

2023

Annual Report



NELSON COLLEGE
TE KURA TAMATĀNE WHAKATŪ



E mōhio ana Te Kura Tamatane o Whakatū 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 Ātiawa

Nelson College recognises the Treaty of Waitangi and its partnership with the eight iwi of Te Tau Ihu

Ngāti Kuia Rangitāne
Ngāti Apa Ngāti Koata
Ngāti Rārua Ngāti Toa
Ngāti Tama Te Ātiawa

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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 hapori 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 hapori, 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

1

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 Choir - 1954





2023 Head Boys - Cairo Faateete-Masina, Callum Robertson, Ngākau Moka-Tengu, Matt Donald, Vito Esposito, Darcy Lawrey

"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."

Our Legacy

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 eight boys and had grown to 37 by the end of the year.

Today it has over 1,000 boys attending from Nelson and around New Zealand. It operates two hostels (Rutherford and Barnicoat) 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 its own 'Deed of Foundation'. The college shifted first to Manuka St, and then eventually to its current site on Waimea Rd.

Its 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, Group Captain Leonard Trent VC, DFC, the Rt Hon Bill Rowling, the Rt Hon Sir Geoffrey Palmer, the Rt Hon Don McKinnon, 22 All Blacks, and 21 Tall Blacks.

Today the college's rangatahi reflect the diverse population of Nelson/Whakatū. It continues to provide boarding facilities for domestic and international students.

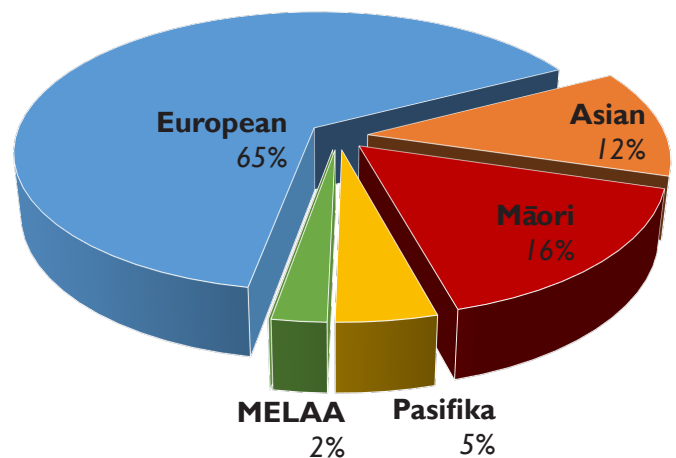
Our students excel academically and in sports, arts and leadership. Co-curricular involvement is an integral part of college life with the vast majority of boys involved. In 2022 the college had 10 rugby teams, 3 football teams, 5 cricket teams, 4 hockey teams, 9 Volleyball teams and 26 basketball teams, 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.

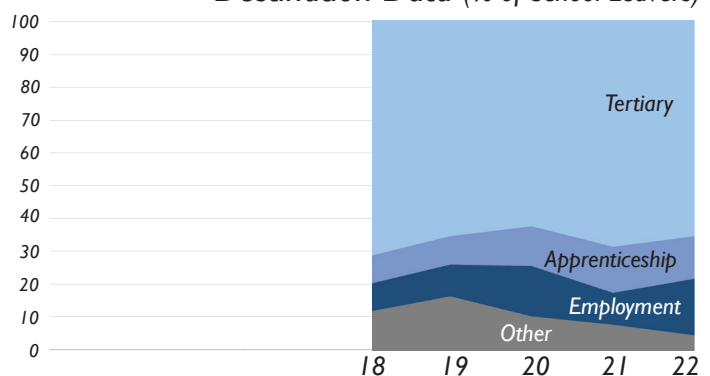
We recognise our obligations under the Treaty of Waitangi to celebrate and foster te reo me tikanga Māori, and we work in partnership with the eight iwi of Te Tau Ihu.

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

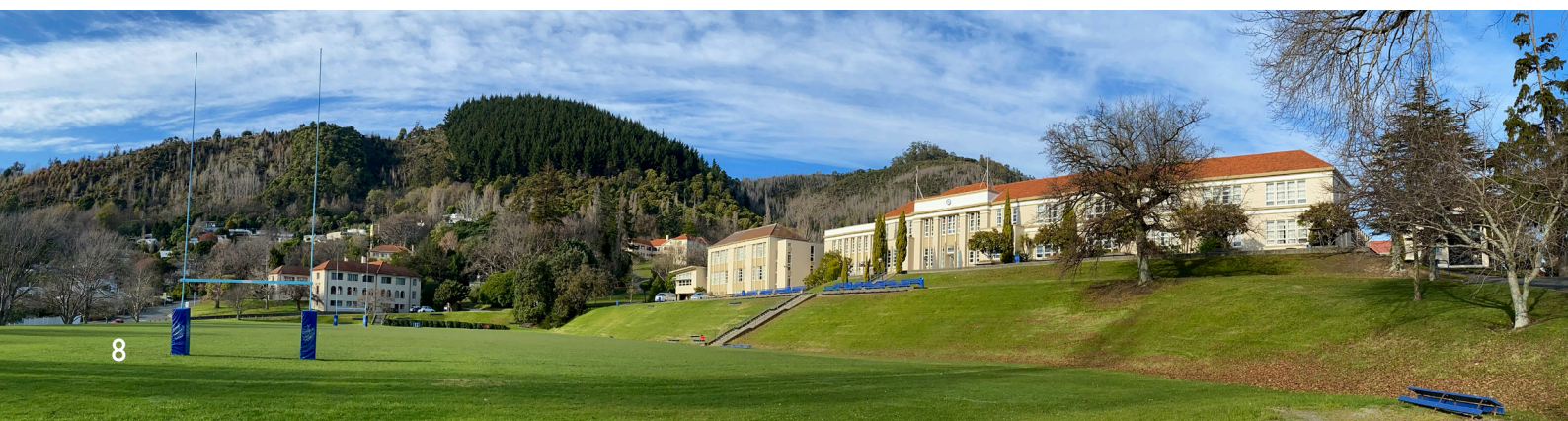
Ethnicity of Students (2023)



Destination Data (% of School Leavers)



Main building and front field,



Ngā Pou (Our Values)

Ngā Pou are our school values. In Te Reo Māori pou are literal and figurative pillars or posts. Ngā Pou are what we stand for as a school. Ngā Pou (our values) were selected by our school community in 2022 through consultation with students, staff and other stakeholders.

At Nelson College we stand for Manaaki, Pono and Kairangi. Manaaki (care) is about looking out for others and the environment, it is raising the mana of others, caring for our peers, community and the environment. Pono (integrity) means to be true, honest, genuine and sincere, it is acting with honesty and doing what's right in everything that we do. Kairangi (success) can mean the finest variety of greenstone, and is also about success and succeeding, it is about having goals and doing our best to achieve them, through hard work or polishing the greenstone.

A vertical bar with a black background. The word "MANAAKI" is written in large, bold, white capital letters. To its right, "CARE" is written in smaller, white capital letters, separated by two vertical bars. On the far right, the word "PIETAS" is written vertically in grey capital letters.

A vertical bar with a dark blue background. The word "PONO" is written in large, bold, white capital letters. To its right, "INTEGRITY" is written in smaller, white capital letters, separated by two vertical bars. On the far right, the word "PROBITAS" is written vertically in blue capital letters.

A vertical bar with a green background. The word "KAIRANGI" is written in large, bold, white capital letters. To its right, "SUCCESS" is written in smaller, white capital letters, separated by two vertical bars. On the far right, the word "SAPIENTIA" is written vertically in green capital letters.

Tumuaki's Pānui

*E ngā iwi, e ngā hapu, e ngā whānau
Nau mai, hoki mai, piki mai ki te pō nei
Ki te atua, tēnā koe
Ki te kura, tēnā koe
Ki te hunga mate
Ngā mihi nui ki ōko tūpuna
Ki te hunga ora
Ngā mihi nui ki ngā whānau raua ko ōku kaiako ko ōku rangatahi
Tēnā koutou, tēnā koutou, tēnā koutou kātoa*

The work of our staff and achievement of our rangatahi in 2022 is testament to their commitment and ability in the face of significant challenge. This reflects the character and legacy of Nelson College that continues to shine in 2022 as much as it did at our inception in 1856.

In 2021 I wrote "each of us has had every excuse for doing less well than we dreamt. COVID has permeated all aspects of our lives. It's been a tough year." We ended the year looking forward to the summer break and hoping to return in 2022 with COVID behind us and normality restored. Sadly, it wasn't.

We started the year with the vaccine mandate in place and a new mask mandate required by the Government. Assemblies were cancelled, as was the planned school production. Contact tracing exploded and at its peak we were sending over 150 students home per day. Boarding had to be split into four different quarantine zones, and eventually we closed our hostels for a week for students to isolate at home.

In Wellington, anti-mandate and anti-vaccination protestors moved on to Government grounds and dominated the media.

In August, Nelson went into a state of emergency as our region endured floods that cut off Maitai Valley, Atawhai and elsewhere, leaving many in our community homeless. We and Nelson College for Girls were closed to learning for seven school days.

At the same time, we experienced a fire in our Dining Room that closed it down, with repair work only finally starting in March 2023.

Rather than a 'return to normal', 2022 was a highly disrupted and challenging year as the country and college overcame multiple crises, including historic debt, pandemic, floods and fire. All we needed were locusts!

Looking back, it's extraordinary what staff and students achieved through this. Some co-curricular highlights:

- Ngā Aho Rau represented Nelson College and Nelson College for Girls with pride and success at the national and regional Kapa Haka competitions in Auckland and Nelson.
- Our 1st XV had another extraordinary year, winning the Miles Toyota Cup for the second year in a row and the Quadrangular for the 4th year in a row.
- 5 Nelson College bands competed in the Rockquest and enjoyed other successes such as winning WEBO in Wellington at the end of Term 3.
- Our 1st XI Football team managed to get to the national football finals, in spite of the floods, and came 19th in New Zealand.
- Our senior basketball team also got to the New Zealand national finals where they came 11th. Thanks to Sam and other coaches and managers for the success of our basketball programme.

Academically, there was every excuse for our results to drop. Through Term 1, the disruption to learning was horrendous as staff and students missed weeks of learning due to contact tracing and isolation rules. This was only to be repeated again in Term 3 with the Nelson floods.

In spite of this our NCEA pass rates held strong, and even rose for our Year 12 students to the highest rate in our school's history. Other academic highlights included:

- Our business studies students ran successful enterprises such as the "Speak Up" mental health evening.
- Our future problem solving teams continued their success with students through to the national finals.
- Our science students excelled. Edward Henderson won the Supreme Science Award and NMIT Te

Physical Education at Nelson College



- Pōkenga Marine and Freshwater Science Award at the Cawthron Scitech Expo.
- Our media studies students won two top awards at the Nelson 'Briefs' film festival.

Strategically, we continued to drive our new initiatives and systems.

Through 2022, we progressed the International Baccalaureate Middle Years Programme (IB MYP). This framework is hard work as it's a comprehensive refresh of how we teach and how we assess. It parallels the junior curriculum refresh that is happening across New Zealand, and supports us to refresh our local curriculum to support and challenge boys' learning in Nelson.

In term 4, we successfully launched the Positive Behaviour for Learning (PB4L) programme with our juniors, introducing our new 'pou' - manaaki, pono, and kairangi. Like the IB MYP, the ultimate strength of PB4L is the collaboration by staff. This is the culture we seek at Nelson College, and through Term 4 staff engaged positively with this new initiative.

Through the year, we worked with Nelson College for Girls, the Ministry of Education and whānau to establish our Ara Māori or Māori immersion programme. Though early days, it's exciting to have launched this programme with 24 rangatahi in our initial 2023 cohort.

We progressed external change programmes such as the NCEA refresh and changes to literacy and numeracy. We reconnected with overseas agents and schools to re-ignite our international student programme, and we further developed and consolidated school-wide systems such as teacher duty, whole school fire drills, reporting to parents and parent-teacher conferences, the campus vision (master plan), and professional learning for staff.

We secured a government loan to repay our commercial loan to Westpac, and in 2023 begin the process of selling surplus assets and moving forwards financially.

Our boarding staff have cared for international students trapped in New Zealand for over three years and have endured multiple isolation regimes. Our teachers have moved in and out of online learning. Our Deans and Counsellors have guided students, and our support staff have gone the extra mile to keep our school running.

Everything that happened through 2022, against the headwinds facing us reflect the commitment of our community and staff to create opportunities for, and to support our rangatahi. Our staff are, simply amazing.

Our school's success was recognised by the Education Review Office in 2022. It identified our strengths of "a refreshed sustainable junior curriculum... re-development of the college's vision for its learners... the range of new and existing external partnerships... the excellence students achieve in their academic and co-curricular activities... the depth of planning in clear school improvement strategies... careful management of school resources."

Like previous generations at Nelson College, we live in a time of challenge and change. We embrace that to provide students and whānau with an innovative, world-class education. One that embraces our history and future.

Ngā miro tawhito, he korowai hou **A new cloak from old thread**

Legacy and change. Nelson College's history and strength has always been its ability to achieve both. To preserve our legacy and to lead change.

Nelson College has been through a great deal in recent years. We're emerging from multiple, simultaneous crises and now, I believe, are moving into a time of rebuilding. Rebuilding our systems. Rebuilding our curriculum. Rebuilding our campus. Rebuilding our legacy.

This won't be quick, but the mahi has begun and our achievements already give me hope that we're on the right long-term track for our rangatahi, school and community. These are embedded in the six strands of our strategic plan:

- **ĀKO** (*learning*)
We will provide a world-class education for young men, that extends and challenges them
- **MANA TĀNE** (*positive masculinity*)
We will foster and promote a positive and diversity masculinity, that supports our young men and the world around them
- **TIAKI** (*guardianship*)
We will care for our finances and property to achieve the best for students today and tomorrow
- **TĀKARO** (*co-curricular*)
We will promote and sustain a range of high quality participation and pathway opportunities for our rangatahi
- **TIKANGA** (*culture*)
We will foster a positive and collaborative culture
- **MAHITAHĪ** (*partnerships*)
We will nurture positive relationships with key partners, including Nelson College for Girls, mana whenua, and our Old Boys

A new and more complex world has emerged since the pandemic. #Me Too. Climate change. Diversity. Black Lives Matter. Inequity. Te Tiriti o Waitangi. Pandemics. War in Europe. Misinformation. Social Media.

The old normal has gone and Nelson College must evolve to the new reality.

This is one reason why we're introducing the IB MYP. It guides us to teach our young men to understand different global perspectives and apply them in their learning and service to others.

It's why we're introducing Mana Tāne or Positive Masculinity. We want being male to be a diverse and positive experience for all - our students, their whānau, their friends and partners, our local community.

As Tumuaiki of Nelson College, I'm proud to be in Nelson. I'm proud we are a single-sex boys' school. I'm proud we have a boarding school. I'm proud to be investing in young men. I'm proud that we are the brother school of Nelson College for Girls.

As Tumuaiki of Nelson College, I'm excited about the growing diversity of our community. I'm excited about our growing partnership with mana whenua in curriculum, leadership and governance. I'm excited about leading the conversation around positive masculinity and how young men contribute positively to our local and global community. I'm excited about our work to develop an innovative curriculum for young men in Nelson.

He aha te mea nui o te ao?

He tangata, he tangata, he tangata.

What's the most important thing in the world?

It is the people, It is the people, It is the people.

From the safety of 2023, I look back at 2022 and everything that Nelson College and its community endured in that year.

It would not have been possible without the work and commitment of our students, Tuakana, whānau, volunteers, teachers, support staff, boarding staff, donors, Old Boys, Ministry of Education, and many more.

Together we're rebuilding Nelson College's legacy.

Our school is a very special college to be part of. I look forward to continuing our 167 year legacy, embracing our history and weaving an exciting future for the young men of Nelson.

E waka heke noa.

Together, collaboratively.

Richard Dykes
Tumuaki



Chairperson's Pānui

2022 Senior Prizegiving Speech

It's been 18 months since the pandemic began to affect day to day life - with lockdowns and social distancing, we needed to find a new way of being, and more importantly, find a new way to keep learning.

2022 has seen us as a school community deal with difficulties, pandemics and disasters in a calm, but purposeful and measured way.

We embarked on a new waka as a School which looks to maintain our heritage whilst embracing the present and the future. As a school, our priorities have been to celebrate the diversity of our school, Nelson / Whakatū and New Zealand, to actively support and teach all youth. We created a junior curriculum that is responsive, innovative and incorporates Mātauranga, and we provide a holistic and world-class education where students achieve excellence in line with their potential.

We have come out of 2022 a stronger learning community with a clarity and commitment to our values, and to our community, as a whole. We are a more resilient learning institution, committed to our heritage and passionate about our future.

During the year we were visited by ERO who have commended us on the following areas of strength:

- the re-development and defining of the college's vision for its learners
- the range of new and existing reciprocal external partnerships being forged and extended to support learners and their learning opportunities
- the levels of excellence students achieve in their academic and co-curricular activities
- the depth of planning invested in clear school improvement strategies
- careful management of school resources to support school improvement

This feedback is a testament to the success of the implementation of our priorities as a Board and a clear recognition that we are truly on a new waka together.

Our recent Board elections have given us new members as well as continued established ones. This team has both strong school and commercial governance experience, with a passionate commitment to the school today, its past and its future. This is a board that Nelson College deserves. Particular thanks go to Deleece Hall for her work previously as Board Chair, until the end of 2021. Deleece still remains a valued board member to date.

We have continued our connection and collaboration with Nelson College for Girls, at events, across senior leadership, school staff and at a Board level. A very practical outcome of this work has been the beginning of Te Rumaki - a collaborative initiative with the local community, Nelson College and Nelson College for Girls, with the outcome of supporting Kaupapa Māori educa-

tion at highschool level across both schools. We are very excited to see how this Ministry of Education funded programme develops as a joint initiative.

Over the last year the board has worked to position the school for continual sustainable success. Thank you to our Tumuaki Richard Dykes, as well as the senior leadership team for their hard work, much of which is unseen, in supporting this. These efforts have allowed us to build new foundations for success, operationalising the vision and activities which have been recognised as a core strength of who we are as a school.

Thank you to those groups that have provided moral and material support over the year. These include individuals, political figures, our Old Boys' Association, Nelson College Foundation, local companies, corporations and organisations, iwi, and whānau. Your continual support has meant we are able to provide opportunities, resources and facilities that otherwise would not be possible.

Like all schools, the inability to meet, celebrate and attend regular school events over the last year (due to Covid-19 disruptions) has affected the rhythm of our culture. It's been great to be able to return at the end of 2022 to times resembling normality such as kapa haka, assemblies, celebrations, house events, full school gatherings, and sporting events coming back to life. As a board we grieved when these could not take place, and celebrated with you when they returned.

For those of you leaving the school in 2022 we would like to acknowledge your resilience through the last few years, your achievements should be contextualised with the added complexity of a pandemic and the unknown that this has brought. Whilst difficult at the time, navigating and succeeding through this period, will provide you with skills that only this experience could provide. For the many achievements, national representation and recognition across the different sporting, artistic and academic passions that you as students and young people follow, we want to congratulate you. Your skills and determination to participate and succeed at the highest level follows in the well-worn paths of previous Nelson College students and you add to our whakapapa, but the success is all yours. Tino pai tō mahi.

To all our staff; your consistency, commitment to the students and their learning and your enthusiasm to continue to engage with co-curricular activities where possible, is a testament to your professionalism. You found a way to activate quickly when we were able, and we wish to say a sincere thank you.

We wish you all the very best for the future.

He maha ngā manaakitanga.

Tēnā tātou katoa

Richard Smith

Chair

Nelson College Board

Board of Trustees



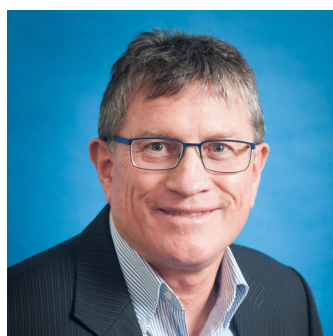
Richard Smith

Chair

Richard joined the Nelson College Board of Trustees as a parent representative in February 2021. He currently has two boys at the college, one being at prep.

Richard is closely associated to everyday life at school through his sons. He is driven and passionate about ensuring that all boys have an equal opportunity to excel in all areas of both their educational life and extra-curriculum activities. Richard is committed to ensuring the future of Nelson College and its continued success in the community as a whole.

Originally from the UK, for the past 30 years he's been working overseas in the shipping and commodity trading space but now has settled in Nelson and loves living here. His family are excited to start another chapter in their life. The move involved a shift from the fast-paced corporate world, to fulfilling a passion of changing careers and moving into real estate sales with his wife. Richard enjoys coaching local football and of course being an active board member.



Tim Gall

Deputy Chair

Tim joined the Board in 2022. He is a Nelson College Old Boy, who had a 40 year career in the New Zealand Defence Force, finishing up in 2019 as one of the Deputy CE's, and part of the Executive Board. He is a Chartered Company Director and over the years has gained and continues to retain professional currency in best practice governance.

He has worked as a Senior Advisor for a major international management consultancy. This involved developing organisational strategy, board skills, and mentoring senior leadership in how to approach problems from fresh perspectives.

Tim brings to the College, his experience and knowledge of both developing and leading some of the most complex and demanding aspects of governance to the Board.

Tim is conscious of the great legacy of the College, and how it helped develop him. He feels now is the right time to pay some of that back by contributing to both the current management and future development of the College.



Richard Dykes

Tumuaki

Richard joined the Board in 2020 as Tumuaki, 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 with this visited 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.



Deleece Hall

Parent Trustee

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.



Rebecca Burgess

Parent Trustee

Rebecca joined the Nelson College Board of Trustees in 2021.

She comes from a background of tertiary education (currently teaching degree-level at Bishopdale Theological College) and youth work (now with All Saint's church as their youth worker). She's worked with young people for 30 years in various contexts.

She has a keen interest in the well-being, education and growth of young people from all walks of life and a passion for schools to be safe places for everyone to thrive. In her experience of working with young people she is very aware of the importance of the wider whānau. Community and connection are central to young people's success.

Rebecca's lived in Nelson for 20 years and raised her three children here. Her two boys attended Nelson College for a few years.

Her own upbringing was international and multi-cultural having lived in Tunisia and Egypt. She is excited to see Nelson College develop in new ways that both reflect and strengthen the community of Whakatū / Nelson.



Manoli Aerakis

Parent Trustee

Manoli joined the Board of Trustees in 2022. He is the Managing Director of Malloch McClean Chartered Accountants, Tasman and is Vice President of the Nelson Tasman Chamber of Commerce.

As a father of three young boys aged 8 to 13, he is passionate about ensuring the next generation are equipped to be our future leaders. Manoli is actively involved in the community as a sports coach and through providing support to the various community and sports clubs he has connections to.

Manoli's governance experience and professional career has given him exposure to a diverse range of situations. This has included navigating organisations which have been in financial difficulty and turning these around to be in a more sustainable financial position.

Manoli is dedicated to building culture within the school that enables Nelson College to enhance its standing with its current and future students and teachers.



Vikki Heays

Staff Member

Vikki has worked in a variety of teaching positions across many sectors and levels over the past 25 years. This reflects her adaptability and passion for serving others in all career settings.

She's skilled at building connections and fostering positive relationships with students, colleagues, and whānau.

Vikki loves her work and making a positive difference in people's lives, approaching everything with a sunny and collegial attitude.

Vikki enjoys building strong relationships with stakeholders and brings these skills to her role as staff representative on the Board.

She's invested in the college and seeing it be a successful and thriving school. Nelson College home as well as her workplace, having chosen to send her three sons here.

She's passionate about supporting boys' career well-being and relational education. A key element of this is enabling our rangatahi to plan and discuss their futures, and so flourish in the fast-changing future world of work.



Edward Henderson

Student Member

Edward joined the Board as Student Representative at the end of 2022.

He is a motivated student who is now in Year 13 after six years at Nelson College. He has a passion for leadership and serving others, which led to him applying for the Student Rep role.

Edward strives to develop sincere relationships with both those older and younger than him. He tries to always display positive behaviour for younger students to look up to, and makes himself approachable for students if they need help.

As the Student Representative, Edward uses his broad knowledge of life at Nelson College to provide the Board with a student perspective on governing decisions.





2

Strategic

Strategic Direction

Strategic Plan:

In 2020 the Nelson College Board developed a 5-year strategic plan for 2021 through to 2025. This continues to evolve and will be reviewed in 2024 with full community consultation. Emerging focus areas include āko (*learning*), mana tāne (*positive masculinity*), tiaki (*guardianship*), tākaro (*co-curricular*), tikanga (*culture*) and mahi tahi (*partnerships*).

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

wellbeing / 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/Whakatū 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

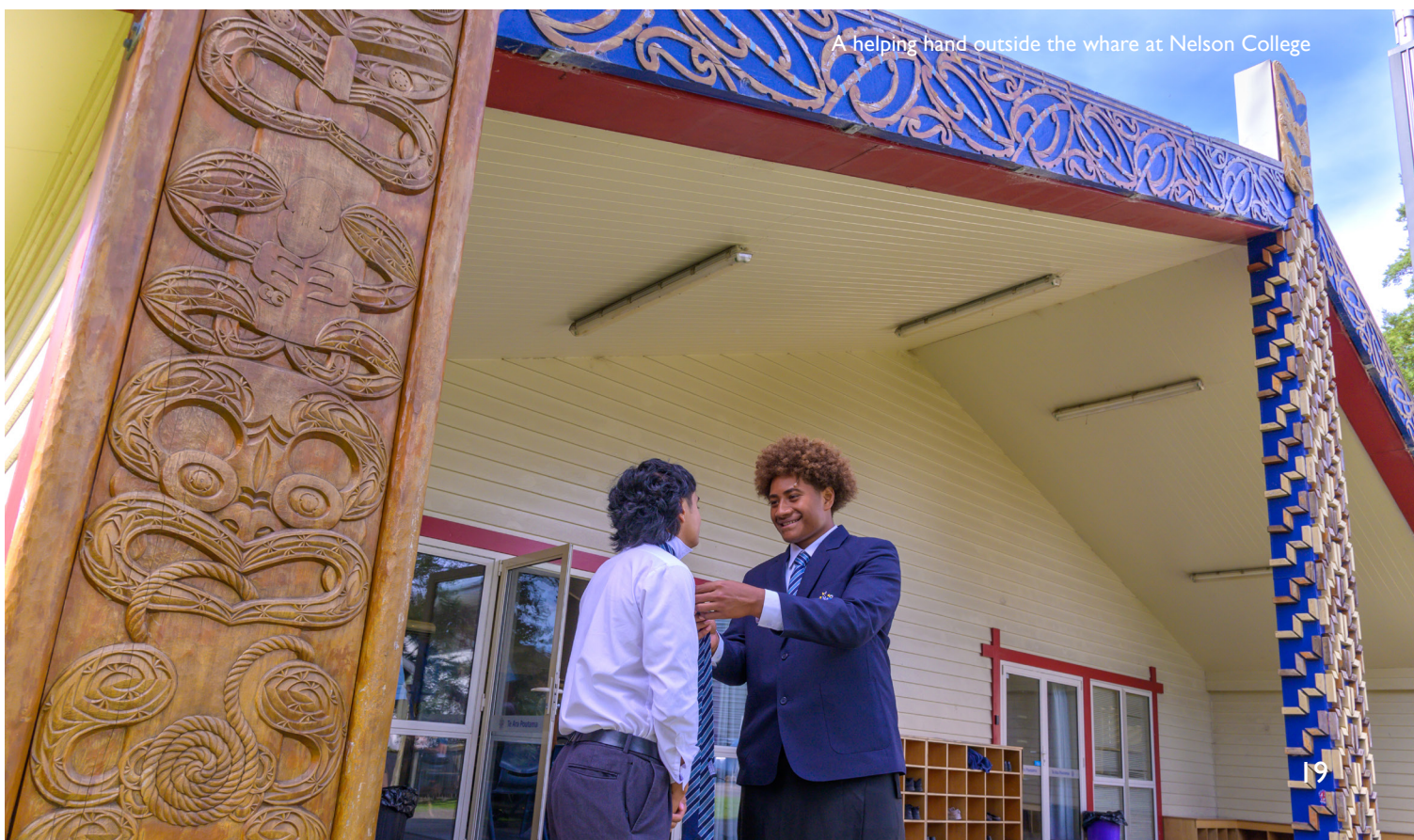
7

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



A helping hand outside the whare at Nelson College





2022 Annual Goals - Review

In 2022 we progressed our strategic plan and annual goals, building on the vision and mahi of 2021. Our Senior Leadership Team and staff did an excellent job to progress the goals, in particular introducing PB4L with junior (years 9 and 10) students in Term 4.



Junior Curriculum

We will continue to implement the IB MYP in years 7-10. Faculties will implement and evaluate one year 9 unit in 2022, and plan a full MYP programme for 2023. We will also investigate interdisciplinary units.

Outcomes:

- provided a wide range of PLD opportunities to staff through online learning (via the IB organisation), Thursday morning PLD, and three staff attending a World Conference in San Diego in the July holidays
- identified MYP units in years 7 and 9 for teaching in 2023
- reviewed the school's year 7 and 9 reporting formats to use the MYP 0-8 rubric, and developed a clear timeline for faculties to implement this
- formally joined the IB MYP, completing all authorisation paperwork
- re-advertised and appointed the Within School positions for 2023-2024



Positive Behaviour

We will implement Tier 1 of the PB4L framework. We will agree our core values and translate these into behaviour expectations, set systems for recording data to support decision-making, and establish practices to support students.

Outcomes:

- consulted with staff, students and whānau to develop our 'pou' (pillars, values) of manaaki (caring), pono (integrity) and kairangi (success)
- launched our pou and kawa (expectations, rules) to years 9 and 10 students in Term 4
- developed new documentation and systems to support and embed positive behaviour management systems by staff across the college
- provided ongoing PLD to whole staff to implement PB4L
- retained a full-time Kaiarahi to support at-risk years 9 & 10 students for most of 2022



Community and Wellbeing

We will foster a positive working and learning environment. We will be kind and have fun.

Outcomes:

- conducted the NZCER Wellbeing in Schools survey with teachers and support staff, and reported the results of this back to staff, senior leadership and the Board
- ran two social events for staff in terms 2 (Matariki) and 4
- ran a day of team-building activities in term 3 to support staff
- continued to provide access to EAP Services to provide free, confidential counselling support to all staff
- begun work on a 'Leadership and Wellbeing' programme for middle leaders at the school

Resilience, Manaaki, Pono

Through 2022, our staff, students and whānau displayed manaaki and pono at the highest levels, as our school and wider community faced another highly disrupted and challenging year due to the ongoing COVID-19 pandemic, floods and a fire in the Boarding Dining Room.

In term 1, COVID-19 disrupted teaching and learning as students were sent home because they were close or household contacts and likewise staff went into isolation as a close contact or a home contact with their own children. This resulted in many students not seeing their teachers for several weeks on end, and a very high number of relief teachers in classes in this term.

Thankfully by term 3, the worst of COVID-19 was behind us. However, the Nelson region was then impacted by extreme flooding. This resulted in a State of Emergency being declared and the college being forced to close for 10 days, further impacting on students' learning.



2022 Dux Sam Twamley

Ara Māori

nā tō rourou, nā taku rourou, ka ora ai te iwi // with your contribution and mine, the people will thrive

In 2022, Nelson College and Nelson College for Girls successfully secured Ministry funding to employ kaiako at each school to start Māori medium education at year 9 in both colleges. This was on the back of consultation with whānau and other stakeholders.

The challenge, however, was employing staff with Māori teachers in very short supply nationally. Thankfully by Term 3, both schools had each secured a teacher and they were able to commence in Term 4. This term was spent meeting with whānau and planning for 2023 and 2024.

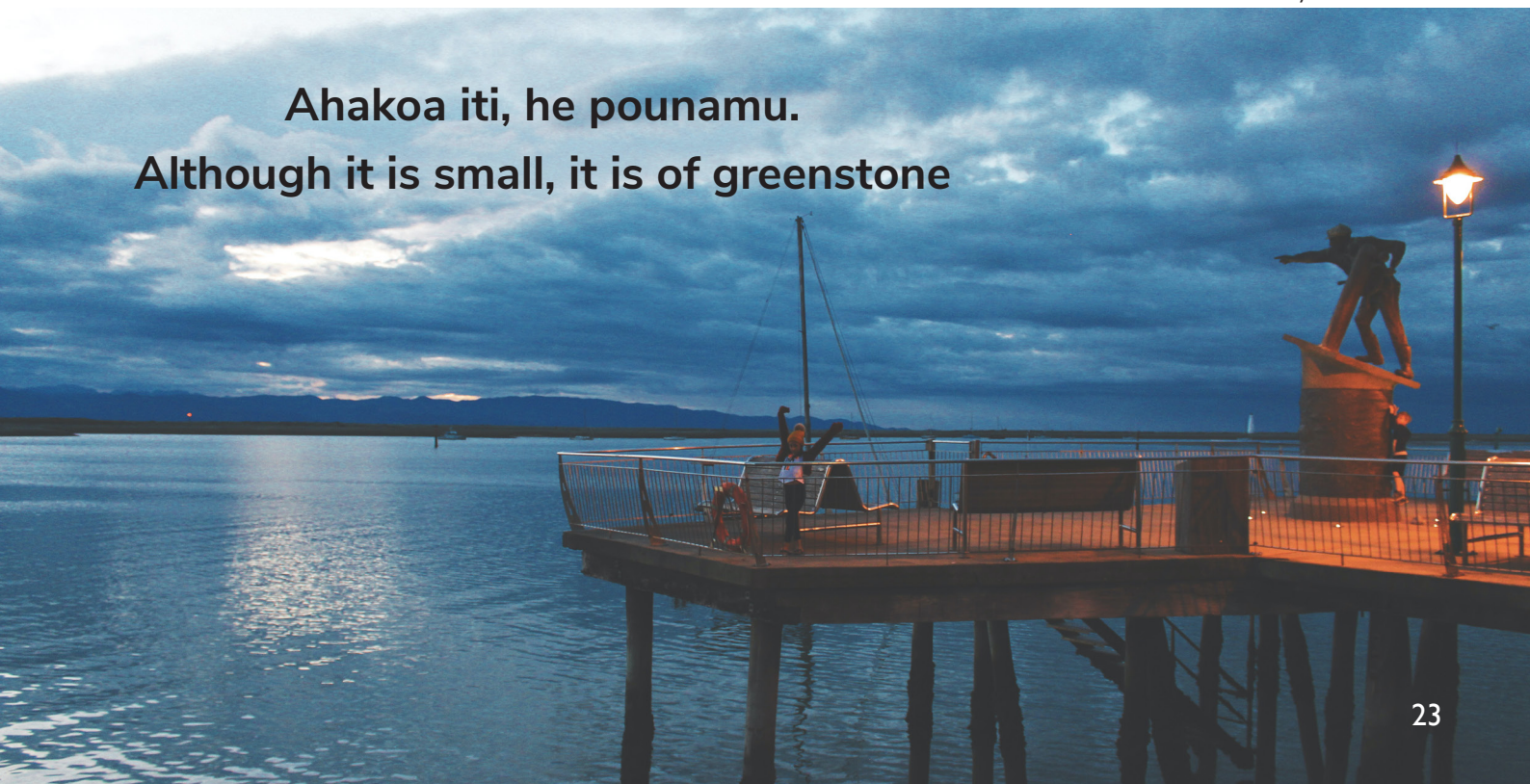
The aspiration remains to build and sustain a long-term immersion programme across the two colleges, to meet the aspirations of mana whenua and all Māori rangatahi and whānau.

Further out, we'll continue to explore governance models that will promote long-term, sustainable governance that promotes rangatiratanga and Te Tiriti o Waitangi partnership.

Whakatū Nelson Photo by Te Pania

Ahakoā iti, he pounamu.

Although it is small, it is of greenstone







2023 Annual Goals

In 2023, Nelson College has the following annual goals.



Junior Curriculum (IB MYP)

Senior Leaders Responsible: *Richard Nott, Richard McLaren*

We will continue to refresh our junior curriculum (years 7-10) using the IB MYP framework. Faculties will deliver the MYP across years 7 and 9, and prepare for the MYP at years 8 and 10 in 2024. We will investigate timetable implications of the junior curriculum and trial interdisciplinary units.

- 1.1 Teach and assess units in years 7 and 9, using the MYP 0-8 rubric
- 1.2 Plan to deliver years 8 and 10 units in 2024
- 1.3 Provide PLD and and planning time for teachers and faculties
- 1.4 Trial interdisciplinary units, progress towards IB authorisation and investigate timetable implications of the junior curriculum



Positive Behaviour

Senior Leader Responsible: *Jarrod Aberhart*

We will embed Tier 1 of the PB4L framework, customising it to Nelson College, and plan for Tier 2 in 2024. We will communicate our pou (values) and kawa (expectations), and implement systems to support students and staff.

- 2.1 Continue to implement and reinforce Tier 1 of PB4L
- 2.2 Develop restorative approaches across the college
- 2.3 Develop positive acknowledgement systems
- 2.4 Prepare for Tier 2 in 2024



Community and Wellbeing

Senior Leader Responsible: *Leonor White*

We will develop and progress school systems to support each other professionally, including the implementation of PB4L systems and professional coaching.

- 3.1 Continue the NZCER staff wellbeing survey and feed results back to Board, leadership and staff
- 3.2 Support staff to hold/run social events
- 3.3 Develop professional coaching to support teachers and support staff
- 3.4 Implement leadership and wellbeing programme

Our 2023 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>develop</i>	Junior Curriculum <i>implement</i>
Student Behaviour <i>develop and implement</i>	Positive Behaviour <i>implement</i>	Positive Behaviour <i>implement</i>
NZ Scholarship <i>develop and implement</i>	Community & Wellbeing <i>develop & implement</i>	Community & Wellbeing <i>monitor & develop</i>

Supporting Goals:

Supporting Goals:

NZ Scholarship <i>develop and implement</i>	Campus Vision <i>develop and integrate with MOE 5YA</i>
Ara Māori <i>develop</i>	Ara Māori <i>implement</i>



Senior Prizegiving 2022





3

Performance

Academic

Nelson College's students continued to thrive in 2022 in spite of the multiple challenges before them. This is especially a credit to teachers who showed tremendous resilience and commitment in a challenging year.

Highlights include:

- best year 12 pass rate in our college's history
- 2nd best year 13 pass rate (above academic target)
- improvement in Pasifika endorsement rates
- strong Level 1 literacy achievement rate (92%)
- highest Level 1 numeracy rate in college's history (91%)

Scholarship results were disappointing in 2022 and the achievement of students in year 11 must be a focus. However, overall our students continued to compare well against the national average (boys and girls) and the national average for males attending Decile 7 schools.

Our college-wide academic targets remain the same in 2023. These are aspirational targets that affirm that Nelson College as a high quality academic college, alongside providing a well-rounded education.

Pass rates

... % of students achieving the appropriate level for their year group
Our 2022 pass rates were very strong, with years 12 and 13 results improving on 2021. All three levels remain well above the national average, as they should, and years 12 and 13 results remain similar to other Decile 7 Boys kura.

Endorsements

... % of students gaining NCEA endorsed with merit or excellence
Endorsements dropped at all three levels in line with national trends across all schools and Decile 7 boys' schools. While the national comparison is favourable, and the long-term trend remains upwards, growing this level of achievement, along with scholarship success, is a focus.

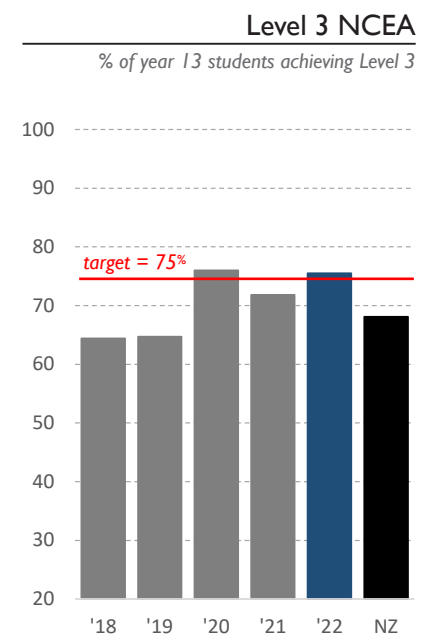
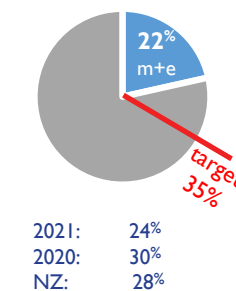
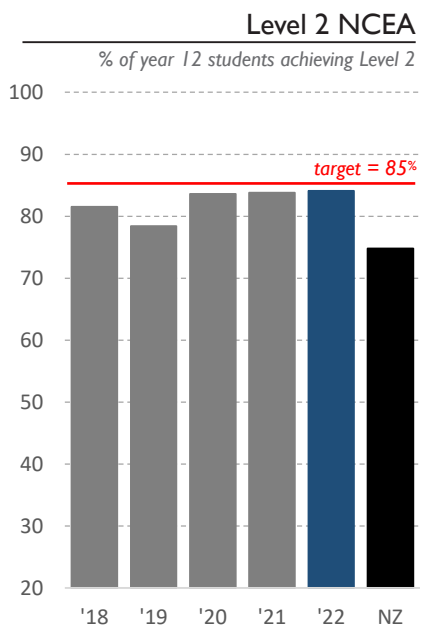
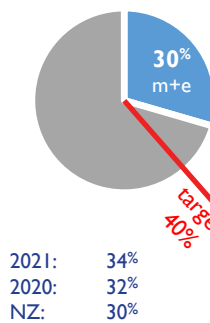
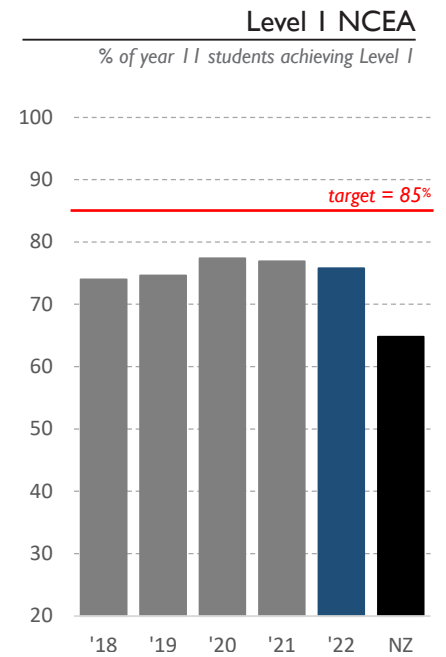
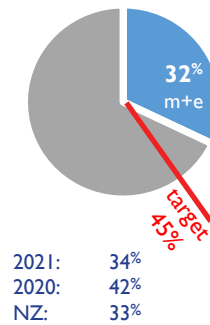
University Entrance

... % of year 13 students meeting the required level to enter university
University entrance rates improved slightly in 2022 and remains above the national average, but below Decile 7 boys' schools national average. The usefulness of this statistic is limited by students who choose vocational (non-university) courses and consequently may achieve well at Level 2 NCEA, but not achieve university entrance.

Scholarship

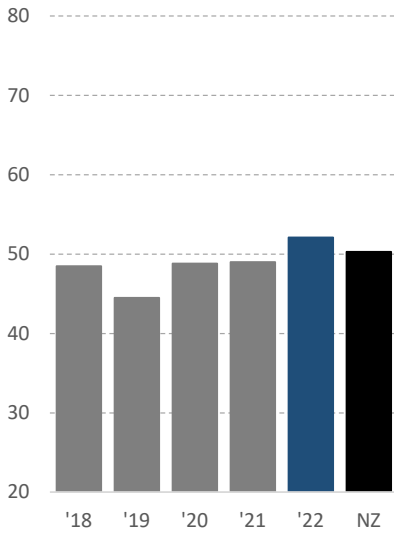
... a separate exam administered by NZQA that recognises the top 2-3% of students in each subject across NZ

It was pleasing to see Sam Twamley earn an outstanding scholarship in Biology placing him 2nd in New Zealand, and another student to gain a scholarship in Digital and Visual Communication. The overall result of two scholarships reflects a drop in entries and will be a focus to support teachers and students at this level of achievement.



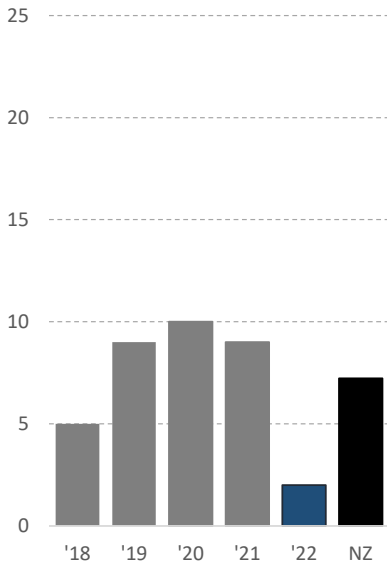
University Entrance

% of year 13 students getting University Entrance



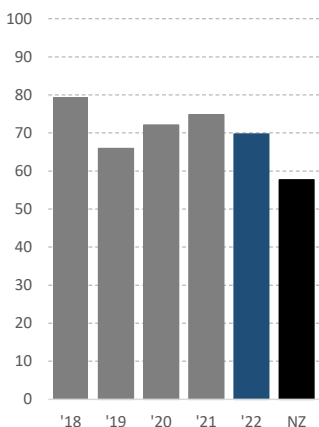
Scholarships

Annual Number of Scholarships



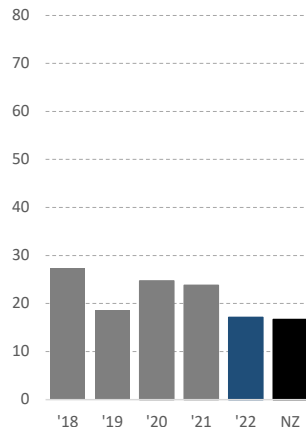
Māori - Achieved

% of years 11-13 students gaining NCEA



Māori - Endorsements

% of students with NCEA endorsed



Māori

... our goal is for Māori students to achieve the same as other ethnicities
Overall Māori achievement and endorsement rates dropped slightly from 2021. While the long-term trend remains positive and the dip is in line with national and Decile 7 trends, we must continue to support improved academic results by ākongā Māori.

In 2023, we commence our Ara Māori (Māori Immersion) programme with a extra focus on the achievement and wider development of our ākongā Māori.

Pasifika

... our goal is for Pasifika students to achieve the same as other ethnicities
Pasifika achievement rates increased in years 11 and 12, and it was pleasing to see students in year 11 achieve NCEA endorsed. Encouraging more students into academic (University Entrance) pathways is an area to develop.

Boarding

Our boarding students achieved well in NCEA:

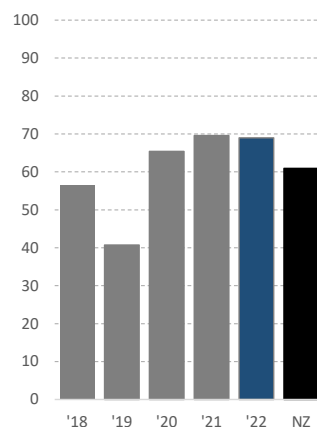
	Level 1	Level 2	Level 3
Barnicoat	90%	94%	89%
Rutherford	75%	100%	92%

In 2023, 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

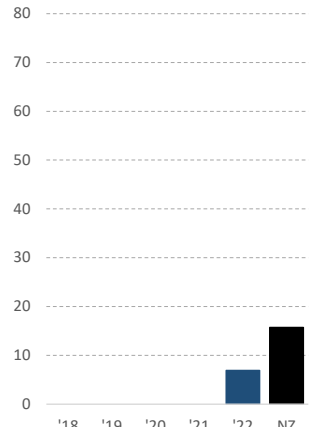
Pasifika - Achieved

% of years 11-13 students gaining NCEA



Pasifika - Endorsements

% of students with NCEA endorsed



Good Employer Report

2022 was another challenging year for the college and its staff. We entered the third year of the COVID-19 pandemic with the vaccine mandate in force, a mask mandate and increased isolation rules with students and staff being required to be sent home if they had been in any contact with another COVID case. This decimated classes in term 1, with some students not seeing their teacher for weeks on end.

The pandemic also impacted heavily on boarding, with the hostels required to separate into four 'zones' depending on their contact status; and eventually resulted in boarding closing for 10 days.

Later in the year the school closed for another 10 days due to the Nelson floods which resulted in a number of staff and students forced out of their homes, or cut off from school. With a state of emergency declared in the region, Nelson College and Nelson College for Girls were forced to close to learning. In the same week we had a fire in the Boarding Dining Room.

At the end of the year, the school went through another surplus staffing as a buoyant labour market pulled higher than usual numbers of students out of school to start in apprenticeships and local jobs. As well, the Government required the college to further reduce overstaffing, including staff on leave, as a condition of its receiving an interest-free loan.



Accountability

In Term 4, the college introduced PB4L to the students and whānau. A core part of this was staff working collaboratively to implement this. This drive for collaboration is mirrored in the college's junior curriculum initiative, the IB MYP.

The college began development of a programme to build the capacity of its middle leaders, and has begun work with The Education Group to develop a 'Leadership and Wellbeing' programme to begin in 2023.

Coherence

The college continues its strategic plan and three annual goals implementation. In 2022, the three annual goals were mostly a continuation of the 2021 goals with further development of PB4L and the junior curriculum. These align with other developments such as the NCEA refresh and wider junior Curriculum Refresh.

Development

Professional learning and development (PLD) remained a priority with previous increases to funding retained in the 2022 budget. COVID and the Nelson floods continued to disrupt PLD, however the use of online learning and the opening of New Zealand's international borders allowed staff to travel overseas. Three staff attended a conference in USA, as well as visiting schools there.

Two staff took up the inaugural Rutherford scholarship, with one staff member visiting schools in Australia and attending a conference there, and a second staff member travelling to Chicago to attend a conference and visit schools there. Thursday morning PLD continued positively and staff also participated in the MOE Teacher Only Days as part of the NCEA Refresh Programme.

Progress

Staff continue to receive opportunities to develop their skills and experience to support their career aspirations.

Wellbeing

In Term 1, the college conducted its first annual wellbeing survey, using the NZCER Wellbeing in Schools survey. Results reflected the impact of COVID and changes at the college on the overall wellbeing of staff.

Boarding Report

Our focus for boarding in 2022 was to continue to develop collaboration, consistency, and community across both houses. We also had an intention to further increase our domestic boarding numbers, through promoting the excellent student experience that we have to offer. This was all achieved whilst the restructuring of boarding was worked through.

Domestic boarders returned as usual at the beginning of the school year to be faced with a period when the education sector was severely affected by the number of COVID-19 positive cases that presented across New Zealand. This again caused disruption to the boarding schedule. Consequently, parent meetings were held off-site at the start of the year, at which there was a good turnout and a relaxed gathering of parents connecting with each other. Another 'covid-casualty' was the Athletics competition that unfortunately had to be cancelled. As has been the case in recent years, boarding staff and students again responded with calmness, particularly when the houses more closely resembled hospitals than boarding facilities.

Despite all the COVID-19 related disruptions, boarding organised many activities for the boys again this year. Ten-pin bowling, flip out, pig on a spit, wharf jumping, beach days, river swims, go-cart racing, mid-winter Christmas and house dinners all contributed to the unique experience our boarders receive.

As the peak of COVID-19 cases subsided, interhouse sport resumed and again showed the unity that now exists between the boarding houses. Our combined 'Boarders' placed high in several key events, winning the haka, cross country, and senior rugby competitions, and taking out the overall trophy for inter-house events.

Despite a reduction in staffing positions and a restructuring of daily routines, boys continued to receive quality supervision as well as focused medical, academic, pastoral and activities support. Thanks must go to all staff in boarding who, across the board, took on considerable extra responsibility to support the students.

At the end of 2022, we farewelled two members of the boarding community, Alex Hassan, Housemaster Rutherford and Samme Hippolite, Director of Boarding, both of whom have taken up further teaching and leadership positions within the college. We thank them for their years of service, particularly through what was arguably one of the most challenging periods in the history of boarding in our country.



Students enjoying some down time in Rutherford House

Finance

Consolidated Statement of Revenue & Expenditure

for the year ended 31 December 2022

	2022 Actual	2022 Budget
Income	\$	\$
Government Grants	10,952,780	2,645,496
Locally Raised Funds	4,321,034	3,428,136
Total Income	15,273,814	6,073,632
Expenses		
Operating Expenditure	14,812,722	5,630,972
Depreciation	478,563	475,008
Unrealised Loss on Investment Portfolio	181,867	0
Total Expenses	15,473,152	6,105,980
Net Surplus / (Deficit)	(199,338)	(32,348)

Consolidated Statement of Financial Position

as at 31 December 2022

	2022 Actual	2022 Budget
Current	\$	\$
Current Assets	1,854,826	389,632
Current Liabilities	2,266,786	4,723,798
Working Capital	(411,960)	(4,334,166)
Non-Current		
Non-Current Assets	17,431,519	15,452,510
Non-current Liabilities	3,811,980	419,544
Net Assets	13,207,578	10,698,800
Equity		
Accumulated Comprehensive Revenue & Expense	12,905,654	10,698,800
Fair Value Investment Reserve	301,924	0
Total Equity	13,207,578	10,698,800

Consolidated Statement of Cashflows

for the year ended 31 December 2022

	2022 Actual	2022 Budget
Cashflows from Operating Activities	\$	\$
Cashflows from Operating Activities	748,296	472,663
Cashflows from Investing Activities	(196,467)	(128,951)
Cashflows from Financing Activities	513,618	(318,712)
Net increase (decrease) in Cash	1,065,447	25,000
Cash at beginning of year	41,189	33,272
Cash at end of year	1,106,636	58,272

School expenditure was well controlled in 2022 and the school was able to run a small budget surplus in spite of a challenging financial environment. Rising labour and food costs negatively impacted on boarding's profitability. International student revenue benefitted slightly from the opening of New Zealand's international borders mid-year. The college received an interest-free loan from the Government to clear its commercial debt with Westpac Bank in December. This came with conditions including the reduction of overstaffing to national averages. In 2023, the college is working with the Ministry of Education (MOE) to dispose of surplus assets and repay this loan.

The college and MOE have agreed to develop a campus vision (master plan) to address the college's ageing assets and the high level of deferred maintenance that has been inherited. Raising income to cover the need for increased capital expenditure and general repairs and maintenance remains a priority.

START YOUR 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" built around Pono/Integrity, Manaaki/Care and Kairangi/Success, and a high quality, well-rounded education.



Nelson College

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NELSON COLLEGE
TE KURA TAMATĀNE WHAKATU

