nelson College is in preparation. E4E activities are being developed in a number of curriculum areas and an appointed coordinator is supporting teachers in delivering these activities.</p> <p>National E4E award was presented to a year 10 Business Enterprise class.</p>

Develop policies & practices which reflect New Zealand's dual cultural heritage.

The space for the teaching of Te Reo, Maori Performing Arts and the support of the whanau class is unsuitable and needs to be addressed urgently in 2009.
Significant curriculum emphasis in subject departments has been made recognizing culture, history and societal norms for Maori and Pacific communities.
Culture protocols are being recognized in assemblies, powhiris and in other areas of achievement.

Expansion of resources & programmes in the Learning Support Centre

Increased staffing of reading support is in place (continued into 2009)
Timetabling of the year 9 & 10 learning support classes in a specialist room with additional support (+ 12 dedicated computers) with additional software trialled in cognitive development.
Additional hours of numeracy project staffing was continued for 2008 with HOD Maths withdrawing and/or supporting at risk students in Mathematics at Year 9 & 10.
Several new initiatives for support of junior boys are in development – including

- a behavioural intervention programme for at risk Year 9's
- a careers, goal setting initiative for Year 10's

To use a variety data analysis and programmes to develop higher student academic achievement, Particularly in Year 9 & 10

The Datsmart project has provided significant data on student engagement in Year 9 and 10 and a focus on strategies to improve with a focus in 2009
Datsmart data and an integration with ASTle data has enabled the College to form an extensive profile of the learning needs of our students (particularly incoming year 9's)
The role of the assessment coordinator in overseeing the collection, processing and use of data to improve achievement was expanded to include assistance in the Secondary Literacy Initiative and other cross-curricula interventions in 2009

In 2008 Professional Development opportunities have been extensive for both teaching and non teaching staff
A need has been identified to examine the effectiveness of 'reporting back' on PD experiences to departments/whole staff.
The format and place of department reports, their role as an effective tool for improvement in student learning outcomes and the role of management in communication and feedback on departmental performance needs to be a major focus in 2009 / 2010.

Review the current daily timetable

This was not completed in 2008.
There were strong indications from Teacher Only Day discussion that a 2-1 day with only one teaching period after lunch would be beneficial for boys.
This will be a focus for Management and Staff in Term One 2009 – with potential change in the school day for 2010

Strategic Objective : Personal Development

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

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

Strategy : Leadership

Strategic Targets	Achievements/Comments
<i>Establish a future direction for the leadership programme</i>	<p>Successful introduction of a student council (with all homerooms represented).</p> <p>At Y12 the Big Brother concept was piloted with an identified 8 boys. Intermediate level being taken through the programme</p> <p>At Y13 the invited speakers/presenters performance and relevance evaluated and the programme modified accordingly.</p> <p>All Y13s completed a survey which reviewed the effectiveness of the programme</p> <p>Positive feedback from students particularly on the "Getting our act together" section of the programme</p> <p>Dedicated space was made available in the student support area for Year 13's to work with their mentees.</p> <p>The use of Year 13's in peer mentoring a junior homeroom was trialled. This will be evaluated in 2009 with the Year 13's potentially receiving more training and/or clearer task definition.</p>

Strategic Objective : Personal Development

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

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

Strategy : Pastoral Care & Character Development

Strategic Targets	Achievements/Comments
<i>Embedding and enhancement of the House-based homeroom pastoral care system</i>	<p>An improvement in day house competitiveness was seen in the final standings in the House competitions and overall participation numbers in House events has increased markedly with an improvement in the spirit and competitiveness of all boys</p> <p>Students demonstrate a more positive approach to homeroom as shown by Student Council discussions and student surveys</p> <p>The DVD of activities has enabled a greater variety of material to be used in support of the homeroom concept and pastoral care</p> <p>2009 targets will include</p> <ul style="list-style-type: none">– an examination of the Year 13's role in peer homerooms– the workload issues surrounding this initiative becoming another contact period and consequent increases in teacher stress need to be monitored

Strategic Objective: Contribution to the Community:

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

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

Strategic Targets	Achievements/Comments
<i>Establish a more complete picture of student participation in all activities.</i>	Database of all student activities with updated annual team lists + facility to utilize and coordinate with the KAMAR SMS is now in place allowing accurate records of participation trends to be reported
<i>Development of clear picture of costs required to run each activity and to source additional funds by sponsorship</i>	Improving communication channels, with checks and balances being tested involving Sports Coordinator, Resource Manager and Management Team Changes have been implemented by the Resource Manager in order to tighten controls on Co curricula expenditure and to establish more robust systems for ensuring fees / trip costs etc are collected A system for approval, application and reconciliation of Community trust applications is in place for 2009 and will be monitored by the Resource Manager
<i>Establish a database of the human & physical resources impact of co curricula activities on the College infrastructure</i>	Not undertaken Will be reviewed as a potential target for 2009

Strategic Objective: Contribution to the Community:

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

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

Strategy : Communication systems

Strategic Targets	Achievements/Comments
<i>Improved quality, involvement and frequency of links with the community</i>	Internally – 90% of staff interviewed by the Headmaster in Oct 2008 – resultant themes for change communicated to all Staff Regular staff briefings on whole school strategic direction, financial situation and community relationships (ie NC Old Boys) were held. Improvement still needed in general communication systems (ie who does what with respect to leadership and management) – responsibility allocated to an Assistant Principal in 2009 to review / reform & implement change Externally – School reporting review led by the Principals nominee is now complete – changes will be implemented in 2009 Areas of College/stakeholder communication (eg website / newsletter etc) to be a focus for review and improvement in 2009 - responsibility allocated to an Assistant Principal in 2009 to review reform & implement change

Strategic Objective: Resource Management

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

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

Strategic Targets

Manage the College expenditure to remain within the Annual budget constraints

Achievements/Comments

Procedures have been reviewed by the Finance controller and Resource Manager
Final draft of the reviewed Financial Policy will be completed by March 2009
Significantly improved quality of reporting, budgeting & monitoring expenditure.
Budget 2008 Operating \$548,945 deficit
Predicted Cash flow **Negative \$66,462**
Actual 2008 Operating \$437,000 deficit
Predicted Cash flow Positive \$111,945

Establish strategies to promote the College and to ensure a stable roll

2008	
Boarding	144
International	43 (final)
MOE Roll	928
2009 (March 1 st)	
Boarding	151
International	48 (provisional)
MOE Roll	965

Improved planning & execution of a local marketing plan related to Boarding and rural communities in 2008.
Local marketing (NZ) plan for 2009 already in place
Appointment of a new International Director has already led to increased contacts overseas and improved numbers for 2009
(Mar 2009 – 47 boys accepted– 53% increase on the same time in 2008)

Review current staffing levels & allocation of Management Units

CAPNA process in 2008 and non renewal of all teaching fixed term contracts reduced BOT funded staffing by 4.5 FTTE
CAPNA process in 2008 reduced the HOD Music position from 4 MU's to 2 MU's
Fiscal benefits of this and some support staff / catering staff redundancies will be felt in the setting of the 2010 budget

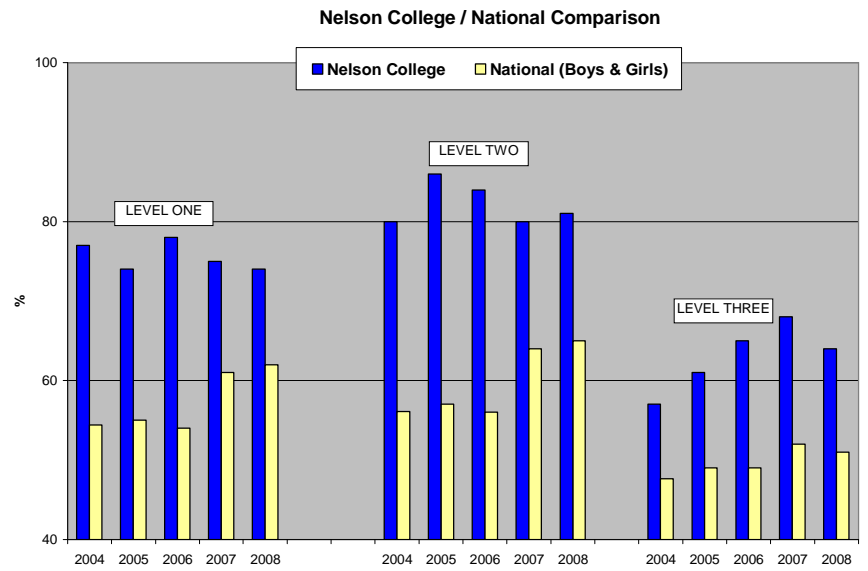
Strategic Objective : Resource Management

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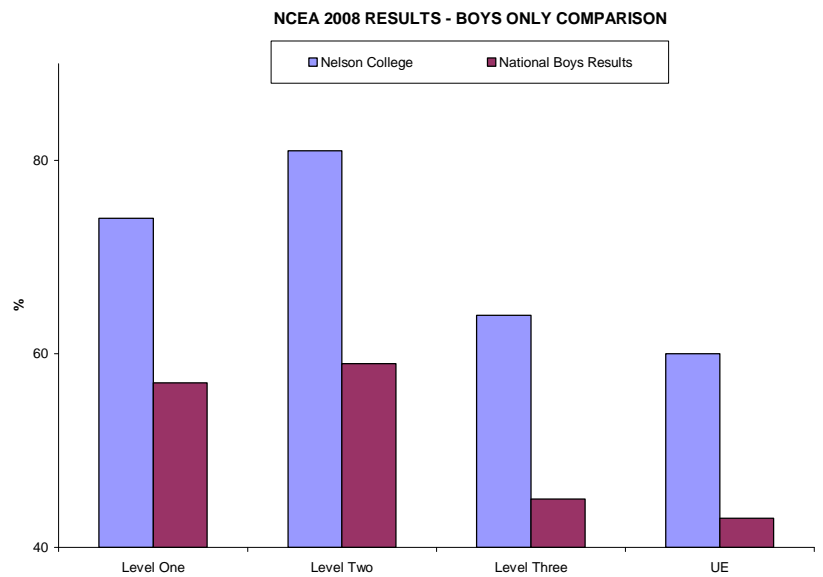
Strategy: Implementation of best practices in Financial, Physical resource Staff performance management, & all student learning outcomes related to International Students & Boarding)

Strategic Targets	Achievements/Comments
<i>Continued development of a culture of self reflection and intrinsic goal setting by staff which links effectively to job descriptions.</i>	Regular review meetings throughout the year completed Housemasters with Boarding Director. Tutors/Matrons with Housemasters.
<i>Ensuring a safe and secure environment</i>	Boarding Manual and Hostel operating procedures reviewed and updated Health & Safety audits complete. Evacuation drills completed and compliant Anti bullying / mentoring and leadership skills sessions completed with various year groups across all Hostels
<i>Timeframe for planned maintenance and development in place</i>	Upgrading and modernization of one junior dormitory in each Hostel – completed in January 2009 New grounds contract provider introduced in 2009 – improved planning maintenance and development Appointment of a Resource Manager in 2008 has centralized property planning, supervision and development Overall plan for College owned property – development principles, financial viability and a maintenance timeline is in process and to be completed by May 2009
<i>Monitoring of academic performance</i>	NCEA results for boarders are on a par with (Level Two & Three) or above of (Level One) those of Day students. Resulting from - <ul style="list-style-type: none"> ○ Qualifications of tutors are significantly higher than in past years (80% are College teaching staff) – re prep assistance for boys. ○ 2008 was the second year of a planned examination study programme for all senior boarders during mock exams and the November externals
<i>Establish strategies to promote the College and to ensure a stable International & Boarding roll</i>	A detailed Boarding marketing plan was implemented in 2008 – resulting in an 8% increase in Boarding numbers for 2009 (first increase in 10 years) Appointment of a new International Director + the development of a coordinated international marketing plan was put in place in May 2008 Resulting in a 10% increase in International numbers for 2009

Analysis of Trends in NCEA Results 2004-2008



Comparison of Results in NCEA 2008 for Boys



In 2008 Nelson College's achievements at NCEA show results significantly above the National averages and are comparable with the results attained by Decile 8-10 schools (Nelson College is a Decile 7 school)

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

