

**NELSON COLLEGE
ANNUAL REPORT 2007**

Chairman of the Board of Trustees Report 2007

Good evening all and a warm welcome to this year's Senior Prize giving and a special welcome to our invited guests.

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

This year has been another eventful and busy year in the life of the school.

A new board was elected for another three- year term in March. We farewelled three members and welcomed three new members: Marian Richards, Rick Herd and Warren Westenra who was co-opted to the board late in its term last year.

I have been delighted with the energy, enthusiasm and commitment they and the other members of the board have shown and the cooperative and team spirit we have developed in a very short time.

Sadly we are farewelling Bill O'Leary – the long term staff representative on the board – who retires from teaching this year after 33 years service to Nelson College in a range of roles including HOD History & Special programmes. We wish you all the very best in your new role with Firearm Safety.

I would also like to thank Tom Currie – student representative for his input and involvement in the board and to wish him all the best.

The board has recently completed a strategic planning session to reconfirm and ratify the vision and goals for the school for the next three years. Interestingly, the words ratify and reconfirm were very much a feature of that planning session. Even though we took the approach that everything about the school was up for "discussion" the board is unified in its commitment to continuing the legacy laid down by earlier boards, management teams, staff and boys.

That is not out of blind obedience to tradition but out of recognition that we are producing young men of character and achievement who have enjoyed their college years and are rightfully taking their place in the world.

The school will continue to focus on delivering a well rounded and balanced education in terms of a diverse curricula and co-curricula programme and to foster the pursuit of excellence across those areas. We are committed to the on-going professional development of our staff.

We remain focused on maintaining a positive culture of respect in the school, a safe and happy learning environment and one where students want to be and where staff chose to work.

We are truly fortunate to have such a wonderful team of dedicated and committed staff members to perform the teaching, administrative and management roles in the school. Thank you all for that.

However, aspects of that culture have been under threat this year with a number of challenges that have tested our commitment. The recent drugs incident in boarding and a range of discipline and behavioural issues which have been presented to the board have required some very tough decisions resulting in a number of exclusions and expulsions of boys from the school.

We are very aware of the impact of these decisions on the future education options of the boys involved but equally, we have to bear in mind the need for safety and the welfare of the other 99% of students who are contributing positively to the school.

Can I say at this point that the board fully supports Gary and the senior management team's handling of these incidents and would like to publicly recognise and thank them for this.

Next year we will face significant financial challenges in boarding as a result of lower numbers but we are committed to having the right culture there.

International student numbers too will suffer next year as a result of the higher NZ \$ mainly and negative media coverage.

We continue to face on-going financial challenges to maintain our non-Ministry owned buildings and facilities. We are extremely fortunate to have a large asset base – grounds, land, buildings – which the College owns and uses to add a greater dimension to our boys' education here. However they are an aging asset.

Having said that, we are fortunate that we can start to unlock their value to create a sustainable endowment fund to reinvest to maintain facilities and enhance the quality of education.

We are also fortunate that we have a strong base of support from our parents and a solid commitment to school donation. These funds are used for activity and education resources and are very much appreciated. Thank you!

In addition we have been heartened since the Jubilee last year by an increased and growing level of support from old boys and the Old Boys Association – not just locally or nationally but internationally. There is a growing body of Old Boys keen to make substantial donations to an endowment fund or for special projects such as professional development for teaching excellence.

This evening I would like to leave a challenge with our Year 13 leavers here. By all means go out and be successful in your chosen careers, build good and happy lives for yourselves and your families, but at some point to stop and reflect on how you can give something back.

The school can be proud of its achievements. We have an outstanding academic record with our NCEA results being well above the national average for boys and co-ed schools. The college has one of the highest National rates for students completing Year 13. The college achieved 28 scholarships last year. We continue to achieve and excel at a national level in sports, Future Problem Solving, drama, arts and music. Our training building, outdoor and vocational courses are actively sought out by parents and their sons. Our year 9 intake next year will be 220 students – a significant increase on previous years and Prep continues to attract a strong waiting list and clearly meets a need in the community for private boy's education – whilst providing a valuable transition for Year 8 students into Year 9 of the College.

I would like to make mention of the leaving year 13 boys and to 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. To those who will be receiving prizes, awards and recognition this evening please accept our hearty congratulations! Well done all of you!

And finally to the head boy – Eddie Mann 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 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

Headmaster's Report 2007

I have sat through 28 Senior Prizegivings in my career and I cannot recall much at all about what the Principals said. There did, however, always seem to be a set formula to their addresses. Firstly, comment on the events of that school year, secondly making a political statement on some current issue in education and finally a farewell to the Year 13 leavers. It would seem presumptuous of me to break with this tradition.

It has been 9 months since I formally took over as the Headmaster of Nelson College. At times the transition has been extremely difficult and the College has faced considerable challenges particularly in terms of its management of physical resources.

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 choices in the future. The enormity of this complex and ongoing task has been brought home to me on several occasions this year.

If one word describes this year it would the word would be 'change': change in leadership, school culture, and in national policy on education.

One of the strongest themes for change supported by the Board and staff was a desire to raise overall standards and improve consistency in the application of the College's stated expectations. With supporting pastoral care and setting clear boundaries we will continue to see boys excel in all areas of College life. Changing the culture of a school takes time and must be handled at a pace which allows everyone to adjust. It is a significant work in progress but a start has been made.

Academically and in co-curricula activity we excelled in 2006 and 2007 and have enhanced our reputation as one of the leading schools in the country. This is a reflection of the expertise, enthusiasm and commitment of the staff.

NCEA results last year made us the highest achieving state co-ed or boys' school in the South Island, on a par with the top state boys' schools such as Wellington College. I anticipate a similar level of performance this year.

A consequence of the changing needs of society is an inevitable sequence of reforms in our education system. How well do we manage those changes and identify what to change and at what pace? A modification of old adage is that fundamental change in education is a 30 year process: 10 years to establish the evidence of the need and what change might entail, 10 years to implement and establish change and 10 years to determine whether the change has achieved what was wanted.

And so it has been for NCEA, the first major reform of qualifications infrastructure since the 1950's. The process began in the early 1990s and it will be 2015 before we will know whether it has achieved what we wanted. This assessment system gives students genuine feedback and opportunities to improve their performance. It is an attractive and meaningful system.

When I returned to NZ in 2003, NCEA was in its second year. The terms 'exams', 'percentages', 'ranking students' were being spoken of positively only by a group of predominantly boys' school headmasters who were pandering to the fears of parents and their need to create a marketing point of difference. A great deal was made of their schools offering a so called 'proper' education, albeit necessitating them adopting International Cambridge exams, a poor facsimile of the true Cambridge 'O' & 'A' Levels.

But these Headmasters did have a point. There is a place in a qualifications system for the ranking of students and the use of percentages. Whilst these methods are of little educative value to learning, they have a valuable role in schools and a student's transition to work and training. So why do we not have a balanced armoury of assessment tools in our current assessment system?

Unfortunately, reform is often driven by policy analysts in central ministerial bureaucracies. They appear to have a pathological need to throw out the baby, the bathwater, the rubber duck, and the soap to discredit the perception that any vestige of a past system had value. To support the past system aligns one with the dinosaurs of NZ education and is intellectual heresy.

So why bring this up now? My concern is another significant educational change, the new National Curriculum. Apparently this will lead us into a new world of enterprise, entrepreneurial skills and a revolution in terminology. Terms such as **key competencies** underpin knowledge and strategies used in the classroom.

As with NCEA I see the same debate about to begin amongst Principals and academics with associated disruption and misinformation flourishing, and, once again, a loss of confidence in what schools are offering. The same core of schools will politicise and debunk the document and ignore its many positives. Political parties will use this as a sparring opportunity but the critics will have a point, as they had with NCEA. As with NCEA, the new curriculum has its problems and its potential flaws.

The new curriculum is about demonstrable performance and its relevance to future entrepreneurial skills. This has meant that content knowledge is relegated to being a tool. As a Ministry official so eloquently stated, "If a student needs to know something they can find it on the web." Implied here is: 'why should they bother learning it in the first place?' There is potential for the diversity of what and how we teach to narrow as we are channelled by ERO teams and Ministry directives into analysing each item and technique against its effectiveness in contributing to a key competency. Perhaps the discipline and joy of learning for its own intrinsic value will be lost. However, the new curriculum will be embraced by this College for all the positives of contextual learning and relevance that it contains. As Nelson College did with NCEA, we will maximise opportunities for our boys to succeed, while ensuring that our core educational philosophy is not compromised.

In this hall in February of 2003, I gave a very short speech in Te Reo as the new Deputy Principal at a powhiri welcoming new staff and the new intake of Year 9's to the College. Seated behind me on that day were 200 nervous Year 9's in their new school uniforms, unsure of what lay ahead of them. 160 of that group now sit in front of me now as confident young men who are no doubt excited as they contemplate their next big quantum leap: out of school.

To the Year 13 leavers: it has been an interesting and intriguing five years as I have watched you stumble, explore, and finally begin to gain some insight into who you are and what you might become. In future years I will farewell other groups of Year 13's from this school, and perhaps from other schools, but no group will remain with such clarity in my memory. As the Year 9 Science teacher to 20 of you, and now as your Headmaster, I wish each of you every success on whatever pathway you might choose to travel. Good luck gentlemen, and go well.

Gary O'Shea

STRATEGIC SECTION ANALYSIS OF VARIANCE

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

1. Academic Excellence
2. Personal Development
3. Co Curricular Participation

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. Integration of IT
4. Character Development
5. Leadership Programme
6. Participation & Impact on the College (Co-Curricular)
7. 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.*

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	Achievements/Comments
<i>Provide a program of professional development for staff</i>	Varied staff professional development sessions/workshops on Thursdays were successful and will continue in 2008 Palmer Scholar series (Teacher only Day) – successful introduction to date as a model for staff professional development – to be fully implemented in 2008
<i>Develop and maintain a consistent approach by staff and management on core administrative issues & procedures.</i>	Teacher Only Day in Feb 07 used to establish clear essential agreements on administrative collective responsibility for staff Reinforced throughout the year (improvements in attendance tracking, etc)
<i>Development of a culture of academic performance in students</i>	NCEA results continue to show very high levels of overall achievement Concerns continue about the extension and challenge for the top students as Scholarship passes have dropped and the number of merits & excellence remains static Consideration of how to address this issue is a priority area for 2008/2009
<i>Develop policies & practices which reflect New Zealand's dual cultural heritage</i>	Support for Maori students has been enhanced by a) allocation of an assistant principal to the Whanau class b) approval at BOT level for co-option of a Runanga Matua member c) approved funding through NMIT of \$27,000 for 2008 to target careers/academic support for Maori students
<i>Maintaining school culture</i>	Formal events were used to reinforce the College traditions (College S...) 2008 target to review our current cultural climate with BOT / PTA e... and to establish strengths & weaknesses and areas of potential change

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>Departmental Reports will be concise, reflective and with clear measurable annual goals related to improvement in student academic achievement at each year level</i>	Departmental reports reflected the 2007 performance on stated goals and setting of new targets for the 2008 year NCEA results are analysed with strengths and weaknesses identified in achievement. Curriculum and/or assessment changes are then made
<i>Establish that the current curriculum offered meets the needs of the students</i>	Reviews were completed in the following areas a) the provision of an accelerated core curriculum at years 9 and 10 for classes – the result was a maintenance of the status quo of an accelerate class at Year 9 and 10 for English, Soc Stds and Science with Junior Mathematics streamed by ability. b) the year 9 option structure and the potential for a compulsory language component to be introduced for 2009 at year 9 was put forward – this is to continue in Term 1 2008 A decision on any changes to occur by May 2008
<i>To facilitate increased assessment opportunities for senior students.</i>	Lack of a suitable facility meant the plan for an assessment centre to reassessment opportunities for senior students could not go ahead
<i>Consistency in the % of candidates at Year 11 achieving a Level One certificate</i>	2006 (78%) ... 2007 (75%) Note: 5 % of Year 11 students had over 80 credits but did not obtain a certificate (3% were Internationals/2 nd Language speakers)
<i>Improvement in % of candidates at Year 12 achieving a Level two certificate</i>	2006 (85%) ... 2007 (80%) Note: whilst this is a reduction this is still a similar pass % when compared that of girls from Decile 8-10 schools
<i>Improvement in % of candidates at Year 13 achieving a Level three certificate & University Entrance</i>	University Entrance 2006 (58%) ... 2007 (68%) Level Three 2006 (61%) ... 2007 (68%) Note: a <u>significant improvement</u> reflecting improved career advice, revised Level 3 course structures and an emphasis on study techniques/assistance in class

Strategic Objective : Academic Excellence

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

Strategy : Integration of Information Technology

Strategic Targets	Achievements/Comments
<i>Computer technology will be further integrated into the classroom in the form of interactive software, web-based learning etc</i>	Increased use of web based software integrated into science, maths & social science teaching Subject specific software introduced in a number of curriculum areas eg PE, Special programmes, Music, Art Design, Maths, Literacy, & Accounting
<i>Teacher skills will improve in the application and delivery of IT and its integration into the curriculum.</i>	Improvements have been based mostly on individual teachers pursuing their own professional development 2008/2009 goals in this area will need to be aligned with the changes in teaching methodology & curriculum content necessitated by the implementation of the new curriculum in 2010
<i>Communication with other schools will be improved, with improved internet access</i>	The LOOP has improved connectivity between local schools and collaboration in several areas eg The installation and sharing of 'Clickview' (on demand video clips and support material)
<i>Increased access for students to the school curriculum and improvement of communication channels between all members of the College Community</i>	Limited improvement in student access via an intranet. A number of teachers have developed their own websites which are accessed by their students for homework/review and extra assistance. Limited progress on improving community access to the College's intranet
<i>Greater stability and increased reliability / stability of the College network</i>	Investment in a modern server structure with the capacity to create 'virtual servers' as and when they are needed, has led to a stable and sophisticated infrastructure which is capable of earning the College revenue in proportion to its storage capacity for other schools on the LOOP

Strategic Objective : Academic Excellence

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

Strategy : Literacy

Strategic Targets	Achievements/Comments
<i>To increase the reading age of a targeted group of year 10 students up to chronological age with an eventual target of 15-16</i>	Separate BOT report from the reading support teacher shows positive measured improvements in all students in both year 9 and year 10 target groups. Expansion of the available software programmes and an increase in the number of students will be targeted in 2008 In 2008 Learning support classes will continue to be team taught with a reading specialist & an English teacher present
<i>To develop and strengthen literacy based programmes in the school</i>	Appointment of a Specialised Classroom Teacher with English/Literacy background. One role for 2008/2009 will be to support literacy initiatives (4 hrs per week release time)

Strategic Objective : Personal Development

Students 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.

Strategy : Leadership

Strategic Targets	Achievements/Comments
<i>Continue development the leadership programme and ensure that the graduating standard has integrity</i>	The Leadership programme maintained a consistently high standard of workshops, guest speakers, mentoring of year 9's etc 2008 target will be to review the current leadership model
<i>Development of specific responsibilities and job descriptions for deputy head boys, Maori student leaders and house leaders</i>	Well documented & reviewed with student leaders actively involved Student led assemblies, student dances, charity fund raisers. Introduction of a Student Council with representation from each house
<i>Develop and foster Maori leadership throughout the college</i>	No Maori head boy was appointed in 2007 (one was appointed for 2006) The College led and hosted the regional Manu Korero competition, which was prominent in leadership roles
<i>Develop a potential qualification attached to the leadership programme</i>	Decision made not to pursue this pathway

Strategic Objective : Personal Development

Students 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.

Strategy : Character Development

Strategic Targets	Achievements/Comments
<i>Develop a programme which incorporates four key areas of adolescent development; the 'Good Man' project, Mataki Lodge, Health and well being and character development.</i>	Decision made to change this target significantly to an introduction of a house based, daily pastoral care period or homeroom Homeroom teachers to remain with their homeroom for 4 years. This was successful and will be strengthened and enhanced in 2008 with a programme of activities and a resource DVD available A significant framework in the support of boys outside of the formal classroom, co curricula structures
<i>Continued development of pathway support for students to gain advice and counsel on career choices.</i>	CaPbl programme of careers support initiated with MOE funding Gateway programme introduced with 20+ students with associated experience opportunities 2008 expansion and strengthening of both programmes

General Strategic Objective : 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>	Appraisal and professional development implemented for Housemasters Appraisal/support and training implemented for House tutors Job descriptions and guidelines for House staff reviewed and revised
<i>Improved communication and consistency across all aspects of administration in boarding.</i>	Management Team involved in Boarding administration & support Through a number of difficult crises in 2007, Boarding disciplinary particular followed an approved process and were administered with 2008 – implementation of a change to the governance & management in Boarding
<i>Ensuring a safe and secure environment</i>	Security and fire drills were carried out regularly Introduction of a Headmasters Boarding newsletter (6 issues in 2007) Information channels with boarding parents
<i>Maximise the occupancy levels in Boarding in order to make a commitment to the overall physical environment.</i>	Boarding numbers have declined, as has the physical state of the buildings and the physical environment 2008 priority targets are to increase student numbers and to begin a renovation and upgrading of Boarding facilities
<i>Monitoring of academic performance</i>	There has been an improvement in the communication channels between teachers, Deans and Housemasters with respect to the behaviour/workload output etc of boarders Supervised study for senior boarders introduced in Nov 07 was a success NCEA results obtained by boarders on a par or ahead of those achieved by other students

Strategic Objective : Co-Curricula Participation

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.

Strategy : Participation & Impact on the College

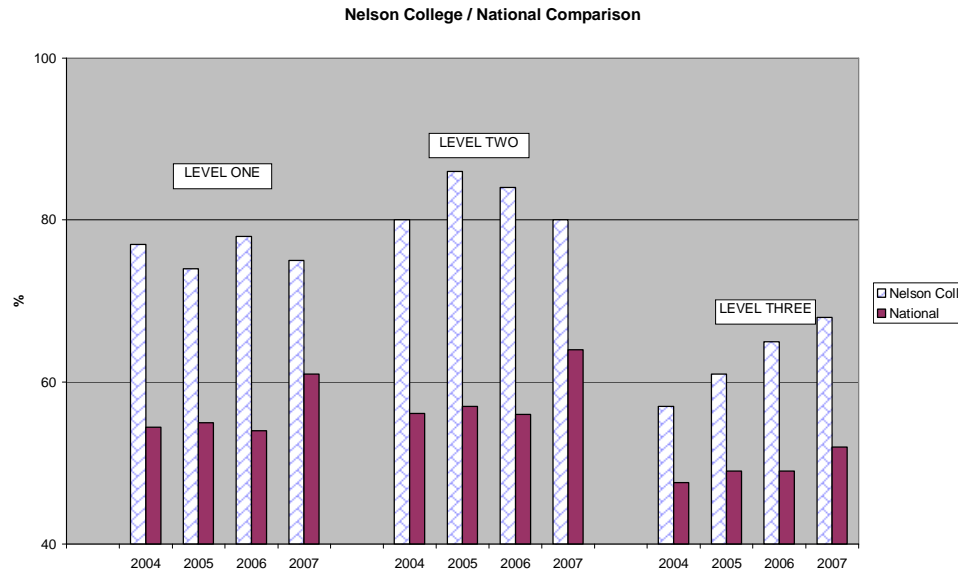
Strategic Targets	Achievements/Comments
<i>Establish a more complete picture of student participation in all activities.</i>	Improvements in SMS software with the introduction of KAMAR, leading to the ease of database entry and reliability of statistics in this area Over 85% of students took part in one or more sports, club or cultural activity in 07
<i>Increased promotion of the variety of activities available in the College and celebration of student and team success in those activities.</i>	Honors Board established in the Crush Hall along with profiles on it Students who were exceptional performers in a co curricula field Improved quality and frequency of parent newsletters Improved quality of information on the College web site, with updates
<i>Development of clear picture of costs required to run each activity and to source additional funds by sponsorship.</i>	Still in progress, data being collected by the sports coordinator
<i>To actively promote the concept of balance.</i>	Assembly items & use of homeroom time to have students self monitor their workload and to set their own goals

Statement of Financial Performance

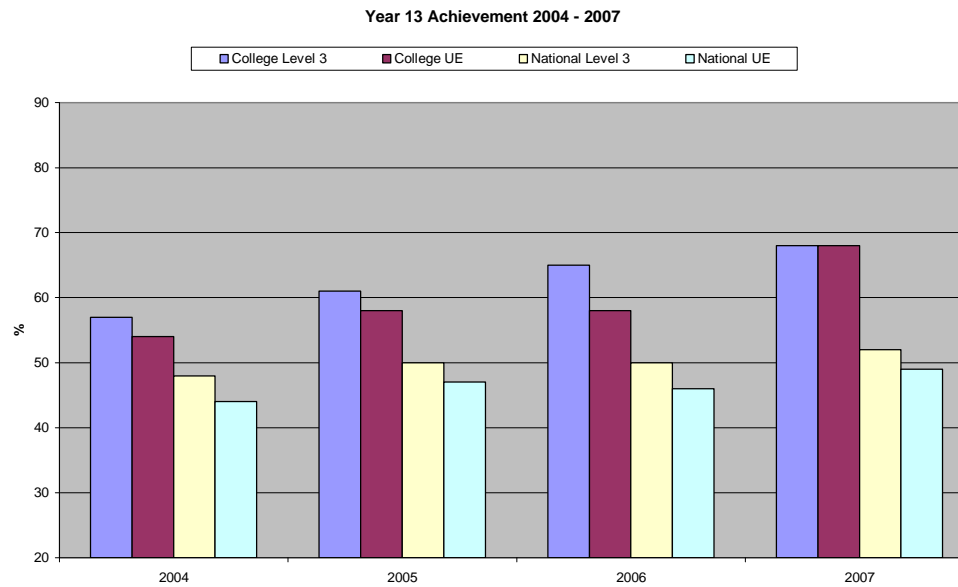
For the year ended 31 December 2007

2006 Actual \$		Note	2007 Actual \$	2007 Budget \$
	INCOME			
5,382,622	Government Grants	6	6,794,977	6,746,077
69,414	Investment Income		35,197	65,000
1,359,783	Locally Raised Funds	7	1,246,023	1,011,844
6,811,820	TOTAL COLLEGE INCOME		8,076,197	7,822,921
1,660,684	Hostel Operating Income	11	1,394,090	1,511,039
571,928	Preparatory School Operating Income	12	572,958	583,055
9,044,432	TOTAL INCOME		10,043,245	9,917,015
	LESS EXPENDITURE			
5,208,917	Learning Resources	8	6,576,785	6,360,642
253,275	Administration	9	269,948	246,515
527,561	Property Maintenance	10	695,498	399,189
292,918	Depreciation	4	352,437	329,046
505,946	Locally Raised Funds	7	523,829	522,997
6,788,618	TOTAL COLLEGE OPERATING COSTS		8,418,497	7,858,389
1,600,015	Hostel Operating Costs	11	1,338,284	1,506,844
518,180	Preparatory School Operating Costs	12	546,171	536,515
8,906,812	TOTAL OPERATING COSTS		10,302,952	9,901,748
137,619	NET OPERATING SURPLUS / (DEFICIT)		(259,708)	15,267

Analysis of Trends in NCEA Results 2004-2007



Analysis of Trends in Year 13 Results 2004-2007



In 2007 Nelson College's achievements at NCEA show results significantly above the National averages and comparable with the results attained by Decile 8-10 schools (NOTE: Nelson College has a Decile rating of 9). The results confirm Nelson College as the one of the leading educators of boys in NZ. Over the last three years we have continued to reflect on our curriculum & our teaching practice to improve the opportunities for boys to excel.

