



School Name: Nelson College
School Id Number 0294
Period: 2009



**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 2009

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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:	1026
Number of foreign fee paying students:	55

Ethnic composition

Maori	11%
NZ European	81%
Asian	3%
Pacific	5%

Special features

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 strong links with the College PTA, Runanga matua and Old Boys Association.

The Treaty of Waitangi

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

Section II
STRATEGIC 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 2009

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 2009	Processes	Products / Outcomes	Responsibility
Improvement in HOD effectiveness	Individual Management Team members allocated to specific departments – to attend their meetings with support offered to individual HODs	Improved communication with and support for Heads of Department & teachers	Management Team
Improvement in Dean effectiveness	Regular lesson observations / ‘walk throughs’ undertaken throughout the year Individual Management team members allocated to specific Year levels – and support offered to individual Deans	Improved communication with and support for Deans & Homeroom teachers	
Improvement in PRT support & support for teachers at risk	Use of the SCT to support experienced, beginning and at risk teachers Assistant Principal to review the current PRT support programme Separate goals/strategies to be developed for this position	PRT teachers surveyed regarding professional support levels SCT to report annually on support/interventions and teacher at risk outcomes PRT programme revised to reflect changing needs of new teachers	Specialist Classroom Teacher Assistant Principal
Mentoring model for staff PD fully implemented	PD Online opportunities through a school subscription to ASCD (USA) available for 2009 Professional development and support for the full implementation and embedding of the ‘mentoring model’ of staff PD	PRT’s , beginning HODs and Management Team able to access role specific professional development online Staff surveys and sample portfolios from individual staff provided in an annual report to BOT	Assistant Principal Deputy Principal
Management Team mentoring & staff appraisal systems	Palmer Scholar series to focus on the New Curriculum & assessment Establishing a mentoring group of Deputy and Assistant Principals. All Management Team personnel to take part in a 360 degree appraisal process in Dec 2009 Appraisal of all teaching staff by Senior management including formalised lesson observations	High degree of readiness for the full implementation of a new curriculum in 2010. Provision of effective feedback on MTeam individual and collective performance – this being reflected in future goals and administrative and leadership professional development Provision of effective feedback on all teaching staff with direct reference to their performance against the professional teaching standards	Headmaster Headmaster

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 2009	Processes	Products / Outcomes	Responsibility
Reporting systems to be reviewed and revised	HOF's & HOD's with Management Team to establish a reporting structure related to the new curriculum and key competencies	A reporting system in place for 2010 which provides effective feedback to students and parents	Headmaster Assistant Principal & Principals Nominee
Improved Level One NCEA achievement – 80% pass rate	Analysis of the all 2008 Year 11 candidates who did not pass Year 11 HOFs & HODs to develop strategies/interventions to identify and support academically 'at risk' Year 11's by Sept 2009	Analysis to be completed by May 2009 Interventions in place by mid year mock examinations Improved Year 11 academic success in 2009 NCEA examinations	Headmaster Assistant Principal HOF & HOD Year 11 Dean
Completed review of the balance of US & AS courses in senior school	Review of the English /Maths and ESOL subject areas currently offering A/S and U/S courses to examine - a) course design and purpose b) processes around the selection of students into these courses	Analysis of the balance between US and AS in courses in the senior school (2008) with categorization by subjectby May 2009 Confirm rationale, processes and procedures used in determining the use of US in predominantly AS courses Clearly identify those courses which are vocational / STAR valid and ITO based.	Headmaster Assistant Principal HOF & HOD
Determine cultural and infrastructure changes which will establish a culture of excellence in academic success	Establish a working party of senior staff to - a) examine course structures and selection processes in senior school b) investigate alternative senior qualification programmes, their strengths and weaknesses + implications on the current College culture c) look at increased support for Scholarship candidates and linkages with NCG and other Colleges d) establish through the Literacy project	Analysis of %'s of students gaining endorsed merit and excellence certificates by May 2009 Working party to produce a report detailing recommended changes to the College academic infrastructure and procedures which will enhance the lifting of academic standards	Headmaster Assistant Principal

Review and revise the rationale, criteria and curriculum delivery related to the 'extension classes' at Year 9 & 10	HOF of major curriculum areas + Deans to analyse best practice in extension of gifted students (literacy)	Revision 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 presented to BOT in Nov 2009	Headmaster Assistant Principal HOF & HOD
Further development of the E4E (Education 4 Enterprise) project	Expansion of a base of activities which are currently occurring within the College which foster the application of knowledge in an enterprising way	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 2009 Development of an E4E area on the College website Nov 2009	E4E coordinator
Develop policies & practices which reflect New Zealand's dual cultural heritage.	Annual report on the achievement of Maori students to be completed by May 2009, presented to the BOT, PTA and to the Runanga matua (Term 2 2009)	Annual report on Maori Achievement will be presented by the Headmaster to BOT Improved targeting of resources and improved academic achievement for Maori, Pasifika, ESOL & special needs students	Headmaster Principals Nominee Assessment Manager Asst Principal & HOF & HOD
Improvement in literacy levels at Year 9 & 10	Development of literacy interventions – A Cross curricula literacy team to be formed (Term 1 2009) E ASTle testing completed on Year 9 and 10 students by May 2009	Secondary Literacy Project – Year 1 (2009) Established core team (cross curricula) MOE project benchmarks met. Report on project progress presented to BOT ... Nov 2009	Assistant Principal, Assessment Manager, Secondary Literacy Project manager & SCT
Improvement in numeracy skills at year 9 & 10	Additional hours of numeracy project staffing continued into 2009 with HOD Maths & Asst HOD Maths withdrawing and/or supporting at risk students in Mathematics at Year 9 & 10	Maintenance of numeracy levels at 95%+ for Level One students & for all learning support students Decrease in truancy, class transfer and detention numbers	Deputy Principal HOD Maths

<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 E ASTle data into Datasmart project Expand the role of the assessment coordinator to oversee the collection, processing and use of data to improve achievement</p> <p>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>Deputy Principal, Assessment Manager, Secondary Literacy Project 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.

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 2009	Processes	Products / Outcomes	Responsibility
Embedding and enhancement of the House-based homeroom pastoral care system	<p>Continue with the process for surveying staff & students as to the effectiveness of the programme (mid year and end of year)</p> <p>Maintain a Student Council of elected Homeroom representatives</p> <p>Reinforce regularly the DVD of resources & optional scheduled programme of activities</p> <p>Include a 'homeroom participation in events' section in the end of year student reports</p>	<p>Increased numbers participating in House sports and cultural activities</p> <p>Decrease in truancy, class transfer and school detention numbers</p> <p>Increased opportunity for leadership roles for Year 13 as they mentor and run junior homerooms</p> <p>Greater accessibility for boys to adult support on a daily basis</p> <p>Surveys completed and written reports with recommendations for improved effectiveness completed by June (interim report) & Nov (final report)</p>	Student Support Manager

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 2009	Processes	Products / Outcomes	Responsibility
Development of clear picture of costs required to run each activity and to source additional funds by sponsorship.	<p>LN to take on a greater role in monitoring travel costs & procedures.</p> <p>FI to establish a clear process for</p> <ol style="list-style-type: none"> a) trip planning (costs/bookings etc) b) applications for Community Trusts funding 	<p>Increased accountability</p> <p>Reduced likelihood of cost over runs</p>	<p>Sports coordinator,</p> <p>Finance Controller</p> <p>Resource Manager</p>

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 2009	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	AP (Curriculum)
	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	AP (Curriculum)
	Embed the current changes to the parent night infrastructure with improved booking process & information on the 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 2009	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 2009 meet budgetary expectations	Headmaster, Resource Manager & 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, Deputy Principal, Finance Controller
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	A reallocation of Management Units which more equitably reflects current curriculum and pastoral responsibility.	Headmaster, Management Team, HOFs, & Resource

Strategic Objective : Resource Management**(Financial, Physical resources, staff performance management, & all student learning outcomes related to International Students & Boarding)****Boarding**

Targets for 2009	Processes	Products / Outcomes	Responsibility
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	Assistant Principal & Housemasters
Maintenance and development	Using the results of the 2008 MOE Property Review (included Boarding) update, implement the 5 year property plan	Completion of an additional dormitory upgrade in each of the three hostels	Deputy Principal, Assistant Principal & Housemasters
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, Assistant Principal, Principals Nominee & Deputy Principal
Establish strategies to promote the College and to ensure a stable International & Boarding roll	Continued analysis of all boarding enrolments (source, year level etc) and retention levels. Establish a local and international marketing plan for 2009-2010	An action plan is in place, of marketing and College promotion which targets improved enrolments over the next 3 years	Headmaster, Assistant Principal, Deputy Principal, Finance Controller & Int Director

International

Targets for 2009	Processes	Products/Outcomes	Responsibility
To have 50 international fee paying students by the end of 2009 and at least 55 at the beginning of 2010	<ol style="list-style-type: none"> 1. Marketing in Auckland & Christchurch visiting agents three times per annum 2. Marketing in Vietnam & China – May 2009 3. Marketing in Thailand and Laos – Sept 2009 4. Marketing in Japan/Korea after Japan trip 5. Maintaining regular contact with agents 6. Upgrading resources used in marketing 7. Emphasis on arrival, orientation and settling in process 	<ul style="list-style-type: none"> • Raising awareness of NC with existing agents • Nurturing of new agents and markets • Creating confidence in our product • Attracting new, good students to NC from a range of countries • Students feel valued, parents reassured 	International Director
To create an academic environment that gives international students every opportunity to succeed at NC	<ol style="list-style-type: none"> 1. Careful subject selection in consultation with ESOL teachers, deans, agents and parents. 2. Clear communication to staff about the needs of the students especially in relation to language support. 3. Placement in homerooms and boarding dorms based on age rather than class level. 4. IELTS – extra English class offered for two hours a week after school. 5. Teacher aides placed with students struggling in particular subjects. 	<ul style="list-style-type: none"> • Subjects and year levels appropriate for students' language skills and long term plans • Staff awareness of the special needs of international students • Multiple opportunities for international students to interact with domestic students • Qualifications that enable international students to successfully apply to tertiary institutions • Students and staff feel supported in areas of difficulty with special emphasis on literacy 	All Dept (international and ESOL) staff
Monitoring academic performance	<ol style="list-style-type: none"> 1. Fortnightly interviews with each country group 2. Fortnightly commenting by staff in book carried by student 3. Photographs and scans of work, letters home, sent to agents and parents 4. School reports and results analysed. 	<ul style="list-style-type: none"> • Concerns, successes communicated to agents and parents • Concerns, successes communicated to agents and parents • Concerns, successes communicated to agents and parents • Concerns, successes communicated to agents and parents 	All Dept staff
Pastoral Care – creation of a positive, healthy, nurturing living environment for	<ol style="list-style-type: none"> 1. Emphasis on quality homestay and boarding living environments with careful placement 	<ul style="list-style-type: none"> • Creation of a positive, nurturing living environment that contributes to academic and social progress 	All Dept staff

	<p>and dances organised for students.</p> <p>4. Students aware of health professionals available to them. Use of interpreters if necessary.</p> <p>5. Availability of staff – roster of ‘duty’ cellphone especially in holidays</p>	<ul style="list-style-type: none"> • Healthy students robust enough to cope with demands of school and life in a foreign country • In a time of stress or crisis students have a variety of personnel to help in a culturally appropriate manner 	Housemasters, Deans
Staff – To create an efficient, positive, dynamic, responsive and reflective working environment in the International Department	<ol style="list-style-type: none"> 1. Clarification & updating of roles, job descriptions. 2. Streamlining of paperwork with fewer multi answer situations which confuse parents/agents 3. Centralisation of admin for International Department to C Block 4. Increased admin hours 5. Updating of paperwork/forms used 6. Checking system for applications in each boy’s file 7. Staff meetings fortnightly 8. Appraisal process both formal and informal 9. Realistic time allocation for funding requests 10. Turn around emails in 12 hours 	<ul style="list-style-type: none"> • Clarity of task allocation leading to efficient flows of information – important for marketing also • Complete, comprehensive and up to date records • Best use of time/skills of dept members • Opportunities for reflection and discussion lead to innovation and improvement. • Students know who to approach for what task • Accessible records 	All Dept staff

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:.....

