

TRIDENT HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



Handwritten signature in blue ink.

TRIDENT HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 143

Principal: Adrienne Scott-Jones

School Address: Arawa Road, Whakatane

School Postal Address: Arawa Road, Whakatane 3120

School Phone: 07 3088159

School Email: principal@trident.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Moira Hanna	Presiding Member	Elected	Sep-22
Adrienne Scott-Jones	Principal	ex Officio	
Merania Amai-Perenara	Parent Representative	Elected	Sep-22
Rebecca Wilshier	Parent Representative	Elected	Sep-22
Melissa Pye	Parent Representative	Elected	Nov-21
Martin Elliffe	Parent Representative	Co-opted	Sep-22
Sarsha Deeley	Staff Representative	Elected	Sep-22
Simon Prout	Student Representative	Elected	Sep-21
Charles Blackburn	Student Representative	Elected	Sep-22

The following were elected as part of the 2022 board elections

Moira Hanna	Presiding Member	Elected	May-25
Martin Elliffe	Parent Representative	Elected	May-25
Catherine Aldridge	Parent Representative	Elected	May-25
Rosalea Dunn	Parent Representative	Elected	May-25
Paul Hipkiss	Parent Representative	Elected	May-25
Perry Panayiotou	Parent Representative	Elected	May-25
Tracey Webster	Staff Representative	Elected	Sep-23
Ngahere Mariu-Monaghan	Student Representative	Elected	Sep-23

Accountant / Service Provider:

The
SchoolOffice

Auditor:

William Buck Audit (NZ) Limited

TRIDENT HIGH SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements
	Other Information
Appendix	Kiwisport
Appendix	Analysis of Variance
Appendix	Independant Auditors Report



Trident High School

Statement of Responsibility

For the year ended 31 December 2021

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.


The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Moira Hanna

Full Name of Presiding Member



Signature of Presiding Member

13.2.2023

Date:

ADRIENNE SCOTT-JONE

Full Name of Principal



Signature of Principal

13/02/2023

Date:



Trident High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual (Restated) \$
Revenue				
Government Grants	2	13,214,873	11,820,787	12,362,621
Trades Academy Funding	19	3,732,322	4,077,145	3,127,238
Locally Raised Funds	3	500,544	706,500	557,661
Interest Income		15,173	20,000	25,620
Gain on Sale of Property, Plant and Equipment		900	-	9,682
International Students	4	24,348	24,400	25,217
		17,488,160	16,648,832	16,108,039
Expenses				
Locally Raised Funds	3	447,891	418,300	351,510
Trades Academy Funds	19	3,531,181	4,130,271	2,959,340
International Students	4	703	900	889
Learning Resources	5	8,858,955	8,550,427	9,150,733
Administration	6	1,585,914	562,950	728,062
Finance		12,679	17,000	14,445
Property	7	2,243,894	2,620,600	2,657,888
Depreciation	12	292,958	306,000	312,717
Loss on Disposal of Property, Plant and Equipment		3,408	-	7,455
		16,977,583	16,606,448	16,183,039
Net Surplus / (Deficit) for the year		510,577	42,384	(75,000)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		510,577	42,384	(75,000)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Trident High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual (Restated) \$
Equity at 1 January		1,759,730	2,754,095	1,830,980
Total comprehensive revenue and expense for the year		510,577	42,384	(75,000)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		35,579	-	3,750
Equity at 31 December		2,305,886	2,796,479	1,759,730

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.


Trident High School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual (Restated) \$
Current Assets				
Cash and Cash Equivalents	8	1,570,923	792,366	300,179
Accounts Receivable	9	592,527	607,405	607,405
GST Receivable		37,822	159,951	159,951
Prepayments		19,796	24,338	24,338
Inventories	10	2,369	2,661	2,661
Investments	11	1,502,632	1,502,632	1,502,632
Funds owed for Capital Works Projects	18	212,160	-	192,340
		3,938,229	3,089,353	2,789,506
Current Liabilities				
Accounts Payable	13	1,208,384	787,222	787,222
Revenue Received in Advance	14	75,818	116,931	116,931
Provision for Cyclical Maintenance	15	10,191	37,000	73,208
Finance Lease Liability	16	58,482	54,334	52,929
Funds held in Trust	17	5,367	39,115	39,115
Funds held for Capital Works Projects	18	195,971	-	3,900
Funds held on behalf of Trades Academy	19	1,361,431	275,917	1,270,282
		2,915,644	1,310,519	2,343,587
Working Capital Surplus/(Deficit)		1,022,585	1,778,834	445,919
Non-current Assets				
Property, Plant and Equipment	12	1,415,595	1,097,035	1,438,504
		1,415,595	1,097,035	1,438,504
Non-current Liabilities				
Provision for Cyclical Maintenance	15	65,862	20,000	37,384
Finance Lease Liability	16	66,432	59,390	87,309
		132,294	79,390	124,693
Net Assets		2,305,886	2,796,479	1,759,730
Equity		2,305,886	2,796,479	1,759,730

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Trident High School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		7,388,684	7,407,952	6,961,557
Locally Raised Funds		543,259	688,327	539,488
International Students		-	17,270	18,087
Goods and Services Tax (net)		122,129	2,276	2,276
Payments to Employees		(2,099,834)	(1,908,094)	(2,145,048)
Payments to Suppliers		(4,596,320)	(5,807,768)	(4,694,414)
Interest Paid		(12,679)	(17,000)	(14,445)
Interest Received		15,505	18,956	24,576
Net cash from/(to) Operating Activities		1,360,744	401,919	692,077
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		25,900	-	2,672
Purchase of Property Plant & Equipment (and Intangibles)		(226,913)	30,951	(156,319)
Purchase of Investments		-	-	(1,202,632)
Net cash from/(to) Investing Activities		(201,013)	30,951	(1,356,279)
Cash flows from Financing Activities				
Furniture and Equipment Grant		35,579	-	3,750
Finance Lease Payments		(61,868)	(8,263)	(61,281)
Funds Administered on Behalf of Third Parties		137,302	67,580	(118,040)
Net cash from/(to) Financing Activities		111,013	59,317	(175,571)
Net increase/(decrease) in cash and cash equivalents		1,270,744	492,187	(839,773)
Cash and cash equivalents at the beginning of the year	8	300,179	300,179	1,139,952
Cash and cash equivalents at the end of the year	8	1,570,923	792,366	300,179

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Trident High School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Trident High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Astro turf	10 years
Electronic equipment	5 years
Furniture	20 years
Minor equipment	5 - 10 years
Musical equipment	10 years
Motor vehicles	5 - 10 years
Plant and Machinery	10 years
Sports equipment	5 years
Textbooks	8 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements***Short-term employee entitlements***

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

t) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

v) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	2,848,574	2,712,666	2,667,963
Teachers' Salaries Grants	6,903,820	6,500,000	6,817,142
Use of Land and Buildings Grants	1,597,020	2,022,000	2,092,640
Other MoE Grants	1,703,958	455,100	665,163
Other Government Grants	161,501	131,021	119,713
	13,214,873	11,820,787	12,362,621

The school has opted in to the donations scheme for this year. Total amount received was \$151,200.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	39,347	70,500	21,217
Fees for Extra Curricular Activities	293,741	212,000	252,377
Trading	17,479	4,500	33,575
Fundraising & Community Grants	21,092	25,000	30,635
Other Revenue	128,885	394,500	219,857
	500,544	706,500	557,661
Expenses			
Extra Curricular Activities Costs	424,701	413,300	317,473
Trading	5,856	5,000	32,585
Fundraising and Community Grant Costs	17,334	-	1,452
	447,891	418,300	351,510
Surplus/ (Deficit) for the year Locally raised funds	52,653	288,200	206,151

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	2	2	2
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
International Student Fees	24,348	24,400	25,217
Expenses			
Other Expenses	703	900	889
	703	900	889
Surplus/ (Deficit) for the year International Students	23,645	23,500	24,328

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	290,422	424,089	383,368
Equipment Repairs	31,328	33,398	34,021
Information and Communication Technology	80,827	105,810	153,657
Library Resources	7,738	11,730	6,976
Employee Benefits - Salaries	8,418,220	7,956,400	8,541,621
Staff Development	30,420	19,000	31,090
	<u>8,858,955</u>	<u>8,550,427</u>	<u>9,150,733</u>

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	9,320	8,000	8,321
Board Fees	3,535	5,000	4,495
Board Expenses	15,114	7,000	12,034
Communication	28,169	35,000	36,710
Consumables	(21,685)	(16,500)	(19,741)
Operating Lease	(850)	37,000	(850)
Other	1,111,985	57,950	249,263
Employee Benefits - Salaries	419,388	415,500	428,590
Service Providers, Contractors and Consultancy	20,938	14,000	9,240
	<u>1,585,914</u>	<u>562,950</u>	<u>728,062</u>

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	215,415	200,600	201,015
Consultancy and Contract Services	4,670	500	(1,055)
Cyclical Maintenance Provision	(12,113)	66,000	(13,844)
Grounds	27,540	19,000	17,897
Heat, Light and Water	75,696	65,500	66,340
Rates	17,695	15,500	16,504
Repairs and Maintenance	177,523	99,500	128,031
Use of Land and Buildings	1,597,020	2,022,000	2,092,640
Security	16,090	16,500	16,262
Employee Benefits - Salaries	124,358	115,500	134,098
	<u>2,243,894</u>	<u>2,620,600</u>	<u>2,657,888</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	1,570,923	792,366	300,179
Cash and cash equivalents for Statement of Cash Flows	<u>1,570,923</u>	<u>792,366</u>	<u>300,179</u>

Of the \$1,570,923 Cash and Cash Equivalents, \$212,160 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2021 on Crown owned school buildings.

Of the \$1,570,923 Cash and Cash Equivalents, \$24,459 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these requirements are not met, the funds will need to be returned.

Of the \$1,570,923 Cash and Cash Equivalents, \$1,361,431 is held by the School on behalf of the Trades Academy cluster.

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	16,379	61,091	61,091
Interest Receivable	2,682	3,014	3,014
Banking Staffing Underuse	15,425	-	-
Teacher Salaries Grant Receivable	558,041	543,300	543,300
	<u>592,527</u>	<u>607,405</u>	<u>607,405</u>
Receivables from Exchange Transactions	19,061	64,105	64,105
Receivables from Non-Exchange Transactions	573,466	543,300	543,300
	<u>592,527</u>	<u>607,405</u>	<u>607,405</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	2,369	2,661	2,661
	<u>2,369</u>	<u>2,661</u>	<u>2,661</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset Short-term Bank Deposits	1,502,632	1,502,632	1,502,632
Total Investments	<u>1,502,632</u>	<u>1,502,632</u>	<u>1,502,632</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings - School	570,628	12,050			(25,364)	557,314
Astroturf	1,669				(218)	1,451
Electronic Equipment	184,904	92,402			(82,310)	194,996
Furniture	213,304	26,149			(31,747)	207,706
Leased Assets	123,721	46,545			(62,388)	107,878
Library Resources	40,949	4,689	(3,408)		(5,279)	36,951
Minor Equipment	12,612	6,532			(4,344)	14,800
Motor Vehicles	51,589	52,969			(18,753)	85,805
Musical Equipment	24,257	1,304			(4,559)	21,002
Plant & Machinery	162,161	21,674			(40,480)	143,355
Sports Equipment	6,918	2,494			(4,349)	5,063
Textbooks	45,792	6,649			(13,167)	39,274
Balance at 31 December 2021	1,438,504	273,457	(3,408)	-	(292,958)	1,415,595

The net carrying value of equipment held under a finance lease is \$107,878 (2020: \$123,721)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	918,968	(361,654)	557,314	906,918	(336,290)	570,628
Astroturf	38,691	(37,240)	1,451	38,691	(37,022)	1,669
Electronic Equipment	1,396,318	(1,201,322)	194,996	1,473,713	(1,288,809)	184,904
Furniture	660,676	(452,970)	207,706	634,527	(421,223)	213,304
Leased Assets	247,980	(140,102)	107,878	251,448	(127,727)	123,721
Library Resources	116,777	(79,826)	36,951	122,264	(81,315)	40,949
Minor Equipment	241,583	(226,783)	14,800	235,051	(222,439)	12,612
Motor Vehicles	399,793	(313,988)	85,805	395,373	(343,784)	51,589
Musical Equipment	57,060	(36,058)	21,002	55,756	(31,499)	24,257
Plant & Machinery	558,911	(415,556)	143,355	537,237	(375,076)	162,161
Sports Equipment	150,870	(145,807)	5,063	148,376	(141,458)	6,918
Textbooks	488,303	(449,029)	39,274	481,654	(435,862)	45,792
Balance at 31 December	5,275,930	(3,860,335)	1,415,595	5,281,008	(3,842,504)	1,438,504

mf *AO*

13. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	531,559	84,024	84,024
Accruals	8,303	7,729	7,729
Employee Entitlements - Salaries	648,525	665,432	665,432
Employee Entitlements - Leave Accrual	19,997	30,037	30,037
	<u>1,208,384</u>	<u>787,222</u>	<u>787,222</u>
Payables for Exchange Transactions	1,208,384	787,222	787,222
	<u>1,208,384</u>	<u>787,222</u>	<u>787,222</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - Ministry of Education	24,459	39,227	39,227
International Student Fees in Advance	-	24,348	24,348
Other revenue in Advance	51,359	53,356	53,356
	<u>75,818</u>	<u>116,931</u>	<u>116,931</u>

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	110,592	110,592	144,356
Increase/ (decrease) to the Provision During the Year	(8,869)	66,000	(17,639)
Use of the Provision During the Year	(25,670)		(16,125)
Provision at the End of the Year	<u>76,053</u>	<u>176,592</u>	<u>110,592</u>
Cyclical Maintenance - Current	10,191	37,000	73,208
Cyclical Maintenance - Term	65,862	20,000	37,384
	<u>76,053</u>	<u>57,000</u>	<u>110,592</u>

16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	67,228	65,500	63,257
Later than One Year and no Later than Five Years	70,336	60,000	95,633
Future Finance Charges	(12,650)	(11,776)	(18,652)
	<u>124,914</u>	<u>113,724</u>	<u>140,238</u>

Represented by

Finance lease liability - Current

Finance lease liability - Term

58,482	54,334	52,929
66,432	59,390	87,309
<u>124,914</u>	<u>113,724</u>	<u>140,238</u>

17. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	5,367	39,115	39,115
	<u>5,367</u>	<u>39,115</u>	<u>39,115</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Fire & Security	-		(2,327)		(2,327)
ILE Block	(2,376)		2,376		-
Heat Pump Replacement 2	-	111,862			111,862
Lighting Electrical Works	(24,693)		17,893		(6,800)
Food Technology Remodel	553	74,572	(135,819)		(60,694)
L11 Recladding Work	(15,819)	286,097	(270,278)		-
SIP - A Block Exits	1,170	10,497	(11,667)		-
SIP - Carpet Work	2,176	1,302	(3,478)		-
Floor Covering Stage 2	(246)				(246)
Block C Admin Heating Upgrade	(3,593)	557	3,036		-
HC Roofing and Cladding	(10,591)	213,903	(131,253)		72,059
Heat Pump Replacement 3	(3,568)	21,048	(17,480)		-
Basketball Playgrounds	(45)	45			-
Covered Walkways	(37,391)		(49,841)		(87,232)
Gym Office	(17,529)				(17,529)
Security Cameras	(14,059)		(818)		(14,877)
Wharekai Deck	(403)	403			-
Lightning Strike	(62,026)	62,026			-
Horticultural Fencing	-	12,050			12,050
Footpath	-	12,466	(14,300)		(1,834)
Emergency Exit Door	-	10,988	(12,457)		(1,469)
Line Marking	-		(10,464)		(10,464)
T Block Toilets	-		(4,304)		(4,304)
B Block Toilets	-		(4,384)		(4,384)
Totals	<u>(188,440)</u>	<u>817,816</u>	<u>(645,565)</u>	<u>-</u>	<u>(16,189)</u>

16 

Represented by:

Funds Held on Behalf of the Ministry of Education
 Funds Due from the Ministry of Education

195,971
 (212,160)

408,131

2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Fire & Security	(2,488)	2,488	-	-	-
Special Needs Modernisation	(1,142)	4,994	(3,852)	-	-
ILE Block	(2,376)	-	-	-	(2,376)
Electrical Works	976	4,822	(5,798)	-	-
Heat Pump Replacement 2	(1,231)	1,231	-	-	-
Lighting Electrical Works	(22,529)	-	(2,164)	-	(24,693)
Food Technology Remodel	35,213	500,000	(534,660)	-	553
Spouting Replacement	(1,883)	1,883	-	-	-
L11 Recladding Work	(6,934)	-	(8,885)	-	(15,819)
Floor Covering Stage 1	(426)	426	-	-	-
SIP - A Block Exits	-	171,783	(170,613)	-	1,170
SIP - Carpet Work	-	18,067	(15,891)	-	2,176
Floor Covering Stage 2	-	24,285	(24,531)	-	(246)
Block C Admin Heating Upgrade	-	32,007	(35,600)	-	(3,593)
HC Roofing and Cladding	-	-	(10,591)	-	(10,591)
Heat Pump Replacement 3	-	-	(3,568)	-	(3,568)
Basketball Playgrounds	-	10,656	(10,701)	-	(45)
Covered Walkways	-	-	(37,391)	-	(37,391)
Gym Office	-	-	(17,529)	-	(17,529)
Security Cameras	-	-	(14,059)	-	(14,059)
Wharekai Deck	-	14,688	(15,091)	-	(403)
Lightning Strike	-	-	(62,026)	-	(62,026)
Totals	(2,820)	787,330	(972,950)	-	(188,440)

19. Funds Held on Behalf of Trades Academy

The School's Trades Academy is a separate business unit of the School in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the School's Statement of Revenue and Expense. During the year the funds were spent on provider payments, pastoral care, employee benefits and administration. Surplus funding received from specific elements of funding, including transport grants, associated with the Trades Academy are carried forward as income in advance to the following year.

20. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

21. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
Board Members Remuneration	3,535	4,495
Leadership Team Remuneration	665,155	1,026,309
Full-time equivalent members	4.75	7.59
Total key management personnel remuneration	668,690	1,030,804

There are seven members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. The Board also has Finance (4 members) and Property (3 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Principal 2

The total value of remuneration paid or payable to the Principal was in the following bands:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	60 - 70
Benefits and Other Emoluments	-	1 - 2
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	15.00	9.00
110 - 120	7.00	1.00
120 - 130	3.00	2.00
	25.00	12.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

22. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	\$0	\$0
Number of People	nil	nil

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

The Board was notified of a personal grievance claim regarding the Covid Mandate. The Board has not recognised this matter in the financial statements because the likelihood of the claim surfacing is not probable as there is no substance to the matter.

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) Contracts for 5YA Projects, listed in Note 19 as 'in progress' of these financial statements, fully funded by the Ministry of Education. As at balance date \$1,585,464 had been received to date and \$1,656,727 had been spent.

(Capital commitments at 31 December 2020: Contracts for 5YA Projects, listed in Note 19 as 'in progress' of these financial statements, fully funded by the Ministry of Education. As at balance date \$777,284 had been received to date and \$992,288 had been spent.)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) Cleaning Contract commenced 2019

	2021 Actual \$	2020 Actual \$
No later than One Year	-	150,822
	-	150,822

25. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	1,570,923	792,366	300,179
Receivables	592,527	607,405	607,405
Investments - Term Deposits	1,502,632	1,502,632	1,502,632
Total Financial assets measured at amortised cost	3,666,082	2,902,403	2,410,216

Financial liabilities measured at amortised cost

Payables	1,208,384	787,222	787,222
Finance Leases	124,914	113,724	140,238
Total Financial Liabilities Measured at Amortised Cost	1,333,298	900,946	927,460

26. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

27. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

28. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

29. Prior Period Adjustment

Historically, funding received by the school in its role as lead provider of the BOPTA Trades Academy had been treated as tagged funding and carried forward as a liability in the school's financial statements, on the basis that the trades academy was considered to be a cluster.

During 2019 the school clarified that trades academies were not to be considered a cluster funding arrangement, rather that they are to be considered a separate business unit of the lead school. On this basis, the school stopped carrying forward unspent funds as a liability for the year ended 31 December 2019.

The school has now determined that certain funds received as part of the funding arrangement with the Ministry of Education are in fact required to be carried forward to be recognised as income only when the expenditure is incurred on behalf of the trades academy.

The school has restated the financial information for the year ended 31 December 2020 to reflect this correction.

	2020 Actual \$
<u>Statement of Comprehensive Revenue and Expense</u>	
Decrease in Trades Academy Revenue	17,521
Decrease in Total Comprehensive Revenue and Expense for the Year	17,521
<u>Statement of Changes in Net Assets/Equity</u>	
Decrease in Balance at 1 January 2020	644,905
Decrease in total comprehensive revenue and expense for the year	349,460
Decrease in Equity at 31 December 2020	994,365
<u>Statement of Financial Position</u>	
Increase in funds held on behalf of Trades Academy	994,365
Decrease in Net Assets	994,365

30. Breach of Law - Statutory Reporting

The Board of Trustees has failed to comply with section 87c of the Education and Training Act 2020, as the Board of Trustees were unable to provide their audited financial statements to the Ministry of Education by 31st May 2022.

Trident High School

Kiwisport Statement

For the year ended 31 December 2021

Kiwisport is a government funding initiative to support students participation in organised sport in 2021, the school received a total of Kiwisport funding of \$24,644.42 (exc. GST) (2020: \$25,236). This funding was spent on the Sports Co-ordinator's salary (\$38,838.82).

mf

2021 Strategic Action Plan

Vision: Inspiring innovative global citizens

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 (to be reviewed and reset at		Outcomes by the end of June 2021	Outcomes by the end of November 2021	By the end of November 2022	

MP
2

mf
22

the end of June)				
<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 	<p>Outcome: Links exist between the classroom and the wider community for seeking and sharing expertise and community ambitions</p> <p>→</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>Senior Year 11 Maori STEM Visit 4x Local Business in industry speakers (KB) Y11 Careers Expo Y12/13</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 an increase 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 require authentic investigations, being offered for 2022</p>	<p>Outcome (Future focused curriculum): All Trident Akonga 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 Akonga supported with a future focused curriculum?</p> <p>Meas. Tool: Artefacts of student learning</p> <p>Indicator: All Akonga have at least one artefact of their learning which reflects a relationship with the community. This is true in every class at every year level.</p> <p>Meas. Tool: NCEA Investigations</p> <p>Indicator 1: An increase (compared with 2021) in the number of students being assessed against Achievement Standards which require investigation techniques in authentic contexts.</p> <p>Indicator 2: An increase in the achievement of students being assessed against Achievement Standards which require investigation techniques. I.e an increase in M and EX results compared with 2021.</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 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 -Learner agency -Digital competence, connectedness and citizenship</p>

<ul style="list-style-type: none"> 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 contextualised programmes for 2021 - and beyond) alongside HOF 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 	<p>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>Year 8 day preparation - GB visiting all contributing schools. Meetings with Erin Te Pou - principal Paroa school - student mentoring</p> <p>Science horticulture programme year 11 and 12</p> <p>HALO working with Special Education, connected with Social Science and Science</p> <p>Holiday community programmes - Sports and drama, Mau rakau</p>	<p>-Navigating pathways in uncertain times -Reverence for the planet, sustainability</p> <p>Meas. Tool: Pepeha, mihi, karakia, Maraе visits</p> <p>Indicator: Every graduate knows their pepeha, a mihi, a karakia and has attended a powhiri on a marae.</p> <p>Meas. Tool: Rongohia Te Hau?</p> <p>Indicator:</p>
	<p>By end of June 2021</p> <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>By end of November 2021</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</p>	<p>By the end of November 2022</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:</p>

Meas. Tool:
Student Voice interviews for eLearning and Learner Agency

Indicator:
All items had 95% of responses at Stage 3 or 4

Meas. Tool:
NCEA Achievement

Indicator 1:
All graduates have achieved Level 2 NCEA and % have achieved Level 3

Indicator 2:
% of graduates have achieved Level 3 with Merit or Excellence endorsement (Ex & M require greater Learner Agency than "Achieved")

Indicator 3:
No gap exists between Māori and non-Māori achievement at Levels 1, 2 and 3.

- 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

Leading the Junior Pastoral Team:

- 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 implementation of interventions for raising student achievement
- 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

Indicator 4:

Shared Spaces online:
At least 50% of responses were at Stage 3 or 4

Indicator 5:

Teacher Adaptive Confidence
At least 50% of responses were at Stage 3 or 4

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
Google suite accessible to all students and staff
Teacher uptake of Education Perfect Online Te Reo course for their own PLD

at Stage 3 or 4

Indicator 2:

Student Goal-setting
At least 70% of responses were at Stage 3 or 4

Indicator 3:

Students finding solutions
At least 70% of responses were at Stage 3 or 4

Indicator 4:

Shared Spaces online:
At least 70% of responses were at Stage 3 or 4

Indicator 5:

Teacher Adaptive Confidence
At least 70% of responses were at Stage 3 or 4

Lock down August 2021
Full staff meetings
Regular whānau/ako meetings with students
Staff were trialing new online learning strategies

Priority students able to be agentic in developing IEPs with subject teachers

Student Goal-setting
At least 90% of responses were at Stage 3 or 4

Indicator 3:

Students finding solutions
At least 90% of responses were at Stage 3 or 4

Indicator 4:

Shared Spaces online:
At least 100% of responses were at Stage 3 or 4

Indicator 5:

Teacher Adaptive Confidence
At least 100% of responses were at Stage 3 or 4

Suggested Meas. Tool:

NZCER Wellbeing@School and Inclusive Practices Surveys

Indicator:

By end of June 2021

By end of November 2021

By the end of November 2022

Outcome:

Trident teachers in the "classroom" and as Whānau Ako, are knowledgeable in establishing dyadic relationships

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

[

Evaluative Question:

To what extent does every student at Trident have a dyadic relationship with a significant adult at Trident?

2

Handwritten signature

<ul style="list-style-type: none"> • 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 	<p>→</p> <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</p>	<p>competencies and learning skills</p> <p>→</p> <p>Evaluative Question: 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 hui with whanau for the year</p> <p>Leading Student Well Being:</p> <ul style="list-style-type: none"> Developing the third strategic priority "Well-being" for implementation in 2022 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 	<p>ako teachers understanding of the dyadic relationship with responsive support</p> <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 intensivesGateway 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>Student Voice Interviews Learner</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>Evaluative Question:</p> <p>To what extent has there been a positive shift in Trident Akonga being agentic in their learning?.</p> <p>Meas. Tool:</p> <p>Student Voice Interviews</p>	

<ul style="list-style-type: none"> 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 for 2021 by liaising with HOF and Pastoral Teams 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 	<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>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>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> <p>Indicator: ____ % of graduates have achieved Level 3 with Merit or Excellence endorsement</p>	
	<p>By end of June 2021</p>	<p>By the end of November 2021</p>	<p>By the end of November 2022</p>	
	<p>Outcome: CR&RP are identifiable in all classroom practice and Whānau Ako practice at Trident</p>	<p>Outcome: All students have a sense of belonging at Trident. This is ensured through purposeful and meaningful connections</p>	<p>Outcome (Whakapapa/Identity): All Akonga experience whanaungatanga at Trident by knowing their</p>	

WJ

my
of

<ul style="list-style-type: none">Overseeing the Teacher Registration compliance documentationWorking 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, apprenticeshipsLeading the establishment of a schoolwide pathways and career programmeOverseeing student achievement within the Service Academy; Gateway; Trades Academy; LanskillsOverseeing 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 CouncilLeading the Year 13 student leadership body ensuring they have opportunities for service / responsibility and the establishment of a positive and inclusive school culture <p>Leading Co-curricular:</p> <ul style="list-style-type: none">Overseeing EOTC	<p>→</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: Continuum with HoF of teacher pedagogy</p>	<p>with Whānau and the wider community</p> <p>→</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><u>Hauora Korero Data</u> <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>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 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</p> <p>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?</p> <p>Indicator: An indicator based on "Belonging at school" item?</p> <p>Meas. Tool: NCEA</p> <p>Indicator: No gap exists between Māori and non-Māori achievement at Levels 1, 2 and 3 has decreased from 2021.</p>
	By end of June 2021	By the end of November 2021	By the end of November 2022
	Outcome:	Outcome:	Outcome (Reciprocity):

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

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



Meas. Tool:

Evidence of pepeha, mihi, karakia, Marae visits

Indicator 1:

100% of teachers know their pepeha, a mihi, a karakia and have attended a powhiri on a marae.

Indicator 2:

80% of all Ākonga know their pepeha, a mihi, a karakia and have attended a powhiri on a marae.

Meas. Tool:

Student Voice Interview

Indicator:

Reciprocity:
At least 50% of responses were at Stage 3 or 4

Staff pepeha development
Term one Whānau ako lessons -
Pepeha

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



Evaluative Question:

To what extent do Trident teachers know and understand about the roles of teacher identity, student identity and the reciprocity between them?

Meas. Tool:

Pepeha, mihi, karakia, Marae visits

Indicator:

90% of all Ākonga know their pepeha, a mihi, a karakia and have attended a powhiri on a marae.

Meas. Tool:

Student Voice Interview

Indicator:

Reciprocity:
At least 70% of responses were at Stage 3 or 4

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.

ART (Attendance, Retention,

All Ākonga experiences whanaungatanga by sharing a reciprocal learning relationship with each of their teachers at Trident. The relationships value the beliefs and experiences of the learner.

Evaluative Question:

To what extent do all Ākonga share a reciprocal learning relationship with each of their teachers at Trident?

Meas. Tool:

Student Voice Interview

Indicator:

Reciprocity:
At least 90% of responses were at Stage 3 or 4

WFS

			<u>Transition) Report</u>		
		By end of June 2021	By end of November 2021	By the end of November 2022	
		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. → Meas. Tool: Teacher Voice Indicator: Every Whānau Ako teacher is able to speak knowledgeably about every student and their circumstance. <i>Academic whanau interviews term1</i> <i>Attendance tracking of year 9/10 whanau ako</i> <i>Whanau/ako teachers involved in restorative practices</i> <i>Pastoral Kamar practices</i> <i>Hauora conversation</i>	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. → Evaluative Question: To what extent are Whānau Ako and Whānau Deans knowledgeable, confident and capable as the first points of intervention? Meas. Tool: Attendance NZCER Wellbeing@School Survey; Indicator:	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 faced by rangatahi today Evaluative Question: To what extent does Hauora/well being of all Trident students sit at the centre of pastoral decisions? Meas. Tool: NZCER Wellbeing@School Survey Indicator:	
		By the end of June 2021	By the end of November 2021	By the end of November 2022	
		Outcome: A pathway exists for every Trident student to achieve personal excellence	Outcome: (Navigating pathways) A pathway exists for every Trident student to achieve personal excellence		

WJF

		<p>→</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>→</p> <p>Evaluative Question: 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>		

Handwritten signature

To eliminate the achievement gap between Maori and Pakeha students at NCEA Level One

- 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

90% achievement rate for Maori in 2021 at NCEA level One

NCEA Māori achievement data for 2021 -

National %	Decile 4 %	Trident %
59.1	56.4	74.8

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%)

Mitigating factors - lockdown / attendance / school leaver data.

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.

Year 11 Māori Leavers Data 2021

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

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

To match the Excellence endorsement achievement data of decile 4-7 schools	<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 	More students will receive Excellence endorsement at all levels of NCEA and experience a sense of success after purposeful focused effort.	<p>Endorsement Rates 2021</p> <table border="1"> <thead> <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	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
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																												

Strategic Goal 2: Inclusive and Supportive Community

- Global citizen – All students and staff are (supported to build) confident connected relationships in order to become global citizens

Possible Evaluative Question for Goal 2:

My
2

<i>To what extent is Trident an inclusive and supportive community?</i>			
What/Objective	How/actions	Outcome and Opportunity	Require Evidence

2

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 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

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.

self, participating and contributing, relating to others
– TJC will celebrate the development of these competencies

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 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

			<p>Interview attendance by whanau in 2021 -</p> <p>June Senior Parent Interviews - 157 parents booked interviews</p> <p>June Junior Parent Interviews - 208 parents booked interviews</p> <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>
--	--	--	---



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
Meas. Tool: NZCER Wellbeing Survey Wellbeing information (AW) Baseline data item(s):	Re-interview focus groups from wellbeing analysis Wellbeing survey completed in term one Establishment of Tuakana teina programme PLD Te Ao Maori, Te Reo me ona tikanga Cultural audit of classrooms PLD Restorative Practices	Meas. Tool: NZCER Wellbeing Survey or selected item(s) Shift target:	Tuakana Teina programme implemented and evaluations from participants	Meas. Tool: NZCER Wellbeing Survey or selected item(s) Success Criteria:		Priority: TE AO MĀORI Students' sense of identity, sense of place, sense of belonging, connection. Evaluative Question: To what extent has there been a shift towards all Trident students having a sense of identity, place, belonging and connection? Priority: AKO Learner agency, engagement and reciprocity. Evaluative Question: To what extent have there been positive shifts in learner agency, engagement and reciprocity? Priority: MANA ORITE Equity of access to outcomes through equity of access to pathways. Evaluative Question: To what extent have there been shifts in equity of



	<p>Pastoral year level reports (termly)</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>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>	

Meas. Tool: NCEA 2021 results Baseline data item(s):	10 Feb P & DP hui re 2021 NCEA results Individual department analysis of results and planning for 2022 (Framework different link to Ka hikitia and NELPs) Cohort analysis Termly Lit/Numeracy analysis/repo rts	Meas. Tool: NCEA 2022 results Shift target:		Meas. Tool: NCEA 2022 results Success Criteria:	
Meas. Tool: Analysis of demography of 2022 courses Baseline data item(s):	KAMAR breakdown of course data disaggregat ed	Meas. Tool: Analysis of demography of 2022 courses Shift target:		Meas. Tool: Analysis of demography of 2022 courses Success Criteria:	



Independent Auditor's Report

To the Readers of Trident High School's Financial Statements

For the Year Ended 31 December 2021

The Auditor-General is the auditor of Trident High School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 16 February 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

ACCOUNTANTS & ADVISORS

The Kollektive
145 Seventeenth Avenue
Tauranga 3112, New Zealand
Telephone: +64 7 927 1234
williambuck.com

William Buck Audit (NZ) Limited

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 and pages 22 to 42, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand