





**School Charter – Annual Report
Strategic and Annual Plan for
Trident High School
2022**

Principals' endorsement: Adrienne Scott-Jones	
Board of Trustees' endorsement:	1 March 2022
Submission date to Ministry of Education:	2 March 2022
BOT Deputy Chair – Mrs Rebecca Wilshier	

This School Charter and the ensuing strategic plan is an integral part of our school's self-management because it reflects the vision of parents, students, staff, and the community for their school. As such it is available for perusal and input at any time from the school office by interested groups and at specific times at meetings of staff, parents and the community.

The document details the school's aims, purposes, and objectives, and determines how the school will meet the needs of students in terms of providing "a quality education in a partnership environment where excellence and respect are encouraged". The charter also serves as the undertaking by the Board of Trustees to the Minister of Education.

The needs of the students, their learning and improving outcomes for them are the focus of this charter and the strategic priorities that it supports. .

By following the guiding principles of this charter, the Board of Trustees will ensure that all students are given an education:

- that attends to their needs,
- provides a range of opportunities that challenge them to achieve personal standards of excellence in all they do,
- helps them have respect for both themselves and others.

All school activities will be designed to advance these purposes.

This will be achieved through a partnership between the school, its community and the Minister, under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter within the resources and the time available to it.

Trident High School 2022 Strategic Intentions

Our Vision

Inspiring Innovative Global Citizens

Our Mission Statement

Trident High School offers a quality education in a partnership environment where excellence and respect are encouraged.

Kia Manawa Nui – Be Courageous.

Our Motto

Motto – Kia Manawa Nui:

Literally, Kia Manawa Nui means be of a big heart (courageous) and it encompasses two essential ideas:

Be courageous in your belief in yourself:

1. to produce quality work as a learner and have the tenacity to keep trying until you succeed;
2. to be respectful by caring for others and being compassionate and supportive.

We believe by showing personal courage and self-belief, all students at Trident High School will achieve success. Furthermore, when individuals are respected by others and supported in their endeavours they have a greater chance of reaching their goals and gaining success. In turn these individuals are better placed to support those around them, building courage and respect and assuring community success.

Accordingly, Kia Manawa Nui becomes the “Trident Factor”, our very own formula for life-long success.

Our Values

Trident High School is a “values-based” school that focuses on quality work, respect for others and the importance of courage. Underlying these values lie the “virtues” of courtesy, thankfulness, helpfulness, responsibility, self-discipline, creativity, determination, enthusiasm and excellence. These operate in a partnership environment between the school, the student, and the home/community.

The Trident Whanua : Key People at Trident 2022

Senior Management : Principal : Adrienne Scott-Jones	
Ginny Bellamy	DP – Junior Curriculum, PLD
Jason Garner	AAP – Pathways, DP Support – Leadership/Snr Pastoral, P
Jeff Greenwood	DP – Senior Pastoral, Wellbeing, PLD, Student Leadership
Caroline Reddish	DP – Senior Curriculum, PLD
Jonathan Stanhope	AAP – Junior Pastoral, Co-curricular, PLD
Amy Wildash	AAP – Pathways, DP support - Wellbeing / Leadership, PLD
(Tui McCaull) On Study Leave 2022	
Pastoral Care Management	Academic Management – Head of Faculties
Guidance Counsellors : (Angela Barr) On Sabbatical	Art : Glenn Barr (HOD Art)
AHOD Paul Barr, Molly Florence	English : Nicola Bowe (HOD English)
Year 13 : Adelaide Roper & Jason Garner	Languages : Jim Mclean (HOD Māori)
Year 12 : Fran Carter & Stephen Loft	Mathematics : Tracey Webster (HOD)
Year 11 : Lynne Robb & Jeff Lee	Physical Education : Mel Emery (AHOD)
Junior Pastoral Team:	Science : Katie Elliott (HOD)
Year 9 COL Dean Donna Huntingdon	Social Sciences : Julie Farrell (HOF)
Year 9- Brett Wharewera	Special Education Centre : Jackie Redward (HOD)
Year 10 – Tracy Greenwood & Glenn Barr	Technology: Nigel Rowland (HOD Technology)
School Nurse : Kerry Blackmore	NZQA/ Principal Nominee: Gary Walters
Hauora Kaiawhine: Shirley Ticklepenny	Career Counsellor : Amy Wildash
Student Support : Paul Makiha/Brendan Stevens	
Learning Support Coordinators	
Sue Smith, Brett Wharewera, Robyn Galbraith	
AHODS and Teachers in Charge	
English	Steven Williamson (AHOD) and Jamie-Lee Coffey (AHOD)
PE	Richard Pinckney (AAHOD)
Mathematics	Gary Walters (AHOD) and Sarah Shaw (AHOD)
Social Science	Deanna Foster (AHOD)
Science	Annetjie Botha (AHOD) and Erin Nolan (AHOD)
Technology	Sue Lai (AHOD)
Drama	Lynn Robb TIC
Music	Alex Kim TIC
Business Studies	Nicholine Walters TIC
Food Technology	Julie Reihana TIC
Gateway	Karen Bengé TIC
Spanish	Sarsha Deeley TIC
Japanese	Hilary Harison TIC
Specialist Classroom Teacher	Elanor Boyce
Administration	BOT – 2021-2022
Principal's PA: Kerry Lawrence	Moira Hanna - Chairperson
Executive Officer: Liz Calder	Rebecca Wilshier - Deputy Chairperson
Front Office Manager: Tracy Hunt	Meremia Amai-Perenara
Relief Co-ordinator: Ngaire Issac	Martin Elliffe
Sports Co-ordinator: Stephanie Walker	Sarsha Deeley – Staff Rep
IT Manager: Shane Nychy	Charles Blackburn – Student Rep
Property Manager: Ken Chapman	
Acting Librarian: Jan Foster	

Head Boy : Tahupotiki Wrathall

Head Girl : Isobel Steane

Māori Dimensions and Cultural Diversity

Maori Dimensions and Cultural Diversity

Trident has been on an ongoing journey to discover further ways in which we can uphold the Treaty of Waitangi and the three principals within that allow for Maori to succeed as Maori at Trident High School.

In response to the Ministry of Education's Ka Hikitia Document we have had a deliberate professional learning focus at Trident High school to interrogate what currently exists and what further adaptations or supports/interventions are required to fulfil our commitment as treaty partners with local iwi, hapu and whanau.

What currently exists:

- Continued and ongoing professional learning around Te Reo me ona Tikanga
- Pohiri process at the beginning of the year for all new students and staff
- Te Reo Maori is offered as an option at all year levels
- Te Roopu Kapa Haka o Taoroa is supported to perform at Regional level
- Te Whakapiki i te Ao Maori classes are offered at years 9 - 12 to provide further support to Maori students who are coming to Trident from Kura Kaupapa or Maori Bilingual units in year 8. This provides the classes the opportunity to continue to develop their skills, culture and language while in their high school years.
- Trident High School are represented at regional Manu Korero events
- Maori Tikanga is offered as a rotation subject to all year 9 students
- The School haka is learnt by all students in the school via the house competition system
- Maori Department staff are part of the Mataatua Maori Teachers roopu that support each other to plan and co-ordinate regional events and Professional learning
- 2019 saw the first year of our Pou Arahi Whetu prefects. Their role was created to support tikanga and kawa to be upheld, develop the concept of Maori Leadership, lead designated Maori events, promote Maori profile in the community and to provide leadership for Maori students in the school.

We understand that in order to authentically celebrate Maori student achievement we need to further challenge our own cultural paradigms that may be part of the systems and structures that are inhibiting Maori students from realising their own potential. Much of the Professional learning from 2019 to 2022 is focused on this area.

At the end of 2018 Trident began working with Waikato University Poutama Pounamu to deliver Cultural Relationships for Responsive pedagogy. This was building on the 2018 initiative of Kia Eke Panuku that began in 2016. In 2020 the programme aims to continue to unpack the Treaty of Waitangi and its significance to the work that we as educators do in the classroom as well as allow us to work towards creating equitable outcomes for Maori through developing staff pedagogy. There are a range of tools and structures that Poutama Pounamu facilitators have that will support this journey. Their target group that they will be working with this year are the middle leaders - Heads of Faculty group. Their core focus is to activate their agency as pedagogical leaders to create equitable outcomes for all students.

Data that is gathered through the Rongohia te hau survey has been used as one measure to see how Maori experience education at Trident High School. This data is collected by way of three surveys - Staff voice, whanau voice and student voice. Student and whanau voice is disaggregated for Maori and non Maori. Senior management and leadership team and full staff have had opportunity to 'unpack' this data and potentially look for the next steps required by us as a school.

The Trident Story 1973 to 2021

Trident High School opened in 1973. It is a Year 9-13 co-educational, state secondary school which draws its students from the urban area and rural surrounds of Whakatane. The school now attracts more than 60% of the students from Whakatane Intermediate and draws students from as far away as Matata in the west and Waimana and Opotiki in the east (these students are balloted in under the legislation related to enrolment schemes (in 2001 the Ministry of Education directed an Enrolment Scheme for the school which has limited “out-of-zone” numbers but not overall roll growth). Rather than a significant population increase in the area the growth indicates our high standing in the community; the perception is that we are doing the right things and doing them well.

The main industries in the area are forestry, farming and tourism based all capitalising on the conducive climate and environment in general. The students are friendly and natural being from country backgrounds. Approximately half of students’ bus to school.

Staffing

Trident is staffed with a well-qualified and balanced mix of motivated experienced teachers and enthusiastic young professionals all committed to the individual learning and social needs of our students. Their professional attributes, personal qualities and positive approach help to create a strong and collegial Trident team. The team is led by the Principal, three Deputy Principals responsible for Academic Programmes, Pastoral Care and Teaching and Learning and two Assistant Principals responsible for Learning Support (SENCO) and student Pastoral Care; Student Leadership and EOTC. The school is a collaborative learning environment. All staff are currently involved in professional learning and development related to quality learning and teaching in a Culturally Relational and Responsive learning environment. The focus is to more effectively engage students to ensure learning takes place.

In 2010 Trident was successful in its application to the Ministry of Education to develop a Trades Academy. This is detailed under “Contracts” in this document. The project is another example of Trident collaborating with schools to provide a quality education to the students of those schools. The Education Review Office has acknowledged Trident on a number of occasions by including case studies of the school in a number of its publications notably The Education of Boys and Professional Development and Learning.

Staffing is maximised and the following strategies are in place to ensure all students receive an education appropriate to their needs:

- Year 9 general form classes have no more than 25 students;
- In 2019 the school introduced Chrome-books for all Year 9 students. This was repeated in 2020 and 2021. This follows on the piloting of Ipad classes in Year 9 and 10 since 2015.
- Streaming in Mathematics and English at Years 9 and 10;
- An “APEX – Academic Pathways of Excellence” programme provides academic rigour and extension to students who qualify for this class. The first APEX class reached Year 13 in 2020.
- Foundation /Internal Assessment classes operating in English, Science, Social Sciences and Mathematics to address the needs of students who have experienced learning difficulties;
- A Whare Akonga programme to meet literacy and numeracy needs of students who have experienced serious learning difficulties. Provision of two Learning Support Co-ordinators in 2020 MOE funded.
- The provision of numerous alternative courses at Years 11–13 all of which provide students credit on the NZQA qualifications framework;
- Extension of the philosophy of Te Aka Motuhake to foster Maori achievement;
- Maori culture classes that involve the concept of tuakana teina (peer mentoring);

- A peer support leadership programme that fosters school culture and positive relationships between Year 13 and Year 9 students;
- A mentoring programme by staff for academic Year 13 students;
- The Landskills programme established to meet the needs of those who prefer to be involved in more practical / outside learning;
- Deans operating at each year level to provide pastoral and academic support and motivation for all students;
- Specialist Careers support for students which is wide-ranging and attempts to be all-encompassing to meet the pathway needs of each student in and beyond school;
- A school-wide Professional Learning Community for staff with a focus on enhancing pedagogy.
- A significant commitment by staff to a wide-ranging group of co-curricular activities that provide further opportunities for student achievement.
- Volcanix on-line learning programmes provide for a wide ranging curriculum.

These demonstrate that the school is committed to providing opportunities and supporting every individual to reach his or her potential. Trident is committed to ensuring students are provided with appropriate programmes and obtain meaningful qualifications which lead to employment or career pathways / education at a higher level. The expected outcome is that students will achieve more merit and excellence results in NCEA, and targets in NCEA will be attained allowing entry to tertiary courses.

Facilities

The school was opened in 1973, is of S68 design, and is modern in appearance. It is well resourced and we are proud of our extensive grounds and modern facilities which are open to the community and well utilised by a wide variety of groups. Examples of these facilities are the gymnasium with a sprung floor and attached “weight-lifting” bay and climbing wall, the purpose-built “Arts” complex involving drama, music and art, an astro-turf covering six tennis courts (also used for netball and hockey), and an auditorium (with a “floating” floor) suitable for cultural and sporting activities and assemblies.

The Board of Trustees has been instrumental in ensuring an attractive physical environment for our students. The landscaping and erection of quotations and direction signs enhance the school environment and enhance learning.

Major Building Programme

2002: A new staff workroom, meeting rooms, study rooms, offices and student services.

2004-2005: Completion of an auditorium, two science laboratories and the ICT complex/technology.

2006-10: An additional eight classrooms to the school. A science laboratory was in place for the start of the 2008 school year; a technology/health/P.E. complex of two classrooms and a kitchen area creates a multi-purpose space adjacent to the auditorium. Student Services – Deans and Sick Bay

2008: A new purpose Special Education Centre.

2011: new gym change-room block was completed.

2013: BOT build an additional classroom. This is a multi-purpose room adjacent to the community room.

2014: BOT build New Garages

2015: Installation of Solar Panels on the Special Education Building (a Year 13 Technology project

2016: Installation of Solar Panels on the Auditorium roof and the development of a self-contained energy and water storage area in the Auditorium complex – authentic learning within the Metal Technology classes.

2017 Heat pump up-grades across the school

2017: Refurbishment of the Music Complex and Science Laboratories.

2018: Installation of Laser Cutter in Technology and up-grade of Wharenui and Wharekai complex

2020 Refurbishment of Food Technology space.

2021 L11, M7 and M8 renovations

1. Futures Academy

In 2014 the EBOPTA became the BOPTA with 45 schools involved as hubs now exist in Whakatane (the original Eastern BOP Trades Academy), Taupo, Tokoroa, Rotorua supported by Waiariki Institute and Tauranga where BOP Polytech is the provider.

Background

Trident High School which is the lead school, was selected in 2009 to be one of the first eleven Trades Academies to be established in New Zealand. 2010 was seen as a development year and seed funding was received from the MOE to develop an establishment plan to ensure the academy is ready to proceed in 2011. In 2016 the merger of WIT and BOP Polytech into Toi Ohomai led to a new chapter of the Trades Academy. In 2020 the Trades Academy name was changed to Futures Academy. As of mid-February there were 865 students enrolled to courses through the Futures Academy. We have sponsored an extra 75 places using the full funding we were given for 2020 despite the Covid lockdown reducing our expenses considerably. Many courses are full already and the options are limited for our students at this stage if they want to transition into full time tertiary courses.

Each student enrolled in BOPTA participates in developing an Individual Learning Programme (ILP) and Career Plan (CP) with appropriate staff from respective high schools/colleges.

- The programme will be delivered in a mix of in-school learning, tertiary campus learning and in the workplace environments.
- 2. The proportion of time spent in the three environments will be dependent on the trade requirements. A flexible school timetable will operate to allow for a range of off-site training either at the Polytechnic, the workplace, or both.

3. Gateway

Trident High School was selected by the Tertiary Education Commission (TEC) to offer the Gateway programme to senior students. The school has been funded for 58 placements in 2022 which indicates the success of the programme. The funding for this programme is contestable on an annual basis.

Focus: Gateway offers senior secondary students structured workplace learning across more than 50 industries and hundreds of businesses in Whakatane and beyond. Students pursue individual learning programmes, which allow them to gain new skills and knowledge in a workplace in their local community. The learning is hands-on and practical. Students are assessed in the workplace for unit and achievement standards which contribute to the National Certificate of Educational Achievement (NCEA), as well as industry specific qualifications.

The Trident High School coordinator is Karen Bengé.

4. Service Academy

Trident High School was selected by the Ministry of Education in December 2013 to offer a Service Academy to Trident High School students. The programme began in February 2014. It has a focus on Year 12 students. It was the Central North Top Academy in 2014 with the top student being Te Oni Moore, a Year 12 student who was Deputy Head Boy in 2015. In 2019 the Head Boy and Deputy Head Girl were Service Academy graduates. In 2022 the programme is underway and there are 17 students – 10 boys, 7 girls.

Background

Service academies are military-focused program academy vice Ames delivered within schools.

The purpose of a service academy is to:

- encourage students to stay engaged in learning by providing a motivating and disciplined programme;
- help students to gain improved qualifications and help them prepare to move successfully into the workforce or further education and training.

Target student group

The target student group is year 12 students who are at risk of disengaging from school. Schools will also be able to enrol students in year 11 who are turning 16 during the year and who would benefit from a military-focused programme. Students will be enrolled as full-time students in the service academy schools.



Trident High School

2022 Strategic Overview



VISION

Inspiring innovative global citizens

MISSION STATEMENT

Trident High School offers a quality education in a partnership environment where excellence and respect are encouraged.

VALUES

Respect
Quality Work
Kia Manawa Nui

Strategic Priority 1

A Culture of Excellence

All members of the Trident Community are supported in aspiring to personal excellence across the four cornerstones of Academic, Sport, Arts and Culture, and Leadership.

Strategic Priority 2

An Inclusive and Supportive Community

All students and staff are supported to build confident connected relationships in order to become global citizens.

Strategic Priority 3

Building Strength, Resilience and Integrity

We have a learner-centred environment in which all of our learners, and particularly our Māori and Pasifika learners, enjoy success through our support of their needs, identities, languages and cultures.

In order to successfully implement our strategic priorities we follow the principles of Culturally Responsive Relational Pedagogy.

Whanaungatanga - Relationships of care and connectedness

Mahitahi kotahitanga - Power is shared to enable self determination and equity

Whakapāpā - Language, culture and identity counts

Ako - Sense making is interactive, dialogic and ongoing

Wānanga - Evidence based decision making in practice

Kaupapa - Common vision of excellence

2022 Strategic Action Plan - 2021 Review and 2022 Key Targets

Vision: Inspiring innovative global citizens

Relating to ourselves, each other and our community

Strategic Priority 1: A culture of Excellence - All members of the Trident community are supported in aspiring to personal excellence

Inspiring and Innovative

- Culture
- Academic
- Sport
- Leadership

Evaluative Question: to what extent has there been a positive shift in students aspiring to personal excellence?

Strategic Priority 2: An Inclusive and Supportive Community-

- **Global Citizen - All students and staff are supported to build confident connected relationships to become global citizens**

Evaluative Question: to what extent has there been a positive shift in students and staff being supported to build confident connected relationships in order to become global citizens?

	Short Term - 2021		Medium Term - 2022	Long Term - End of 2023
2021 Actions	Outcomes by the end of June 2021	Outcomes by the end of November 2021	By the end of	

<i>(to be reviewed and reset at the end of June)</i>			November 2022	
<p>Leading the Junior Curriculum:</p> <ul style="list-style-type: none"> ● leading the implementation of the new junior curriculum with HOF ● Ongoing monitoring of student achievement and behaviour (Learning class hui with core teachers) ● Developing authentic, relevant, locally contextualised programmes for 2021 - and beyond ● Embedding Key Competencies in classroom practice ● Reviewing and implementing TJC ● Regular engagement reporting - implement and monitor ● Supporting HOFs in ensuring teachers are developing as adaptive / agentic practitioners who maintain an online learning community and provide relevant and authentic learning in this space and the classroom ● Leading GBI programme - liaising with Ro for full oversight/programme development for remaining students ● Working with LSCs to ensure provision of support for priority / at risk students in junior school ● Overseeing COL Numeracy and Literacy personnel ● Curriculum focus on Numeracy and literacy ● Overseeing Junior Prize-Giving <p>Leading the Senior Curriculum:</p> <ul style="list-style-type: none"> ● Leading the development of the senior curriculum (authentic, relevant, locally 	<p>Outcome: Links exist between the classroom and the wider community for seeking and sharing expertise and community ambitions →</p> <p>Meas. Tool: Documentation such as local curriculum, learning programmes, Inquiry, Professional Growth documents, communication, consultation and collaboration</p> <p>Indicator: Evidence exists of collaborative links between Trident teachers and the community both local, national and global</p> <p>Science - Local industry visits Partnering with Careers Advisor Soc Sci - Environmental field trips Awatapu Lagoon - cross curriculum Rural Health Network - AW Mataatua Sports Trust - Traditional Maori Games Building connections with local schools, Thornton, St Joes, Awakeri, Ohope through PE and Health Engagement Reports Academic mentoring Whanau meetings with Whanau teachers Ngati Awa CoL Teacher Only day Academic meeting with curriculum teachers Planning for Junior Maori STEAM day in Sept</p>	<p>Outcome: Links exist between the classroom and the wider community for seeking and sharing expertise and community ambitions</p> <p>→ Evaluative</p> <p>Question: To what extent do links exist between the classroom and the wider community?</p> <p>Meas. Tool: Documentation such as local curriculum, learning programmes, Inquiry, Professional Growth documents, communication, consultation and collaboration</p> <p>Indicator: Evidence exists of <i>an increase</i> in collaborative links between Trident teachers and the community both local, national and global</p> <p>Meas. Tool: NCEA Investigations</p> <p>Indicator 1: An increase in the achievement of students being assessed against Achievement Standards which require investigation techniques for authentic contexts, in 2021. I.e an increase in M and EX results compared with 2020.</p> <p>Indicator 2: An increase in the number of Achievement Standards which</p>	<p>Outcome (Future focused curriculum): All Trident Ākonga are supported with a future focused curriculum which empowers them to build new knowledge, solve real life problems and to honour authentic and local contexts</p> <p>Evaluative Question: To what extent are all Trident Ākonga supported with a future focused curriculum?</p> <p>Meas. Tool: Artefacts of student learning</p> <p>Indicator: All Ākonga have at least one artefact of their learning which reflects a relationship with the community. This is true in</p>	<p>Outcome: Students graduate from Trident equipped with the cognitive, interpersonal and personal competencies they need for success and to thrive in Aotearoa and globally, in the</p>

<p>contextualised programmes for 2021 - and beyond) alongside HOF</p> <ul style="list-style-type: none"> Monitoring the results from 2020/2021 - work with HOF / Deans to initiate interventions to support students to gain certification Supporting HOF in preparing for NCEA changes Supporting HOF in ensuring teachers are developing as adaptive / agentic practitioners who maintain an online learning community and provide relevant and authentic learning in this space and the classroom Regular engagement reporting - implementing and monitoring Working with LSCs to ensure provision of support for priority / at risk students in senior school Working with SCT to implement the Professional Growth Cycle in 2021 Working with Principal's Nominee to oversee the provision of NCEA assessments for Trident Monitoring the 2021 timetable and adapt as necessary, review throughout the year and plan for 2022 timetable Overseeing Senior Prize-Giving <p>Leading the Junior Pastoral Team:</p> <ul style="list-style-type: none"> Leading the implementation of the Whanau Ako structure and programme with Junior Pastoral Team My Mahi - providing PLD and ongoing monitoring of its use and relevance, development of further lessons Supporting the Junior Whanau Dean in developing skills and knowledge to lead PB4L, restorative practices Supporting the Junior Whanau Dean to develop skills in data collection and 	<p>Senior Year 11 Maori STEM Visit 4x Local Business in industry speakers (KB) Y11 Careers Expo Y12/13 Landskills</p> <ul style="list-style-type: none"> Marae - Urupa Water collection receptacles Tuhoe - Te uru taumatua - environmental clean up Golden grove apiaries Sisams Farming Blue rock Quarry Te Komiti o Runa - Ruatoki Tuhoe Hauora <p>Te Puna Ora o Mataatua Rapaera Black Contracting Arts Expo - Local artists w year 13 arts students BR Horizon - local council sustainability/enviro group/ 3ENT</p>	<p>require authentic investigations, being offered for 2022</p> <p>Year 8 day preparation - GB visiting all contributing schools. Meetings with Erin Te Pou - principal Paroa school - student mentoring Science horticulture programme year 11 and 12 HALO working with Special Education, connected with Social Science and Science Holiday community programmes - Sports and drama, Mau rakau</p>	<p>every class at every year level.</p> <p>Meas. Tool: NCEA Investigations Indicator 1: An increase (compared with 2021) in the number of students being assessed against Achievement Standards which require investigation techniques in authentic contexts. Indicator 2: An increase in the achievement of students being assessed against Achievement Standards which require investigation techniques. ie an increase in M and EX results compared with 2021.</p>	<p>21st century.</p> <p>Evaluative Question: To what extent are Trident graduates equipped with the competencies they need for success and to thrive (and contribute) in Aotearoa, and globally?</p> <p>-Identity -Hauora -Cultural competence - Whānaungātanga - Community - Collaboration - Knowledge building</p>
	<p>By end of June 2021</p>	<p>By end of November 2021</p>	<p>By the end of November 2022</p>	

<p>implementation of interventions for raising student achievement</p> <ul style="list-style-type: none"> Supporting the junior whanau Dean in embedding CR+RP in whanau ako / learning classes in the junior school Leading focused whanau engagement initiatives alongside the JPT Liaising with SMLT responsible for Junior Curriculum on a programme of hui with whanau for the year Leading transitions - responsible for the start up of the year, year 8 day and evening and liaising with feeder schools <p>Leading the Senior Pastoral Team:</p> <ul style="list-style-type: none"> Leading the Senior Pastoral Team in academic tracking and development of initiatives to improve student achievement, Liaising with Careers Team on developing career pathways Developing and implementing a well-being programme (Mental health / drug and alcohol etc) with Deans / Guidance team Supporting implementation of cohesive reporting on student achievement 9 ie. when sharing data with staff) Supporting new Senior Deans in academic tracking and using the data to initiate interventions Leading focused whanau engagement initiatives alongside the Senior Pastoral Team Liaising with SMLT responsible for Senior Curriculum on a programme of hui with whanau for the year <p>Leading Student Well Being:</p> <ul style="list-style-type: none"> Developing the third strategic priority “Well-being” for implementation in 2022 	<p>Outcome: Trident teachers are adaptively confident, digitally fluent practitioners in a blend of face to face and online curriculum</p> <p>→ Meas. Tool: Student Voice Interviews:</p> <p>Indicator 1: Student decision-making in learning At least 50% of responses were at Stage 3 or 4</p> <p>Indicator 2: Student Goal-setting At least 50% of responses were at Stage 3 or 4</p> <p>Indicator 3: Students finding solutions At least 50% of responses were at Stage 3 or 4</p> <p>Indicator 4: Shared Spaces online: At least 50% of responses were at Stage 3 or 4</p> <p>Indicator 5: Teacher Adaptive Confidence At least 50% of responses were at Stage 3 or 4</p> <p>Online learning days My mahi goal setting Whanau/ako teachers My mahi Careers Whanau teachers tracking and coaching conversations with students Google classroom - every subject Education perfect is used to support individual learning programmes based on student testing data. Using a range of digital tools to assess learning</p>	<p>Outcome: Trident teachers are adaptively confident, digitally fluent practitioners in a blend of face to face and online curriculum. They can co-construct and co-design with individual learners.</p> <p>→</p> <p>Evaluative Question: To what extent has there been positive shifts in teacher adaptive confidence, teacher digital fluency and teachers sharing decision-making with learners?</p> <p>Meas. Tool: Student Voice Interviews:</p> <p>Indicator 1: Student decision-making in learning At least 70% of responses were at Stage 3 or 4</p> <p>Indicator 2: Student Goal-setting At least 70% of responses were at Stage 3 or 4</p> <p>Indicator 3: Students finding solutions At least 70% of responses were at Stage 3 or 4</p> <p>Indicator 4: Shared Spaces online: At least 70% of responses were at Stage 3 or 4</p> <p>Indicator 5: Teacher Adaptive Confidence At least 70% of responses were at Stage 3 or 4</p> <p>Lock down August 2021 Full staff meetings</p>	<p>Outcome (Personalised Learning): The learning of all Trident Akonga is personalised, co-constructed and co-designed. Their thinking is entrepreneurial and innovative.</p> <p>Evaluative Question: To what extent has there been a shift to learning of all Akonga being personalised, co-constructed and co-designed?</p> <p>Meas. Tool: Student Voice Interviews:</p> <p>Indicator 1: Student decision-making in learning At least 90% of responses were at Stage 3 or 4</p> <p>Indicator 2: Student Goal-setting At least 90% of responses were at Stage 3 or 4</p>	<p>-Learner agency -Digital competence, connectedness and citizenship -Navigating pathways in uncertain times - Reverence for the planet, sustainability</p> <p>Meas. Tool: Pepeha, mihi, karakia, Marae visits</p> <p>Indicator 1: Every graduate knows their pepeha, a mihi, a karakia and has attended a powhiri on a marae.</p> <p>Meas. Tool:</p>
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<ul style="list-style-type: none"> ● Liaising with Junior and Senior Pastoral Teams leadership to ensure system wide provision of a safe, supportive and inclusive environment for students ● Leading The Guidance Team in providing all students with a safe, supportive and inclusive school environment ● Establishing hauora hui for at risk students drawing together full team for interventions and relevant responses ● Liaising with outside agencies for the provision of relevant services to support at risk and priority students ● Managing the Kahui Ako attendance initiative and developing systems within Trident to reduce attendance issues ● Managing the delivery of healthy meals to students ● Managing the Tu Tangata breakfasts ● Coordinating with Kids Can and other agencies providing for students ● Placing, tracking and monitoring students in AE <p>Leading Staff Well Being:</p> <ul style="list-style-type: none"> ● Leading The Guidance Team in providing all staff with a safe, supportive and inclusive school environment ● Implementing opportunities for staff to connect with each other to build staff morale ● Leading the staff wellbeing committee ● Overseeing SEC - support HOD SEC in leading the unit (CR/AJ) <p>Leading PLD:</p> <ul style="list-style-type: none"> ● Leading the identification of PLD requirements for teaching / pastoral 	<p>Google suite accessible to all students and staff Teacher uptake of Education Perfect Online Te Reo course for their own PLD</p>	<p>Regular whānau/ako meetings with students Staff were trialing new online learning strategies</p> <p>Priority students able to be agentic in developing IEPs with subject teachers</p>	<p>Indicator 3: Students finding solutions At least 90% of responses were at Stage 3 or 4</p> <p>Indicator 4: Shared Spaces online: At least 100% of responses were at Stage 3 or 4</p> <p>Indicator 5: Teacher Adaptive Confidence At least 100% of responses were at Stage 3 or 4</p>	<p>Rongohia Te Hau? Indicator r:</p> <p>Meas. Tool: Student Voice interviews for eLearning and Learner Agency Indicator r: All items had 95% of responses at Stage 3 or 4</p> <p>Meas. Tool: NCEA Achievement Indicator r 1: All graduates have achieved Level 2 NCEA and % have achieved Level 3 Indicator r 2:</p>
	<p>By end of June 2021</p>	<p>By end of November 2021</p>	<p>By the end of November 2022</p>	
	<p>Outcome: Trident teachers in the “classroom” and as Whānau Ako, are knowledgeable in establishing dyadic relationships</p> <p>→</p>	<p>Outcome: Trident teachers in the “classroom” and as Whānau Ako, are knowledgeable in establishing dyadic relationships and then in using The New Zealand Curriculum to facilitate akonga to develop competencies and learning skills</p> <p>→</p> <p>Evaluative Question:</p>	<p>[</p> <p>Evaluative Question: To what extent does every student at Trident have a dyadic relationship with a significant adult at Trident?</p>	

<p>for 2021 by liaising with HOF and Pastoral Teams</p> <ul style="list-style-type: none"> ● Applying for funding and allocate funds for PLD for 2021 ● Overseeing teachers / external providers in the delivery of PLD within the school (eg. LSCs = provision of Reciprocal teaching / Poutama Pounamu = CR and RP and Te Tiriti) ● Leading Trident in the Kahui Ako for Ngati Awa iwi engagement programme 2021 ● Overseeing the PRT and OTT programmes led by SCT ● Overseeing the Teacher Registration compliance documentation ● Working with the SCT to implement the Professional Growth Cycle in 2021 <p>Leading Pathways:</p> <ul style="list-style-type: none"> ● Liaising with the Careers team, monitor programmes, employment, apprenticeships ● Leading the establishment of a schoolwide pathways and career programme ● Overseeing student achievement within the Service Academy; Gateway; Trades Academy; Lanskills ● Overseeing COL Career position <p>Leading Student Leadership:</p> <ul style="list-style-type: none"> ● Implementing and monitoring leadership programmes from year 9 - 13, including, Student Council ● Leading the Year 13 student leadership body ensuring they have opportunities for service / responsibility and the 	<p>Meas. Tool: Uptake of "My Mahi" Indicator: All Years 9 & 10 students have set up an account/profile on "My Mahi"</p> <p>Meas. Tool: Student Voice Indicator: Every student is able to name their teachers</p> <p>Meas. Tool: Teacher Voice Indicator: Every teacher is able to name their students</p> <p>Powhiri at start of year - whanau ako teacher introduction to whanau Meet the whanau and sausage sizzle and information evening in Audi WA teachers first point of call for attendance, pastoral care and academic progress Daylong Whanau/Ako teacher meetings with whanau Shared Weekly whanau ako time has programme of core values and relationship building Development of school timetable to prioritise pastoral time through whanau/whanau ako time Engagement reports Use of restorative practices in the classroom Year 9 Hauora interviews identified WA teachers as primary relationship at school Senior and junior pastoral teams support and develop their whanau ako teachers understanding of the dyadic relationship with responsive support</p>	<p>To what extent is every teacher at Trident knowledgeable in implementing "the front of the NZC" and building dyadic relationships with students?</p> <p>Meas. Tool: Uptake of "My Mahi" Indicator: All Years 9 & 10 students are using "My Mahi"</p> <p>Meas. Tool: Student Voice Indicator: Every student is able to name at least one adult at Trident, with whom they have a significant learning relationship</p> <p>Year 9 and 10 Hauora conversations continued to identify Whanau ako teachers as their significant adult During lockdown- Whanau/ako teachers were the main point of contact for the students 138 whanau responses to the survey which indicated strong connection to whanau/ako teachers Staff survey (September 2021)states that 63.5% (juniors) and 76% (Seniors) believe the changes to pastoral systems has allowed Dyadic relationships to be created Academic Mentoring</p> <p><u>Timetable review teachers Sept 2021</u></p>	<p>Meas. Tool: Student Voice Indicator: Every student is able to name at least one adult at Trident, with whom they have a significant relationship</p> <p>Meas. Tool: NZCER Wellbeing@School? Indicator: "Belonging at School" item</p>	<p>% of graduates have achieved Level 3 with Merit or Excellence endorsement (Ex & M require greater Learner Agency than "Achieved")</p> <p>Indicator 3: No gap exists between Māori and non-Māori achievement at Levels 1, 2 and 3.</p> <p>Suggested Meas. Tool: NZCER Wellbeing @School and Inclusive Practices Surveys Indicator:</p>
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<p>establishment of a positive and inclusive school culture</p> <p>Leading Co-curricular:</p> <ul style="list-style-type: none"> Overseeing EOTC processes and administration Developing the Elective programme term 2-3 Liaising with the Sports Coordinator to provide in school and beyond school opportunities for students Overseeing of Junior Camps in Term 4 	<p>Whanau teachers encouraged to recognise success and share with year level - year level assemblies, attendance certificates, Reds and Blues for juniors</p> <p>Whanau teaches support their students in discipline and restorative meetings</p> <p>Use of Kamar dashboard to monitor and track learning strategies, progress, engagement</p> <p>CR&RP are embedded in teacher practice</p> <p>RT3T intensives Gateway programme</p> <p>Landskills programme</p> <p>Service Academy</p> <p>EOTC for individual classes</p> <p>Electives</p> <p>Teacher led sports teams - coaching and managing</p>			
	<p>By end of June 2021</p>	<p>By end of November 2021</p>	<p>By the end of November 2022</p>	
	<p>Outcome:</p> <p>Trident teachers in the “classroom” and as Whānau Ako, have Teacher Agency in how to facilitate Learner Agency through mahitahi kotahitanga and by using Student Voice</p> <p>→</p> <p>Meas. Tool:</p> <p>Student Voice Interviews Learner Agency items</p> <p>Indicator 1:</p> <p>Student decision-making in learning</p>	<p>Outcome:</p> <p>Trident teachers in the “classroom” and as Whānau Ako, have Teacher Agency in how to facilitate Learner Agency through mahitahi kotahitanga and by using Student Voice</p> <p>→</p> <p>Evaluative Question:</p> <p>To what extent has there been a shift in the Teacher Agency in facilitating Learner Agency?</p> <p>Meas. Tool:</p>	<p>Outcome (Agency):</p> <p>“Hauora/well being of all Trident students sits at the centre of Teaching and Learning” means that along with their whanau, Trident Akonga are agentic in their learning decisions</p>	

	<p>At least 50% of responses were at Stage 3 or 4</p> <p>Indicator 2: Student Goal-setting At least 50% of responses were at Stage 3 or 4</p> <p>Indicator 3: Students finding solutions At least 50% of responses were at Stage 3 or 4</p> <p>Goal Setting Whanau Interviews My Mahi Academic Tracking Whanau teachers Individual learning programmes Futures Academy Gateway Services Landskills Co-constructed ILP's with students Deans - 5 subject timetables Differentiation within classrooms eg JC</p> <p>Developing stage - need to look for opportunities to gather student voice</p>	<p>Student Voice Interviews Learner Agency items</p> <p>Indicator 1: Student decision-making in learning At least 70% of responses were at Stage 3 or 4</p> <p>Indicator 2: Student Goal-setting At least 70% of responses were at Stage 3 or 4</p> <p>Indicator 3: Students finding solutions At least 70% of responses were at Stage 3 or 4</p> <p>Meas. Tool: NCEA endorsements (Ex & M require greater Learner Agency than "Achieved")</p> <p>Indicator (Annual Plan Target 1): Trident endorsements match the 4-7 decile schools endorsements nationally</p> <p>IEPs for year 13 students - identifying their needs, extended study leave etc HOF tracking academic achievement at beginning of Term 3 CoL role - Senior pastoral to support students gaining endorsements (M and E)</p>	<p>Evaluative Question: To what extent has there been a positive shift in Trident Ākonga being agentic in their learning?.</p> <p>Meas. Tool: Student Voice Interviews Learner Agency items</p> <p>Indicator 1: Student decision-making in learning At least 90% of responses were at Stage 3 or 4</p> <p>Indicator 2: Student Goal-setting At least 90% of responses were at Stage 3 or 4</p> <p>Indicator 3: Students finding solutions At least 90% of responses were at Stage 3 or 4</p> <p>Meas. Tool: NCEA (Ex & M require greater Learner Agency than "Achieved")</p>	
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			Indicator: _____ % of graduates have achieved Level 3 with Merit or Excellence endorsement	
	By end of June 2021	By the end of November 2021	By the end of November 2022	
	<p>Outcome: CR&RP are identifiable in all classroom practice and Whānau Ako practice at Trident</p> <p style="text-align: center;">→</p> <p>Meas. Tool: Rongohia Te Hau</p> <p>Indicator:</p> <p>Whanau Ako teachers first point of call for staff and whanau One hour period for Whanau hui Whanau teachers involved in restorative meetings Academic interviews focus on Whanaungatanga Ngati Awatanga - CoL, Soc Sci Year 9 Mataatua Rotation</p> <p>To do list:</p>	<p>Outcome: All students have a sense of belonging at Trident. This is ensured through purposeful and meaningful connections with Whānau and the wider community</p> <p style="text-align: center;">→</p> <p>Evaluative Question: To what extent do all students have a sense of belonging at Trident?.</p> <p>Meas. Tool: Rongohia Te Hau / Whānau survey data</p> <p>Indicator (Annual Plan Target 3): All students have a sense of belonging Target to be set using the data.</p> <p>Hauora Korero Data</p>	<p>Outcome (Whakapapa/Identity): All Akonga experience whanaungatanga at Trident by knowing their whakapapa and sharing their sense of belonging and identity in te ao Maori</p> <p>Evaluative Question: To what extent do all Akonga experience whanaungatanga at Trident</p>	

	<p>Continuum with HoF of teacher pedagogy</p>	<p><u>Lockdown Surveys</u> <u>Student lockdown survey</u></p> <p>Whanau/ako teachers contacted whanau during lockdown - regularly Whanau part of the subject selection process Academic mentoring evening October</p>	<p>by knowing their whakapapa and sharing their sense of belonging and identity in te ao Maori ?</p> <p>Meas. Tool: Pepeha, mihi, karakia, Marae visits Indicator: All graduates and Year 12 know their pepeha, a mihi, a karakia.and have attended a powhiri on a marae.</p> <p>Meas. Tool: NZCER Wellbeing@School? Or RTH? Indicator: An indicator based on "Belonging at school" item?</p> <p>Meas. Tool: NCEA Indicator: No gap exists between Māori and non-Māori achievement at Levels 1, 2 and</p>	
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			3 has decreased from 2021.
	By end of June 2021	By the end of November 2021	By the end of November 2022
	<p>Outcome: Trident teachers in the classroom and as Whānau Ako, know and understand about the roles of teacher identity, student identity and the reciprocity between them</p> <p>→</p> <p>Meas. Tool: Evidence of pepeha, mihi, karakia, Marae visits</p> <p>Indicator 1: 100% of teachers know their pepeha, a mihi, a karakia.and have attended a powhiri on a marae.</p> <p>Indicator 2: 80% of all Ākonga know their pepeha, a mihi, a karakia.and have attended a powhiri on a marae.</p> <p>Meas. Tool: Student Voice Interview</p> <p>Indicator: Reciprocity: At least 50% of responses were at Stage 3 or 4</p>	<p>Outcome: Trident teachers in the classroom and as Whānau Ako, know and understand about the roles of teacher identity, student identity and the reciprocity between them</p> <p>→</p> <p>Evaluative Question: To what extent doTrident teachers know and understand about the roles of teacher identity, student identity and the reciprocity between them?</p> <p>Meas. Tool: Pepeha, mihi, karakia, Marae visits</p> <p>Indicator: 90% of all Ākonga know their pepeha, a mihi, a karakia.and have attended a powhiri on a marae.</p> <p>Meas. Tool: Student Voice Interview</p> <p>Indicator: Reciprocity:</p>	<p>Outcome (Reciprocity) : All Akonga experiences whanaungatan ga by sharing a reciprocal learning relationship with each of their teachers at Trident. The relationships value the beliefs and experiences of the learner.</p> <p>Evaluative Question: To what extent do all Akonga share a reciprocal learning relationship</p>

	<p>Staff pepeha development Term one Whanau ako lessons - Pepeha</p>	<p>At least 70% of responses were at Stage 3 or 4</p> <p>Meas. Tool: NCEA Indicator (Annual Plan Target 2): The gap between Māori and non-Māori achievement at Levels 1 has been eliminated. 90% achievement rate for Māori students at Level 1.</p> <p>ART (Attendance, Retention, Transition) Report</p>	<p>with each of their teachers at Trident ?</p> <p>Meas. Tool: Student Voice Interview Indicator: Reciprocity: At least 90% of responses were at Stage 3 or 4</p>	
	<p>By end of June 2021</p>	<p>By end of November 2021</p>	<p>By the end of November 2022</p>	
	<p>Outcome: Whānau Ako and Whānau Deans are knowledgeable, confident and capable as the first points of intervention relating to poverty, engagement, key competencies, orientation, Trident Core Values.</p> <p>→</p> <p>Meas. Tool: Teacher Voice Indicator: Every Whānau Ako teacher is able to speak knowledgeably about every student and their circumstance.</p> <p>Academic whanau interviews term 1</p>	<p>Outcome: Whānau Ako and Whānau Deans are knowledgeable, confident and capable as the first points of intervention relating to poverty, engagement, key competencies, orientation, Trident Core Values.</p> <p>→</p> <p>Evaluative Question: To what extent are Whānau Ako and Whānau Deans knowledgeable, confident and capable as the first points of intervention?</p>	<p>Outcome (Hauora-pastoral): “Hauora/well being of all Trident students sits at the centre of pastoral decisions” means that social, emotional and mental health needs are met in response to the challenges</p>	

	<p>Attendance tracking of year 9/10 whanau ako Whanau/ako teachers involved in restorative practices Pastoral Kamar practices Hauora conversation</p>	<p>Meas. Tool: Attendance NZCER Wellbeing@School Survey; Indicator:</p>	<p>faced by rangatahi today</p> <p>Evaluative Question: To what extent does Hauora/well being of all Trident students sit at the centre of pastoral decisions?</p> <p>Meas. Tool: NZCER Wellbeing@School Survey Indicator:</p>	
	<p>By the end of June 2021</p>	<p>By the end of November 2021</p>	<p>By the end of November 2022</p>	
	<p>Outcome: A pathway exists for every Trident student to achieve personal excellence</p> <p>→</p>	<p>Outcome: (Navigating pathways) A pathway exists for every Trident student to achieve personal excellence</p> <p>→</p> <p>Evaluative Question:</p>		

	<p>Meas. Tool: Documentation</p> <p>Indicator: A process is documented for arriving at pathways</p> <p>Goal setting with whanau and whanau ako teachers Individual learning programme development</p>	<p>A pathway exists for every Trident student to achieve personal excellence</p> <p>Meas. Tool: Documentation Fran Carter's Report</p> <p>Indicator: A pathway is documented for every student</p>		

Key Targets 2021

Strategic Goal 1: A Culture of Excellence - All members of Trident Community are supported in aspiring to personal excellence

Inspiring and innovative

- Culture
- Academic
- Sport
- Leadership

Evaluative Question for Goal 1:

To what extent is there a culture of personal excellence in the Trident community?

What - Objective	How - Actions	Outcome	Require Evidence
	<p><i>What action(s) will make the most difference?</i></p> <p><i>What can we do differently?</i></p>		

<p>To eliminate the achievement gap between Maori and Pakeha students at NCEA Level One</p>	<ul style="list-style-type: none"> • CR and RP will be embedded in the provision and delivery of courses for our Maori students at Level One • Teachers will track individual student achievement – subject teachers and whanau teachers • Senior Pastoral team will track cohort progress and implement initiatives to support success • Appropriate courses will be offered to students to support Maori succeeding as Maori – Art / whakairo and English integration course, the Noho marae courses delivered by TWOA 	<p>90% achievement rate for Maori in 2021 at NCEA level One</p>	<p>NCEA Māori achievement data for 2021 -</p> <table border="1" data-bbox="1218 209 2016 331"> <thead> <tr> <th>National %</th> <th>Decile 4 %</th> <th>Trident %</th> </tr> </thead> <tbody> <tr> <td>59.1</td> <td>56.4</td> <td>74.8</td> </tr> </tbody> </table> <p>Whilst we have clearly performed well against national statistics in having a 15% higher rate of achievement than national achievement and almost 20% higher achievement rate for decile 4 schools, we did not make our 90% target. Our Pakeha students continued to outperform Māori at the same rate (90%)</p> <p>Mitigating factors - lockdown / attendance / school leaver data.</p> <p>The impact of Covid-19 was significantly higher on our Māori students than our pakeha students- access to learning was compromised. Students were needed to work or mind siblings to allow whanau to work during lockdown. Some students left for work directly after lockdown and did not return to Trident.</p> <p>Year 11 Māori Leavers Data 2021</p> <table border="1" data-bbox="1218 831 2016 1134"> <thead> <tr> <th>Total</th> <th>Māori</th> <th>Pakeha/other</th> </tr> </thead> <tbody> <tr> <td>36 students left Trident</td> <td>26</td> <td>10</td> </tr> <tr> <td>15 no further schooling</td> <td>10</td> <td>5</td> </tr> <tr> <td>10 transfer to another school</td> <td>10</td> <td>7</td> </tr> <tr> <td>10 NENS continuous absence</td> <td>9</td> <td>1</td> </tr> </tbody> </table> <p>Where the student or whanau have provided further information we can see that the employment options that our year 11 Māori students took up were - pest control, scaffolding, Glass factory</p>	National %	Decile 4 %	Trident %	59.1	56.4	74.8	Total	Māori	Pakeha/other	36 students left Trident	26	10	15 no further schooling	10	5	10 transfer to another school	10	7	10 NENS continuous absence	9	1
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<p>To match the Excellence endorsement achievement data of decile 4-7 schools</p>	<ul style="list-style-type: none"> • All areas of communication will keep a focus on our strategic priority of <i>A Culture of Excellence</i> • Goal setting academically will be implemented, tracked and monitored through My Mahi and KAMAR by the whanau teachers • Tracking progress in Excellence achievement in internals will be implemented by the senior Deans • Excellence credit accumulation will be published and celebrated 	<p>More students will receive Excellence endorsement at all levels of NCEA and experience a sense of success after purposeful focused effort.</p>	<table border="1"> <thead> <tr> <th colspan="4">Endorsement Rates 2021</th> </tr> <tr> <th>Endorsement</th> <th>THS</th> <th>Decile 4</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Level 1 Merit</td> <td>29.8</td> <td>28</td> <td>32.2</td> </tr> <tr> <td>Level 1 Excellence</td> <td>13</td> <td>15.2</td> <td>21.1</td> </tr> <tr> <td>Level 2 Merit</td> <td>17.4</td> <td>18.5</td> <td>24.2</td> </tr> <tr> <td>Level 2 Excellence</td> <td>7.2</td> <td>11</td> <td>17.7</td> </tr> <tr> <td>Level 3 Merit</td> <td>13.7</td> <td>20.3</td> <td>25.6</td> </tr> <tr> <td>Level 3 Excellence</td> <td>5.3</td> <td>13.8</td> <td>17.9</td> </tr> </tbody> </table> <p>Across all levels bar one, we have failed in our target; in discussion with SMLT and HOF we have reached the conclusion that our push for achievement during 2021 with the pressure of lockdown and Covid, took its toll on endorsements. The focus on achievement for Māori at 90% meant we were focused on getting everyone across the line and the message about Endorsement became secondary</p>	Endorsement Rates 2021				Endorsement	THS	Decile 4	National	Level 1 Merit	29.8	28	32.2	Level 1 Excellence	13	15.2	21.1	Level 2 Merit	17.4	18.5	24.2	Level 2 Excellence	7.2	11	17.7	Level 3 Merit	13.7	20.3	25.6	Level 3 Excellence	5.3	13.8	17.9
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<p>Strategic Goal 2: Inclusive and Supportive Community</p> <ul style="list-style-type: none"> • Global citizen – All students and staff are (supported to build) confident connected relationships in order to become global citizens <p>Possible Evaluative Question for Goal 2: <i>To what extent is Trident an inclusive and supportive community?</i></p>			
<p>What/Objective</p>	<p>How/actions</p>	<p>Outcome and Opportunity</p>	<p>Require Evidence</p>

To connect purposefully and meaningfully with whanau and our wider community to ensure students belong at Trident

- Start of year Powhiri – invite all whanau to attend with new students, take whanau ako class with whanau photos and display in home rooms
- Meet whanau in whanau ako rooms for Term One meet and greet – photos for year 10 whanau and whanau ako class – to be displayed in home room
- Whanau ako teachers to phone home within first three weeks of Term One
- Student and whanau survey at the end of Term One and the end of Term Four
- Noho marae visits in weeks 5 and 7 of Term One to develop sustaining relationships between the whanau ako class members and their whanau ako teacher
- The Junior Pastoral Team will monitor attendance vigilantly with a supportive lens rather than an administrative lens – *what can we do to*

Improved student attendance data in the junior school

Improved engagement and achievement data in the junior school

Increased attendance from whanau at school events – informal and formal

Attendance data 2021

Overall attendance rates for the full academic year of 2021 according to year level -

Year 9 - 75.1% (2020 - 78.3%)

Year 10 - 72.5% (2020 - 76.6%)

Year 11 - 74.3% (2020 - 76.4%)

Year 12 - 76.1% (2020 - 78.7%)

Year 13 - 48.6% (not available)

Our focus was on lifting attendance in the junior cohort for Māori

Year 9	Māori Male	Māori Female	Pakeha Male	Pakeha Female
Rate 2021	66.2	72.3	84.3	84
Rate 2020	76.6	74.5	84.1	85.2

Year 10	Māori Male	Māori Female	Pakeha Male	Pakeha Female
Rate 2021	70.2	64.8	86.8	83.2
Rate 2020	72.5	71.2	83.3	89

2021 saw record low attendance figures across New Zealand schools. The Kahui Ako tracked data across Whakatane with whanau whose students were failing to attend across the different levels of schooling. Trident had support through this programme but was identified as a school with high levels of truancy.

Our interventions in the junior cohort kept more students at school - the Deans ran a programme to keep a discrete group of year 9 boys on site

support your student coming to school?

- SMLT Junior Pastoral Support will track achievement and progress data
- Reporting will focus on the development of the key competencies – managing self, participating and contributing, relating to others – TJC will celebrate the development of these competencies

after consistent significant truancy off site. This was successful in reducing the truancy rates for this group and resulted in forming them into a whanau ako group to work with the Dean in 2022 to continue to build on increasing attendance and engagement. (Current stats for this group - 75.6% in 2022)

The overall data for the year was brought down at the end of the year in the last week of term when whanau chose to keep students home during the Year 9 Activity Week and Year 10 camp week.

Whanau were surveyed to explain the decision and SMLT will use their feedback to develop better communication around the camps, consider expanding EOTC across the year groups earlier in the year to develop confidence and potentially change the timing of the camps.

Achievement data for 2021

Year 9 Trident Junior Certificate

	Excellence	Merit	Achieved
Maori	6	35	69
Pakeha/ other	27	41	23

Year 10 Trident Junior Certificate

	Excellence	Merit	Achieved
Maori	4	37	13
Pakeha/ other	23	26	54

Interview attendance by whanau in 2021 -

June Senior Parent Interviews - 157 parents booked interviews

June Junior Parent Interviews - 208 parents booked interviews

			<p>Whanau Academic Interviews - 377 - parents booked interviews</p> <p>Whilst we do not have numbers from previous years on file, the response was positive and staff indicated they met more whanau.</p> <p>Whanau Survey Responses</p> <p>Increased contact with whanau was also evident through the Survey of whanau following completion of the Online Learning Programme used throughout lockdown</p> <p>138 whanau / families responded to the survey.</p> <p>93% of the whanau reported that the school had communicated effectively throughout lockdown</p> <p>72% felt the programme was effective all the time with 12% finding it effective some of the time</p>
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2022 Annual Plan - Theory of Action

Baseline Data measured by April 2022 Current State	Terms 2 & 3 Actions: -shifts in practice; - evaluation activities	Shift Data - Time 1 September 2022	Terms 4 & 1 Actions: -shifts in practice; - evaluation activities	Shift Data - Time 2 By end of February 2023 Desired State	2022 Annual Plan Priorities
<p>Meas. Tool: NZCER Wellbeing Survey Wellbeing information (AW)</p> <p>Baseline data item(s):</p>	<p>Re-interview focus groups from wellbeing analysis</p> <p>Wellbeing survey completed in term one</p> <p>Establishment of Tuakana teina programme</p> <p>PLD Te Ao Maori, Te Reo me ona tikanga</p> <p>Cultural audit of classrooms</p> <p>PLD Restorative Practices</p> <p>Pastoral year level reports (termly)</p>	<p>Meas. Tool: NZCER Wellbeing Survey or selected item(s)</p> <p>Shift target:</p>	<p>Tuakana Teina programme implemented and evaluations from participants</p>	<p>Meas. Tool: NZCER Wellbeing Survey or selected item(s) Success Criteria:</p>	<p>Priority: TE AO MĀORI Students' sense of identity, sense of place, sense of belonging, connection.</p> <p>Evaluative Question: To what extent has there been a shift towards all Trident students having a sense of identity, place, belonging and connection?</p> <p>Priority: AKO Learner agency, engagement and reciprocity.</p>

	<p>PLD KAMAR training - know your student</p> <p>Establishment of whanau focus group</p> <p>Co-construction meetings</p> <p>Engagement report breakdowns by classes</p> <p>Cooperative learning/differentiation strategies</p> <p>Cultural audit of EOTC access</p>				<p>Evaluative Question: To what extent have there been positive shifts in learner agency, engagement and reciprocity?</p> <p>Priority: MANA ORITE Equity of access to outcomes through equity of access to pathways.</p> <p>Evaluative Question: To what extent have there been shifts in equity of learner outcomes?</p> <p>Through these priorities we maintain our targets of</p> <ul style="list-style-type: none"> • 90% achievement for our level 1 Maori students • Matching or exceeding the decile 4 schools' rating for endorsements - both Excellence and Merit
<p>Meas. Tool: Rongohia Te Hau</p> <p>Baseline data item(s):</p>	<p>PLD Mana orite mo te matauranga Maori</p> <p>Sense of place and connection to Whakatane and Ngati Awa</p>	<p>Meas. Tool: Rongohia Te Hau or selected item(s)</p> <p>Shift target:</p>		<p>Meas. Tool: Rongohia Te Hau or selected item(s)</p> <p>Success Criteria:</p>	
<p>Meas. Tool: NCEA 2021 results</p> <p>Baseline data item(s):</p>	<p>10 Feb P & DP hui re 2021 NCEA results</p> <p>Individual</p>	<p>Meas. Tool: NCEA 2022 results</p> <p>Shift target:</p>		<p>Meas. Tool: NCEA 2022 results</p> <p>Success Criteria:</p>	

	<p>department analysis of results and planning for 2022 (Framework different link to Ka hikitia and NELPs)</p> <p>Cohort analysis</p> <p>Termly Lit/Numeracy analysis/reports</p>				
<p>Meas. Tool: Analysis of demography of 2022 courses Baseline data item(s):</p>	<p>KAMAR breakdown of course data disaggregated</p>	<p>Meas. Tool: Analysis of demography of 2022 courses Shift target:</p>		<p>Meas. Tool: Analysis of demography of 2022 courses Success Criteria:</p>	

