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Nelson College

Annual Report

E mōhio ana Te Kura Tamatane o Whakatu Te Tiriti o
Waitangi me tana hononga ki ngā waru iwi o Te Tau Ihu.

Ngāti Kuia

Rangitāne

Ngāti Apa

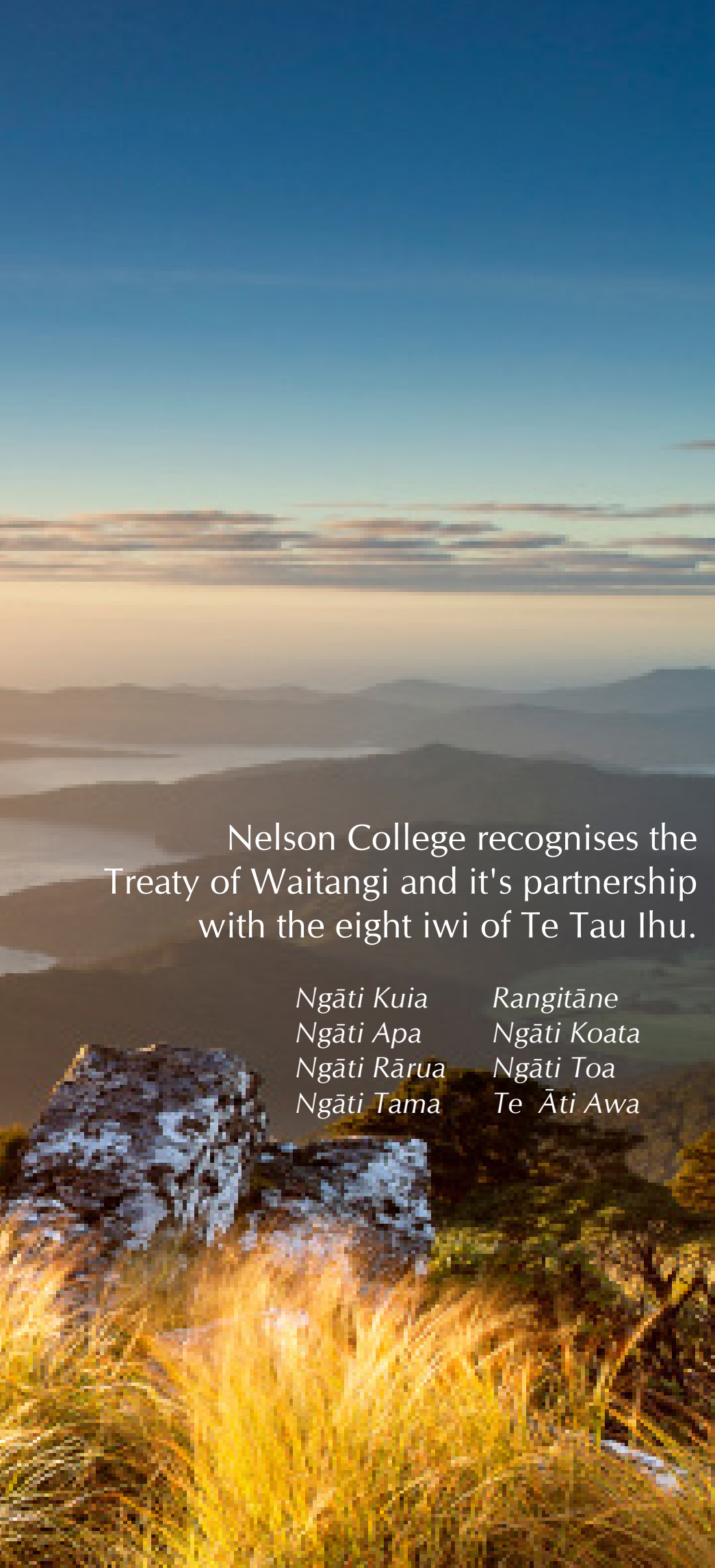
Ngāti Koata

Ngāti Rārua

Ngāti Toa

Ngāti Tama

Te Āti Awa



Nelson College recognises the
Treaty of Waitangi and it's partnership
with the eight iwi of Te Tau Ihu.

Ngāti Kuia Rangitāne
Ngāti Apa Ngāti Koata
Ngāti Rārua Ngāti Toa
Ngāti Tama Te Āti Awa

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Our Vision

To be a leader in our community and to provide a world-class education in Nelson.

Our Mission

We will develop and grow young men who:

- are confident, articulate, resilient men of character
- are ready to excel in further education and work, and to participate and serve in our local and global communities

We achieve this by:

- providing a rigorous academic education and extensive co-curricular programme in a caring environment that challenges and supports our students

Tirohanga Whānui

Kia tū hei kura poutoko i tēnei hāpori e whakarato ana i te mātauranga hiranga i Whakatū.

Te Koromakinga

Kia puāwai ngā tamatane mā te:

- whakamanawa, wahapū, aumangea.
- kia rite rātou kia puta ki waho ki te whai mātauranga, whai mahi, ā, ki to hono atu ki te hāpori, te motu, te ao anō hoki

Ka tūtuki ēnei mā:

- te whakarato ki ngā momo āhuatanga mātauranga, hakinakina, ngāhau, mahi rānei i raro i ngā āhurutanga e tiaki ana, e akiaki ana i ngā aknoga

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College Overview

"Nelson College is established for the advancement of religion and morality, and the promotion of useful knowledge by offering to the youth of the Province general education of a superior character.

1857 Deed of Foundation

College Pyramids - circa 1920's





2020 Head Boys - Joseph Riwaka Roberts, Liam Brennan, Nick Sauira, Kin Sothisaovapark

"Nelson College will be a leader in our community and provide a world-class education in Nelson. It will develop young men who are confident, articulate and resilient men of character ... through a rigorous academic education and extensive co-curricular programme.

2021 Vision and Mission Statement

New Zealand's Oldest State School

Nelson College opened as a single-sex, boys' private school (Nelson Collegiate School) in 1856 in Trafalgar Square, Nelson. It started with a school roll of 8 boys and had grown to 37 by the end of the year.

Today it has over 1,100 boys attend from Nelson and around New Zealand. It has 3 hostels (Rutherford, Barnicoat, Fell) which house students from around New Zealand and overseas. The college also runs a private intermediate school, Nelson Preparatory School, which has approximately 100 students in years 7-8.

In 1858 the school was formally created by the 1858 Nelson College Act of Parliament and it's own 'Deed of Foundation' The college shifted first to Manuka St, and then eventually to its current site on Waimea Rd.

It's early curriculum consisted mainly of classics, mathematics, history and languages. Sports consisted of cricket (starting in 1859) and rugby, with the college famous for playing the first official game of rugby in 1870. The school started its first Cadet Corps in 1871.

The school has a proud academic history. In 1871 it helped establish the University of New Zealand, and for many years, its students gained more university scholarships than any other school in the country.

In 1903 the college changed from private to public under the government's 'free places scheme'. This required the college to accept pupils for free in exchange for state funding; and so the college became the first state secondary school in New Zealand.

The school has lived in three buildings. The first burnt down in 1904 and the second was destroyed in the 1929 Murchison earthquake. Following this two new boarding hostels, Rutherford and Barnicoat, were opened in 1931 and a new main building was opened in 1942.

Through its history, the college has educated many famous New Zealand men - Sir Ernest Rutherford, Captain Leonard Trent, the Rt Hon Bill Rowling, the Rt Hon Sir Geoffrey Palmer, Don McKinnon, 22 All Blacks, and 21 Tall Blacks.

Today the college's 1,100 young men reflect the diverse population of Nelson/Whakatū. It continues to operate 3 boarding hostels for domestic and international students.

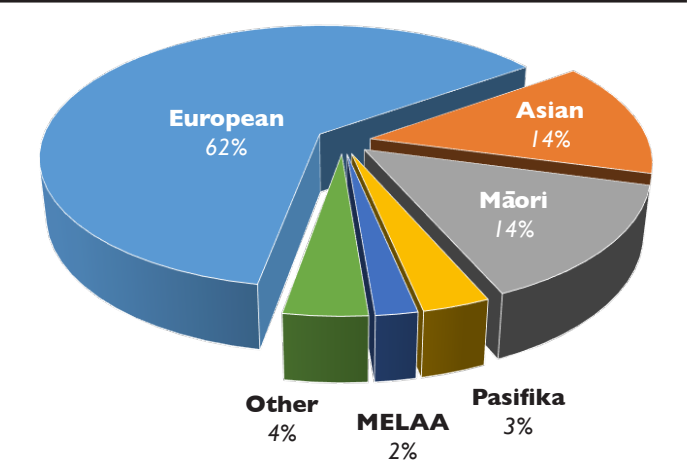
Our students excel academically and in sports, arts and leadership. Co-curricular involvement is an integral part of college life with the vast majority of boys involved. In 2020 the college had 10 rugby teams, 11 football teams and 26 basketball teams, and more across a diverse range of codes.

Our vision is to be a leader in our community and to provide a world-class education in New Zealand. We do this in partnership with our local iwi and wider community.

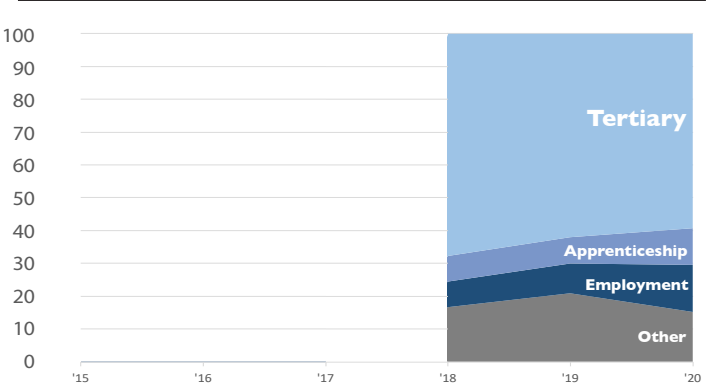
We recognise our obligations under the Treaty of Waitangi to celebrate and foster te reo me tikanga Māori, and we work in partnership with the eight iwi of Te Tau Ihu.

We also celebrate the growing diversity of Nelson and New Zealand, and work to incorporate this into the life and work of our college.

Ethnicity of Students (2020)



Destination Data (% of School Leavers)



Main building and front field, 2020



@ Nelson College...

equity (mana taurite)

- we treat everyone fairly
- we don't let people's circumstances limit their success
- we find ways to support others
- we're kind and show empathy

belonging (whānaungatanga)

- he tangata te mea nui
- everyone belongs and is welcome at our college
- we're proud of our shared history and our diverse community histories
- we value our connection to the Whakatu / Nelson community and local iwi
- we're loyal to each other and our school

character (pono)

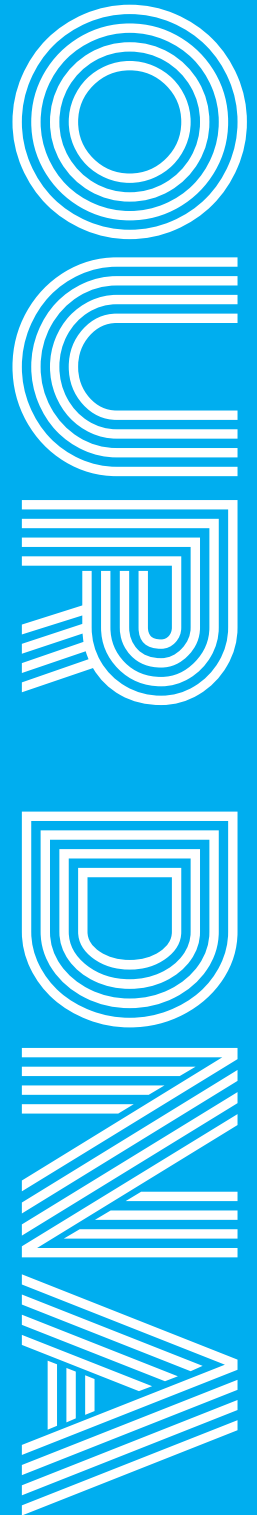
- we show integrity and honesty at all times
- we take responsibility for others' wellbeing
- we're all leaders

excellence (hiranga)

- we aim to be our very best
- we give it heaps
- we're innovative
- we celebrate all forms of success

self-discipline (whakaraupapa)

- we work hard
- we take responsibility for our lives and successes
- we show initiative and persistence



Principal's Report

2020 Senior Prizegiving Speech

*E te whānau, nau mai, haere mai ki te kura tamatane o Whakatū.
Ngā mihi ki ngā tipuna raua ko ngā iwi o Whakatū ... Ngāti Kuia,
Rangitāne, Ngāti Apa, Ngāti Koata, Ngāti Rārua, Ngāti Toa, Ngāti
Tama, Te Āti Awa.*

*Ngā mihi ki āku ākonga raua ko ngā whānau. Ngā mihi ki ngā
tangata o te poari o tēnei kura raua ko ngā manuhiri.*

Tēnā koutou, tēnā koutou, tēnā koutou kātoa.

It's tempting to write that 2020 has been a year like no other. But for a 164-year old school, that's not true. Nelson College has endured typhoid, polio, fire, earthquakes, two world wars, and much more. But for modern generations not used to such events, COVID-19 changed our lives dramatically in 2020.

In January this year, few of us had heard of a new virus circulating somewhere in China called Wuhan. It seemed minor and far away. The Australian bushfires were the big story as Kiwis watched our skies go red from the smoke from across the Tasman. By March the bushfires were extinguished, and New Zealand hurtled into Alert Level 4 lockdown. We knew it was the right thing to do. In Jacinda and Ashley we trusted. Rightly so as history has proven.

The days leading up to and through lockdown were stressful for schools, staff and students. Across the country school leaders and staff were struggling with the implications of closing our kura for an unknown length of time. Would teaching and learning continue? HOW would teaching and learning continue? What about the pastoral care of students? What about sports, arts, student leadership?

Take ONE example. In March the MAADI Cup ... one of the pinnacle sports tournaments in New Zealand, was days away and we had to decide whether to proceed, delay or cancel. Like the Olympics and subsequently many other tournaments, it was cancelled.

Looking back, my biggest memory is the uncertainty and stress as we tried to maintain order and predictability for our students and communities, with no script or plan to follow. Our students had many questions. Would year 13 students be able to complete Level 3? Would they move on to uni or a trade? Would there be a school ball? A school production? Sports?

Teachers and schools had even more questions. We were asked to switch from face-to-face learning to distance learning with no or minimal preparation. While schools are using ICT more in our classes, few had significant experience of teaching fully online. We went into a crash course of how to use ICT to run a school remotely.

Schools and the Ministry of Education grappled with many challenges. Everyone managed to keep our students learning through this. Admirably so.

The Ministry realised the challenge before schools and chose to support them and work with schools to keep learning going for students.

Our staff did an unbelievable job, something that I think the community quickly realised when faced with being at home with your teenage son for 8 weeks and trying to get him to get up, log on and engage with learning.

My experience was that staff went more than the extra mile. I often refer to our staff as the engine of the school the people who keep the school moving. This year they were the engine, the backup outboard motor, and the spare oars. They re-worked learning programmes to deliver them via ZOOM and TEAMS. They communicated by facebook, WhatsApp or any other media that would allow them to sustain our students' learning.

They followed up students missing in action or who had extra pastoral needs. I sincerely thank staff for their work through and since that first lockdown. This year has been punishing in what's been demanded of you to ensure our students' success. And that work is still ongoing.

Our parents and whānau did an amazing job to support our students. Having a teenager full-time at home is challenging at the best of times.

Finally our students showed their resilience as more pressure fell on them to continue your studies in far from normal circumstances. Beyond their studies, many of our student leaders used your digital fluency to stay connected with and to support each other. Virtual assemblies, video memes, TikToks, YouTube clips, and more.

2020 Haka Competition



At Nelson College we had our bubble of 80. While our domestic boarders went home, our international boarders were trapped in New Zealand and so our boarding staff had to step up and care for them, creating our own giant bubble of 80 that made national news. This was a huge ask of our staff, and their efforts are greatly appreciated.

Schools across Nelson and the country all responded to COVID-19 – collaboratively, innovatively, and with 110% commitment to our rangatahi. It was humbling and inspiring to see our people come together and make things happen.

He aha te mea nui o te ao? He tangata.

Looking back there are many lessons. I learnt the importance of making big decisions early. The sooner a decision is made, the sooner and better everyone can accept it and start moving forward. I also learnt the importance of communication, especially in uncertain times. Communication keeps people connected and informed. It combats rumours and false information which quickly fill an information void. With so much change and uncertainty, especially during the first lockdown, regular and simple communication was vital to support students, whānau and staff in their work and wellbeing.

Through this pandemic, we came face-to-face with the reality of inequity in our communities and how schools play an important role in addressing inequality in our society.

With schools closed, many students lacked access to the technology or space they needed to study, some travelled away from home, and some had to work to support their whānau. The true crevasse between rich and poor in New Zealand communities was more exposed in 2020. I hope that none of these lessons are forgotten.

It would be wrong, however, to talk only of the downsides and challenges of 2020. Thanks to our team of 5 million and good leadership, New Zealand enjoyed more freedom than other countries. Our young men seized all opportunities to get involved.

In the first 1st XV game of the season, 40-odd young men who'd been cooped up for 8+ weeks, exploded on to the front field. They were clearly stoked to just be out there playing sport. At the co-curricular prizegiving we gave out 67 awards for music, chess, underwater hockey, brass band, swimming, croquet and more. We awarded 23 Board of Trustees medallions for students who had achieved at a national level ... horse eventing, cycling, inline speed skating, cricket, brass band, Chin wrestling, and more.

We got some teams to tournaments. We won the regional Basketball league in a hotly contested final with Waimea College, and the young men went on to come 3rd at an invitational tournament in Christchurch and 1st at a Dunedin invitational. We won the 94th Quadrangular, beating a strong Christs College team in the final. A great way to wrap up the 2020 rugby season and a wonderful memory for the players and coaches. At that event we also held a fantastic gathering for our old boys.

We held concerts in the Nelson Cathedral. We ran the two balls in term 4, and multiple fundraising and community

service events. Such as the highly successful Charity Auction that raised close to \$60,000 for the Key to Life: I am Hope charity for adolescent mental health. Though curtailed by lockdowns, it was great to see our young men participate in sports, arts, and service through 2020.

It's hard to believe that we now look to 2021. Our borders remain closed. Countries overseas are going back into severe lockdowns. We're far from out of the woods yet, but we believe that things will ... eventually ... get better.

Nelson College is a very special school to lead. The oldest state school in New Zealand. Single-sex education for young men in the 21st century and in a rapidly changing Nelson. Population growth is occurring in Stoke and Tasman with new housing developments. This has brought debates around zoning and access to schools in the wider region. I struggle with these as I believe every school should be a magnet school, one that local whānau want to send their tamariki to. My and the Board's commitment is to ensure that Nelson College is a leader in our community, and that it provides a world-class education in Nelson.

The college is at an exciting crossroads. I've worked with staff and the Board to imagine what our kura will look like over the next 30 years. At a school with over 164 years of tradition, we know that some parts will look the same and others will change.

Some of that has been dictated to us by circumstances. COVID-19 has shut our borders and dramatically reduced our international income. This has meant some difficult decisions around staffing and programmes. I wish there was another way forward but, like our forefathers, we must cut our cloth to our income.

More important, however, is where we choose to go. As a staff and Board, we decided that we want Nelson College to be "a leader in our community and to provide a world-class education in Nelson". That's our vision that we've articulated into a five-year strategic plan.

It's not rhetoric, nor a small vision. It links to our founding deed of "providing the highest quality education to the young men of our province" that was written in 1858. Times and culture have changed. Our aspirations haven't.

I believe Nelson College can and will help lead our local community. I believe that we will deliver a first-class education that's recognised in New Zealand and overseas. I want to see our teachers, and students, travelling to and connecting with other top schools around New Zealand and the world to bring fresh, relevant ideas back to Nelson College and our students.

In 2021, we have three goals. Firstly to develop our junior curriculum. I want our curriculum to be exciting, relevant and rigorous. A curriculum that engages our young men, reflects our local community and history – Māori and Pakeha, recognises Te Tiriti o Waitangi, and has strong global perspectives.

Secondly to develop and implement a consistent approach to student behaviour and wellbeing, especially in the junior school. Safe and positive classrooms are foundational to students' education.

Thirdly to grow the support of our best students to succeed in NZ Scholarship, New Zealand's premier academic qualification. Statistically boys perform very well in NZ Scholarship. I want Nelson College to be a school where the very brightest are supported to succeed, as well as those in the middle or with learning differences.

These goals emphasise innovation, collaboration, and high expectations. We can and will be a leader in all of these, and as a result of this - a school that our community is proud to send its sons to.

I've enjoyed coming to Nelson College and seeing the strength of single sex education and of tradition. We're able to specialise in ways that support young men to learn better, and to grow as well-rounded young men. Being a school with traditions helps us to build on our history and to learn positively from it. This is an amazing school, that I look forward to working with students, whānau, iwi, staff, the community, and our board to make it even better.

I want to acknowledge staff leaving this year and to thank those who've supported our young men in 2020.

This year a special person passed away. Locky Hume was our groundsman, cleaner and personal motivator. Locky was the most positive person you could meet, a box of fluffy ducks in his words. He'll be missed dearly.

A number of staff retired after many years of service. Leigh Tutty retires after 42 years at Nelson College as a teacher and Head of English. Gordy McKenzie retires after 27 years of service in the technology and trades area. Peter Grigg (or 'Griggy') retires after 24 years of service to rugby, house sports and the clothing fashion industry. Griggy has faithfully served rugby and house sport at the college and will also be missed.

Deputy Principal Ron Kelly leaves the college after 20 years. A man of integrity, he has led student leadership, the whānau group and the development of our Māori and Pasifika young men. He's led multiple charity and fundraising events through the school as well as school balls and other events. His departure will be a loss.

Kua hinga te totara i te wao nui a Tane

Shane Colman retires from our preparatory school after 19 years, and Leonie Keyse retires from our support staff after 18 years. John Francis, our head of maths, retires after 16 years at the college. We also farewell Anna Lau, Stu

Bathan, Julian Daly, Kath Mitchell, Michelle Ainley, Adrienne McDowell and Nathan Neumann.

In closing I want to thank those who have served the college and our akonga in 2020.

I thank our Board of Trustees who have worked with energy and enthusiasm to support the college. I acknowledge our local community leaders Nick Smith, Rachel Reese, Rachel Boyack. I've met with all three and appreciate their commitment to our college and students. I look forward to continuing that over the years ahead.

Thank you to our Leadership Team (Tim Tucker, Ron Kelly, Brian Hore, Jarrod Aberhart, Samme Hippolite, Richard Nott, and Brett Mochan) who worked hard through all of 2020. I also acknowledge the work of Judith Jordan as an important member of that team.

Thank you to all staff who have created an extraordinary range of opportunities for our students and support them to succeed, and are a wonderful group to work with.

Thank you to our young men. They're the reason we're here and they make it a joy to come to Nelson College each day and help them learn.

Finally thank you to our parents and many volunteers, especially our Parents Association for their ongoing commitment to the college.

To the students who leave the college this year, I wish you well in life beyond school. Your life is now a blank book waiting for you to write your story.

Whāia te iti kahurangi, ki te tuohu koe, me he maunga teitei.

Get out there and live your life. Make it a great one – in sport, arts, study, work, friends and whānau.

Enjoy every day – good or hard. Stay close to your friends and whānau. Stay connected. I look forward to staying in touch and hearing of your successes.

Richard Dykes
Headmaster

2020 Diversity Day



Chairperson's Report

2020 Senior Prizegiving Speech

Tēnā koutou katoa.

Nau mai, haere mai, koutou katoa,

ki tēnei hui, i tēnei pō.

Nō reira, tēnei koutou, tēnei koutou, tēnā tātou katoa.

Welcome and good evening everyone.

I want to begin by acknowledging 2020 has been a very difficult year.

We know it has been a hard year throughout the world. In NZ many of us have been protected from the magnitude of pain and loss experienced elsewhere in the world but we have all been impacted to some degree from the most significant pandemic the world has experienced in 100 years.

It would have been a significant year in the life of Nelson College apart from the COVID-19 pandemic.

Change is a time of great personal vulnerability. Some of you have experienced much more pain and loss than others in the changes that have occurred this year. I want to acknowledge the pain and loss is real and it often feels very personal.

At the end of 2019, Gary O'Shea, a Headmaster who had been the face of Nelson College for 14 years retired.

Our school was led through the tumultuous first part of this year including our level four and level 3 COVID-19 lockdown periods by Tim Tucker as Acting Headmaster.

Tim, thank you for your steady hands at the helm through this time. You did a great job. And thank you for your patience with the new Board chair in the midst of all the drama.

At the beginning of June our new Headmaster, Richard Dykes, took up his position.

Richard, I acknowledge how hard a start you have had. We could not have foreseen back in early February when the Board offered and you accepted this role, that you would arrive just as we were beginning to understand the significant financial fallout the COVID-19 pandemic was going to have on Nelson College's budget.

You did not have the luxury of time to build relationships and trust before becoming the face of hard choices. I know you care deeply about the pain of these changes and you feel the pain yourself. Thank you for your courage. You are not alone. We are all in this together and we will all rebuild from here together.

Nelson College also experienced a change of Board Chair this year. Dennis Christian has served the school diligently and passionately as Board Chair for nine years. Dennis, thank you for your great service to the College as Board Chair and thank you for continuing to serve as a parent trustee. Your passion, experience and wisdom is greatly valued.

To all our young men about to sit NCEA level 1, 2 and 3 exams in the next few weeks I give you a message lifted and paraphrased from one of my own classmates. These were her words of wisdom to her 18 year old's year group a couple of weeks ago.

"Your results (whether great, ordinary or not so flash) will just be a number, one of many that will attach to you briefly in your life. It will not define you now or in your years ahead. There are many paths to a happy and fulfilling life. Do your best and get through the next month and then, finally, after 13 long years, you can start your own journey."

I wish all our young men leaving Nelson College this year every success in the future. If you have done well, we commend and congratulate you. If you have struggled this year we recognise your struggle has been real. Brene Brown says

"Our job is not to deny the story, but to defy the ending – to rise strong, recognize our story, and rumble with the truth until we get to a place where we think - 'Yes. This is what happened. And I will choose how the story ends.'"

Nelson College year 12 and 13 Leavers, I trust your years at Nelson College have set you up for an amazing future. Go find and take your place in the world!

Kia kaha, kia maia, kia manawanui.

Deleeece Hall

Chairperson, Board of Trustees



Board of Trustees



Deleece Hall

Chairperson

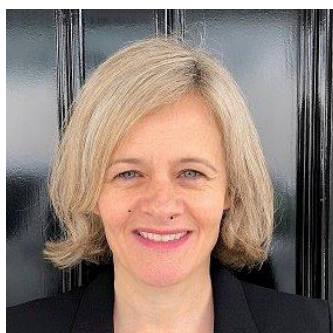
Deleece joined the Nelson College Board of Trustees in 2016 and took over as Chairperson in 2020. She is the co-founder and Finance Director of an export-focused ICT company in Nelson. She's also a chartered member of the Institute of Directors.

Deleece is a people person and a big picture strategic thinker. She believes in the intrinsic value of all people and loves to see people dream bigger and achieve more than they ever think possible.

Deleece is an adoptive mother, a foster mother and a stepmother. She's familiar with the challenges of modern family life and especially understands the difficulties faced by our more vulnerable children.

As a child, Deleece moved many times in her education. She attended a single-sex boarding school for four years and thrived on life as a boarder. She believes the opportunities provided through boarding school were instrumental to her later in life.

Deleece is proud that Nelson College is innovative and forward-thinking, while still honouring its heritage.



Jane Petersen

Deputy Chairperson

Jane joined the Board of Trustees in 2018. She's had two boys at the college, with one still attending.

Jane is well familiar with the college and everything that it has to offer. She is committed to ensuring all students receive the best education possible and benefit from the wide range of co-curricular opportunities available.

Jane has a background in law, working initially for Bell Gully in their commercial and commercial property divisions. She then worked for Telecom (Spark) where she managed a team of legal and commercial advisors alongside the corporate sales teams.

Jane has worked for (and been a member of) the New Zealand Institute of Directors for the last five years. This has involved working closely with boards and directors across all industries and organisations on a wide range of governance matters.

She passionately believes in the college's vision to maximise each boy's ability to contribute to society, and is committed to the ongoing success and development of the college.



Richard Dykes

Headmaster

Richard joined the Board in 2020 as Headmaster, after five years as Principal at Glendowie College.

He has a Bachelor of Arts (Hons), Dip Tchg, and a Masters in Education Administration (Hons). In 2019 Richard was awarded a Woolf Fisher Fellowship, and used this to visit schools in Canada, USA and London.

He's worked at schools through New Zealand, with expertise in school change, curriculum design and eLearning.

Richard has been involved in many school leadership roles. He was President of the Auckland Secondary Schools Principals Association from 2017-2020. He's on the NZ Secondary Schools Rowing Council, and the NZ Secondary Schools Sports Council, as well as a member of SPANZ and TOTSSPA.

Richard has a passion for education and growing young men into our future citizens and leaders.

As the primary education advisor to the Board, Richard brings extensive knowledge and experience to the Board of Trustees.

Richard is married and has three children.



Dennis Christian

Parent Trustee

Dennis has been the owner and leader of Flying Kiwi since 2001. In 2020 he successfully pivoted from this role into selling real estate through Bayley's International Ltd.

Dennis has seen three sons through Nelson College. In their time they've been involved with basketball, volleyball, underwater hockey and music.

He has a genuine passion to ensure that all students are provided with the best education and co-curricular opportunities available.

He was appointed to the Board Chair role in 2012 and served in this capacity for 9 years. With a background in finance and marketing, he has contributed positively to the development of Nelson College.

Dennis is a Nelson College old boy, and has a deep and positive understanding of the culture, history and traditions of the college.



John Rollston

Parent Trustee

John was elected to the Board of Trustees in 2016 and sits on the Finance and Property sub-committee, and the Nelson College Trust Foundation.

John has enjoyed working with the school to address the challenges of running a world-class high school, and contributing positively to help the college achieve positive outcomes for all.

John is a partner of Findex. He is a chartered accountant with a specialist skill set in governance, strategic planning and financial acumen. He understands the importance of good governance and the role of the board in setting strategic direction.

John is also a Director for Nelson Adventure Park Ltd, past Chair of the Tama Asset Holding Company and a member of the NZ Institute of Directors.

Originally from Australia, John shifted with his family to Nelson in 2001. He has four children with his oldest son current attending Nelson College

John is passionate about nurturing well-rounded, motivated and educated young men into our community.



Olivia Hall

Parent Trustee

Olivia is the Dean Māori at Nelson Marlborough Institute of Technology. Alongside this she is Chairperson of the Nelson Provincial Museum and Te Rūnanga o Ngāti Rārua. She's also a committee member of the National Iwi Chairs Mātauranga / Education Iwi Leaders Group.

She is a mother of four sons, two of whom attend Nelson College.

Olivia has a Graduate Diploma in Teaching and Learning and a Masters of Business Administration from Massey University.

Olivia has been on Nelson College's Board of Trustees for two years as a representative of the Rūnanga Mātua or Māori Whanau Collective.

She has a longstanding interest in the College and the education that it provides to its rangatahi.



Stanley Page-Bates

Student Trustee

Stanley is a year 12 student at Nelson College and Board of Trustees student representative in 2020.

Being the student representative was a dream come true for Stanley.

The challenges, opportunities and learning experiences presented to him through the role have been positive, and Stanley has enjoyed responding to them.

In his first year, Stanley learnt the ropes of being a student trustee and looks forward to serving for another year in 2021.

Stanley is passionate about the college and making it a better environment for students. He is a strong advocate for his fellow students on the Board.

Stanley has been widely involved in the wider life of the college, including running different leadership and fundraising events.



2020 Basketball ... Nelson College vs. Waimea College

2

Strategic

Strategic Direction

2021-2025 Strategic Plan:

In 2020 the Board of Trustees developed a five-year strategic plan to lead it's operation for the next five years.

1

academic

We will provide a world-class and holistic education, with all students achieving NCEA and NZ Scholarship results that are among the best in New Zealand.

Over the next five years, the college will:

- review and enhance its junior curriculum, promoting innovative and engaging pedagogy that meets the needs of young men
- raise the number of NZ Scholarships achieved by students
- review NCEA, and especially consider whether the college continues to deliver the level 1 qualification
- set and work towards clear NCEA targets for senior students

2

co-curricular

We will provide and actively support a wide range of sports, arts and leadership opportunities; promoting involvement and enjoyment at all levels, and sustained competitiveness by our high performing students, teams and groups.

Over the next five years, the college will:

- invest in the performing arts, especially music to develop a comprehensive and high quality programme
- continue to support a broad and high-quality sports programme
- review the student leadership programme

3

hauora

We will support and teach our young men to be confident, positive, resilient and caring.

Over the next five years, the college will:

- review the house system to support school spirit, student leadership and pastoral care
- enhance the use of restorative justice at the college
- improve the resourcing and support for Deans
- investigate a one-stop 'wellness centre'
- review the student discipline systems, especially with regard to litter, uniform, attendance and vaping
- review and enhance our wellbeing framework
- review the use of digital devices around the college by students

4

facilities and systems

We will design and build systems and facilities that are coordinated, support our vision, and exceed MoE funded solutions.

Over the next five years, the college will:

- develop and implement a school-wide campus vision (master plan)
- review all school systems to improve clarity, accountability and communication
- increase collaboration with Nelson College for Girls
- review and enhance our financial systems

5

staff retention, development and progression

We will attract and retain high quality staff, investing in their professional development and hauora.

Over the next five years, the college will:

- develop and implement a good employer policy and procedures
- review appraisal at the college to be in line with good employer practices and manage workload
- review professional learning and better align this with our strategic direction

6

equity and diversity

We will recognise, celebrate and support the cultural diversity of Nelson/Whakatu and New Zealand, and provide equal opportunity (equity) and promote success (equality) for all.

Over the next five years, the college will:

- ensure Māori and Pasifika students achieve at the same level, or above, as other ethnicities
- help to grow te reo Māori, tikanga Māori me Pasifika, and create a culture of turangawaewae for Māori and Pasifika akonga
- engage with iwi to honour and implement Te Tiriti o Waitangi, including governance
- foster programmes that promote equity for all students, e.g. Pacific Powerup, Breakfast Club
- support and grow the learning support programme at the college

7

boarding, prep and old boys

We will grow our Boarding and Preparatory School programmes to be sustainable and deliver a quality product that, along with the Old Boys, connects with the strategic development of the college.

Over the next five years, the college will:

- grow the number of domestic boarders by at least 15 per annum
- develop Nelson Prep School to be the leading intermediate school in Nelson, and better connect it with the college in all areas, especially academic
- engage with the Old Boys to develop and implement a shared vision for Nelson College

2020 Quadrangular ... 1971 1st XV







Review of 2020

Rongohia Te Hau

As part of the Whakatū Kahui Āko, the college continued this programme to develop culturally responsive and relational pedagogy.

Outcomes:

- gathered data from various stakeholders (students, staff, whānau) and reflected on the significance of this to teaching practice
- celebrated Te Wiki o Te Reo Māori
- NMIT te reo Māori training for Māori students
- installed koruru (carved by Ron Kelly) at the front of the Whare Wananga
- staff waiata in Te Reo Māori in school singing competition
- Rōpū Whānau
- Breakfast club
- Pacific Powerup club
- Māori and Pasifika Learning Mentor

COVID-19 and Pandemic

The COVID-19 pandemic was extremely challenging for schools as we were suddenly put into lockdown. This was even more difficult at Nelson College with boarders and international students. Staff quickly pivoted to delivering learning online and dealing with the challenges of teaching remotely, and supporting students remotely.

Outcomes:

- all courses delivered online to students
- 'bubble of 80' established to support international students who couldn't return home through lockdown
- extra equity devices delivered to students in need
- sports events, etc postponed and eventually run in late term 2 and through term 3
- other co-curricular events (e.g. Balls, Dances, Concerts) postponed to term 4 and run
- extra pastoral care delivered to at risk students

Systems

In the second half of the year, we reviewed systems and began to enhance these.

Outcomes:

- regular weekly calendar provided to staff to inform of upcoming events
- parents newsletter changed to fortnightly and delivered home by email
- review of financial systems and decision to shift to XERO
- review of ICT support and decision to increase support via 3rd party providers
- reviewed the provision of pastoral care via the Deans, and their resourcing
- reviewed staffing (leadership, teaching, support staff) in light of financial constraints imposed by COVID-19 and other factors

Vision and Strategy

Through terms 3 and 4, the college reworked its vision and mission statement, reviewed its DNA (values), developed a 5-year strategic plan, and established 3 key annual goals for 2021.

Outcomes:

- established a new vision for the college
- established a new mission statement for the college
- reworked the school's values
- developed a 5-year strategic plan for the college (2021 - 2025)
- established three annual goals for the college in 2021

2020 Dux ...An Nguyen







2021 Annual Plan

In 2021, Nelson College has the following three main goals:



Junior Curriculum (IB MYP)

Senior Leader Responsible: Richard Nott, Tim Tucker

We will design a junior (years 7-10) curriculum that motivates and challenges all ākonga to become confident and engaged learners with a strong sense of identity within a global perspective.

- 1.1** Investigate the requirements of the International Baccalaureate Middle Years Programme, and consider the local priorities for our junior curriculum.
- 1.2** Develop a plan for the implementation of the IB MYP over the next 5-6 years.
- 1.3** Design at least one MYP unit in years 7 and 9 across all faculties, ready to teach in 2022.



Student Behaviour and Wellbeing

Senior Leader Responsible: Jarrod Aberhart

We will develop and implement a consistent approach to managing and supporting positive student behaviour and wellbeing, especially in the junior school.

- 2.1** Review current behaviour management practices at the college, investigate behaviour management at other similar schools and connect with possible external providers.
- 2.2** Design new behaviour management procedures.
- 2.3** Implement new behaviour management procedures, with a consistent whole-school approach.



NZ Scholarship

Senior Leader Responsible: Jarrod Aberhart

We will enhance the opportunities, and our support for students to succeed at NZ Scholarship.

- 3.1** Investigate the strategies of other high-achieving schools around New Zealand.
- 3.2** Develop and implement a programme to support high-ability year 12 and 13 students to sit and succeed in NZ Scholarship.

These goals exist within a longer, rolling three-year context and within the long-term five year strategic plan. The table below shows the progression and continuity of the annual goals.

2021	2022	2023
Junior Curriculum <i>design</i>	Junior Curriculum <i>implement</i>	Junior Curriculum <i>implement</i>
Student Behaviour <i>develop and implement</i>		
NZ Scholarship <i>develop and implement</i>		



2020 Year 13 Ball



3

Performance

Academic

2020 was an outstanding year academically for Nelson College with students excelling at all three year levels.

2020 was a very unique year with schools locked down in April and May, and students learning online for that time. To support students, NZQA gave students 'learning recognition credits'. At Level 1, students gained 1 learning recognition credit for every 5 credits earned, up to a limit of 10 credits. At Levels 2 and 3 the limit was set at 8 credits.

Undoubtedly this boosted our results and needs to be considered in any analysis.

Nevertheless, the hard work of our kaiako and ākonga underpins these statistics and are a superb result in a very challenging year. Our young men set new records at Nelson College for achievement. These include:

- 84% of year 12 students gained Level 2
- 76% of year 13 students gained Level 3
- 42% of year 11 students gained Level 1 endorsed with merit of excellence
- 84% of year 12 Māori ākonga gained Level 2
- 25% of year 12 Māori ākonga gained Level 2 endorsed with merit or excellence

Overall, our students achieve well compared to the national average (boys and girls) and the national average for males attending Decile 7 schools.

Going into 2021, the college has clearly stated its academic targets for students across all three year levels. These are aspirational targets, including for NZ Scholarship. As well as providing a well-rounded education, Nelson College is a high quality academic college.

Pass rates

... % of students achieving the appropriate level for their year group

Pass rates were up at all three year levels reflecting the hard work of ākonga and kaiako, as well as the impact of the learning recognition credits (see above).

Our students achieve above the national average (i.e. male and female students at all NZ schools) and above their male counterparts at other Decile 7 schools across New Zealand. At Levels 2 and 3 we also achieve at or slightly above the national average for single-sex boys' schools.

Endorsements

... % of students gaining NCEA endorsed with merit or excellence

As with pass rates, our endorsement rates were up at all three levels in 2021. This was a fantastic result.

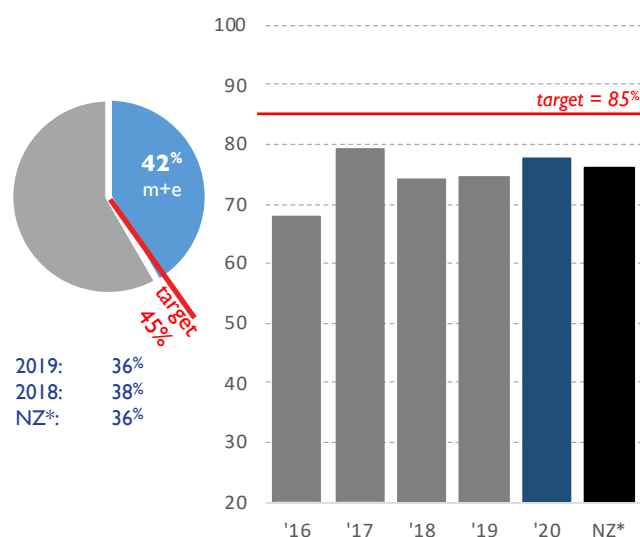
University Entrance

... % of year 13 students meeting the required level to enter university

University entrance rates remain around the 50% mark. This is above the average for all of New Zealand and similar to Decile 7 males. However, it's below other Decile 7 single-sex schools. Part of this reflects our success with our students staying in the trades. Nevertheless, it will be a focus in 2021.

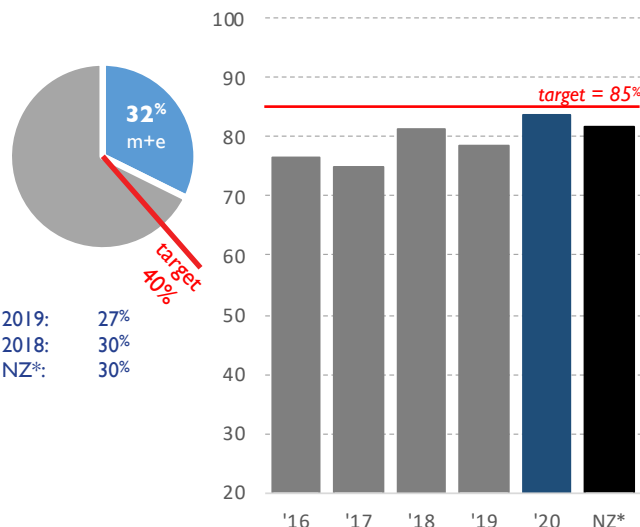
Level 1 NCEA

% of year 11 students achieving Level 1



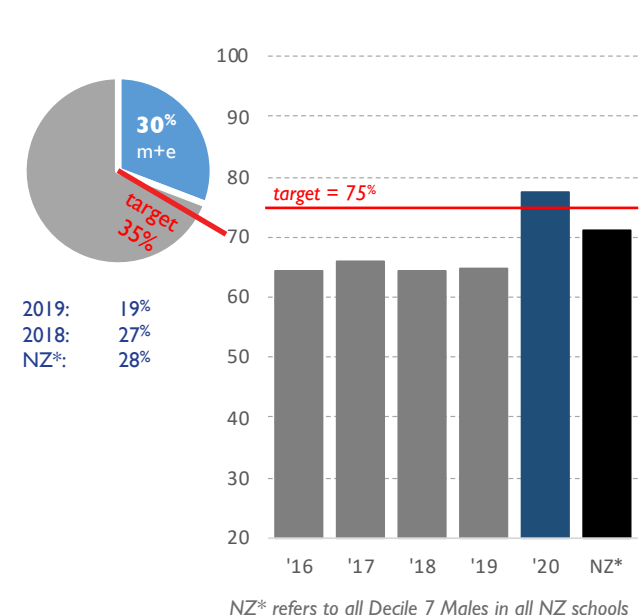
Level 2 NCEA

% of year 12 students achieving Level 2



Level 3 NCEA

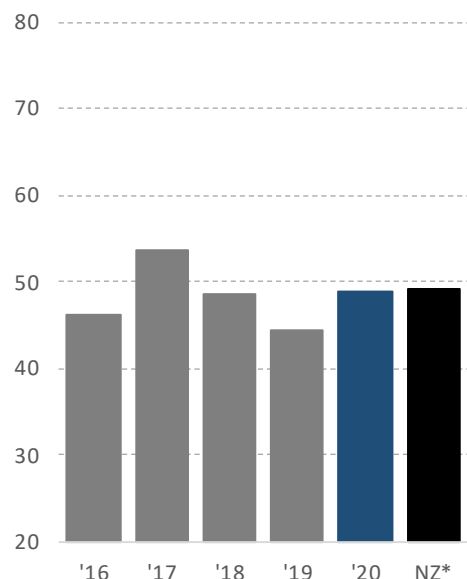
% of year 13 students achieving Level 3



NZ* refers to all Decile 7 Males in all NZ schools

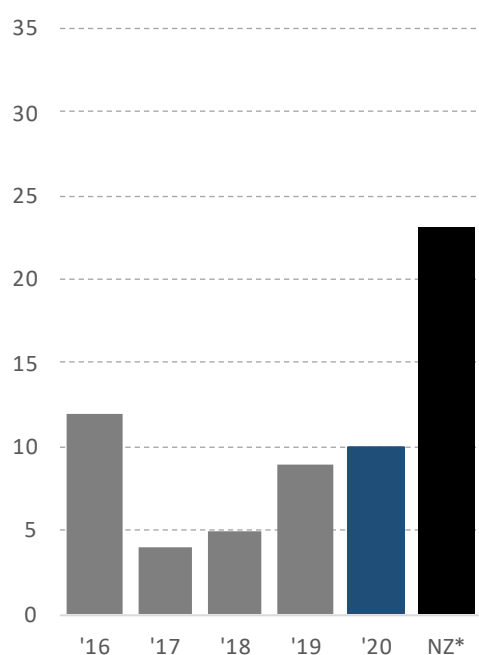
University Entrance

% of year 13 students getting University Entrance



Scholarships

Annual Number of Scholarships



Scholarship

... a separate exam administered by NZQA that recognises the top 2-3% of students in each subject across NZ

Our students gained 10 scholarships in 2020. This is an improvement on recent years (2017-2019), however below where the college would like to be. This is an annual goal of the college in 2021, with the focus on lifting NZ Scholarship results to over 20 annually.

Māori

... our goal is for Māori students to achieve the same as other ethnicities
Our overall Māori achievement and endorsement rates continue to rise which is promising. This was especially so for ākonga in years 12 and 13.

However, they remain below the school average in the medium-to long-term and so further mahi and improvement is needed.

Pasifika

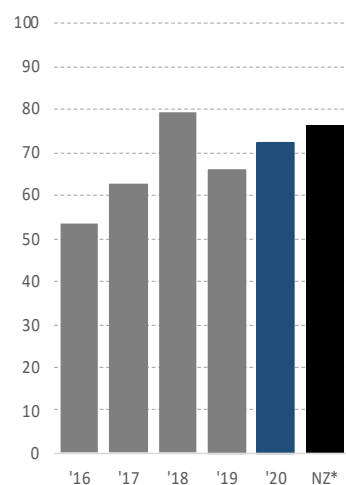
... our goal is for Pasifika students to achieve the same as other ethnicities
Like our Māori ākonga, our overall Pasifika achievement rates improved across all three year levels. However, they remain below other ethnicities and no Pasifika students gained an endorsement which must be a focus going forward.

In 2021, Nelson College's academic targets are:

- | | | |
|-----------|--------------------|------------------------|
| L1 | // 85% achievement | // 45% m+e endorsement |
| L2 | // 85% achievement | // 40% m+e endorsement |
| L3 | // 75% achievement | // 35% m+e endorsement |
| | | // 20+ scholarships |

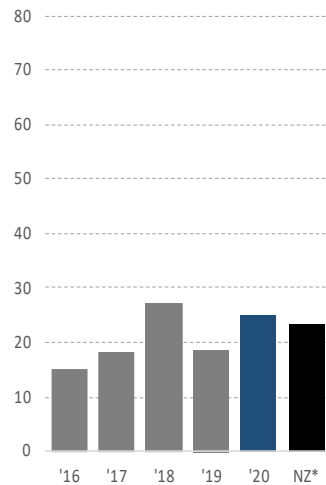
Māori - Achieved

% of years 11-13 students gaining NCEA



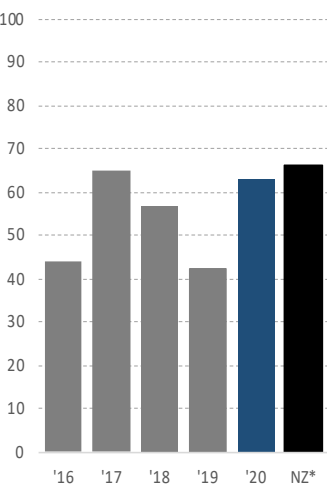
Māori - Endorsements

% of students with NCEA endorsed



Pasifika - Achieved

% of years 11-13 students gaining NCEA



Pasifika - Endorsements

% of students with NCEA endorsed





Good Employer Report

2020 was a challenging year for staff for a number of reasons. We faced the stress and anxiety of the COVID-19 pandemic, transitioned to a new Headmaster, and faced the impact of a falling roll and budget deficits on staffing levels.

COVID-19 ramped up quickly in the second half of term 1, bringing with it anxiety about shifting suddenly to online teaching and the likely cancellation of sports and other events at and beyond the college. The added challenge for Nelson College was looking after close to 60 international students forced to remain in the hostels during lockdown - our 'bubble of 80'.

Staff coped with COVID very well, during and after the lockdown. Online learning occurred, though it was variable in its success depending on the motivation of individual students and their access to devices at home. The impact continued through the year, with many events postponed or cancelled.

2020 was also a year of change as the college transitioned to a new Headmaster and faced ongoing budget deficits and staffing reductions. A predicted fall in the school roll along with a fall in income from international students meant that the college was forced to reduce staffing for 2021. The majority of this was absorbed through retirements and staff leaving voluntarily. The college also had to reduce the number of salary units and middle management allowances it was paying to staff due to an inherited anomaly.

Together these events meant that staff faced a higher than normal level of uncertainty through the second half of 2020. They did so well and are well placed to move forward in 2021.

Faculties and Job Descriptions

Through 2020 the school shifted from over 20 departments to 8 faculties based on the learning areas in the NZ Curriculum. At the same time, middle leadership positions were reshaped into 4 roles - faculty leader, assistant faculty leader, teacher in charge, and curriculum support. Each of these roles were given clear job descriptions which will be signed and filed in early 2021.

Wellbeing Strategies

The college implemented a number of short-term and long-term strategies to support staff wellbeing. The college ran a Teacher Only Day for wellbeing in term 2 and repeated this through the Thursday professional learning time in term 4. We introduced the weekly 'Locky' award to complement staff each week. And the college signed an EAP contract with Workplace Support to provide free and confidential counselling to staff.

Good Employer Strategy and Appraisal

The guidelines around teacher appraisal shifted in 2020 in line with the Accord agreed by the government in 2019. The college is looking at going further than this to develop a whole-of-school approach to being a good employer based on recommendations by the NZ Human Rights Commission. This approach identifies five key elements:

- accountability ... we hold staff accountable for students' learning outcomes
- coherence ... we ensure staff understand the direction and priorities of the college, and how their work contributes to this
- development ... we provide staff with relevant professional learning and development
- progression ... we support staff to develop their career in and beyond the college
- wellbeing ... we look out for and support the physical and mental wellbeing of staff

In 2021 we will develop and promote these elements, including them in a conversation around teacher appraisal at Nelson College.

Staff Turnover

Staff turnover was relatively low in 2020. 10 people left the college for various reasons, including 5 staff retiring. This was recognised at separate staff functions, as well as at formal prizegivings. The college established a new, ongoing process of independently interviewing all exiting staff as part of our ongoing self-reflection as a modern organisation.

Finance & Property

Profit and Loss Statement

for the year ended 31 December 2020

Income	\$
Government Grants	10,816,583
Locally Raised Funds	1,567,750
Interest Earned	3,172
Hostel	1,944,014
International Students	874,419
Total Income	15,205,938
Expenses	
Locally Raised Funds	1,038,463
Hostel	1,462,614
International Students	381,374
Learning Resources	8,519,511
Administration	724,364
Finance Costs	3,500
Property	2,255,159
Depreciation	456,024
Total Operating Expenses	14,481,009
Net Surplus / (Deficit)	364,929

Balance Sheet

as at 31 December 2020

Current	\$
Current Assets	1,003,552
Current Liabilities	3,464,278
Working Capital	(2,460,726)
Non-Current	
Non-Current Assets	16,123,567
Non-current Liabilities	2,344,544
Net Assets	11,318,297
Equity	
Retained Earnings (1/1/20)	10,953,368
Current Year Earnings	364,929
Capital Contributions by MOE	0
Total Equity	11,318,297

Finance and Property

The accounts above show an accrual net surplus, however, this overstates the college's actual financial situation due to balance sheet adjustments that overstate the school's actual deficit. The college continues to run a significant debt that will fall due in 2022 and ran a negative cash outflow of \$621,321 through 2021.

COVID-19 continues to restrict international student income, with no new international students arriving in 2020 or 2021. None are expected in 2022. The college has taken steps to reduce expenditure and live within its means. It's working with the MOE and other stakeholders to eliminate its debt and consolidate its long-term finances.

In 2022, the college will develop a 'Campus Vision' which will identify the college's various assets, on- and off-site, and develop a long-term plan to maintain and develop these sites.

Growing great men. Building a Legacy.

The college crest was designed in 1858, two years after the school started in 1856.

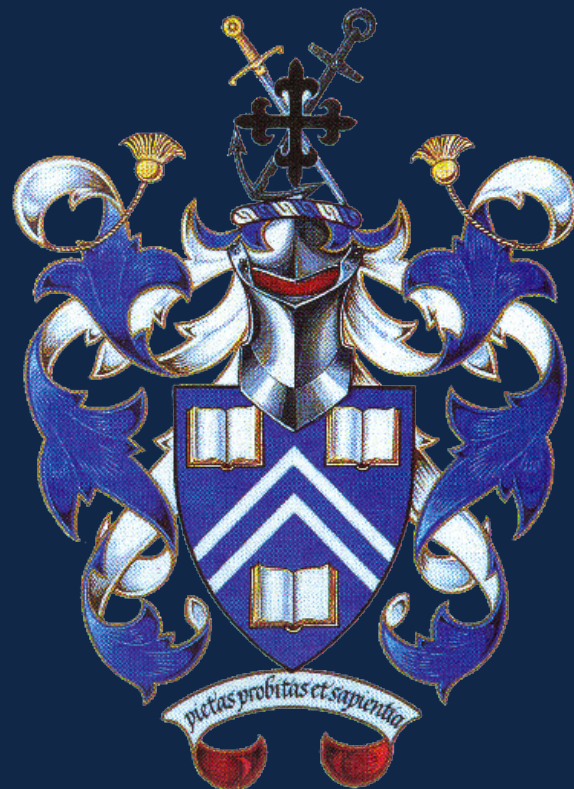
The key features of the original crest are the credo, books and anchor. The anchor represents Nelson's maritime-focussed economy, especially in the 19th century, and the books represent education. The credo refers to **honesty, loyalty and wisdom.**

In 1979 the Nelson College Old Boys decided that the college should have a full Coat of Arms. This was completed in 1987.

The new college shield incorporates the original crest adding two chevrons between the books, a knight's helmet and a sword.

The key element in both is the school's credo - pietas, probitas et sapientia. This translates as loyalty, honesty and wisdom. This captures the college's founding Act of Parliament that states the purpose of Nelson College is the "advancement of religion and morality, and the promotion of useful knowledge, by offering to the youth of the Province general education of a superior character."

This is as relevant in the 21st century as it was in the 19th. Our young men leave Nelson College with a character (honesty and loyalty) and a high quality, well-rounded education.



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