





School Charter – Annual Report  
Strategic and Annual Plan for  
Trident High School  
2020 - 2021

Principals' endorsement: Adrienne Scott-Jones	
Board of Trustees' endorsement:	27 February 2020
Submission date to Ministry of Education:	28 February 2020
BOT Chair – Mrs Moira Hanna	

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

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

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

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

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

All school activities will be designed to advance these purposes.

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

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

## **Trident High School 2020 – 2022 Strategic Intentions**

### **Our Vision**

**Inspiring Innovative Global Citizens**

### **Our Mission Statement**

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

**Kia Manawa Nui – Be Courageous.**

### **Our Motto**

**Motto – Kia Manawa Nui:**

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

**Be courageous in your belief in yourself:**

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

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

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

### **Our Values**

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

## The Trident Whanua : Key People at Trident 2020

<b>Senior Management : Acting Principal : Adrienne Scott-Jones</b>	
Caroline Reddish	Acting DP – Academic Programmes (Term 1)
Tui McCaull	DP – Professional Development and Learning
Jay Haydon-Howard	DP – Pastoral Care
Ginny Bellamy	AP – SENCO
Nigel Rowland	Acting AP – Student Leadership @ EOTC (Term 1)
<b>Pastoral Care Management = Deans</b>	<b>Academic Management = Head Of Faculties</b>
Guidance Counsellors : Angela Barr and Paul Barr	Art : Glenn Barr (HOD Art)
Year 13 : Nicoline Walters and Jeff Lee	DTG : Linda Frisby
Year 12 : Deanna Foster and Jason Garner	English : Nicola Bowe (HOD English)
Year 11 : Gary Walters and Lynn Robb	Land skills : Chris Burn
Year 10 : Steven Williamson and Sarsha Deeley	Languages : Jim Mclean ( HOD Maori)
Year 9 : Jimmy McLean and Donna Huntingdon	Mathematics : Tracey Webster (HOD)
	Physical Education : Jon Stanhope (HOD)
	Science : Katie Elliott (HOD)
School Nurse : Kerry Blackmore	Social Sciences : Julie Farrell (HOF)
Student Support : Paul Makiha/Brendan Stevens	Special Education Centre : Jackie Redward (HOD)
	Technology: Julie Reihana (Acting HOD) Term 1
	NZQA/ Principal Nominee: Gary Walters
TAM Co-ordinator: Josh Moore	Volcanix Dean/VLC: Sarsha Deeley
	Career Counsellor : Robyn Cannell
<b>AHODS and Teachers in Charge</b>	
English	Steven Williamson (AHOD) and Jamie-Lee Coffey (AHOD)
PE	Mel Emery (AHOD)
Mathematics	Gary Walters (AHOD) and Sarah Shaw (AHOD)
Social Science	Deanna Foster (AHOD)
Science	Nish Rabeendran (AHOD) and Erin Nolan (AHOD)
Technology	Sue Lai (AHOD)
Drama	Lynn Robb TIC
Music	Alan Spence TIC
Business Studies	Nicholine Walters TIC
DVC (Graphics)	Sui Lai TIC
Gateway	Karen Bengie TIC
Spanish	Sarsha Deeley TIC
Japanese	Hilary Harison TIC
Specialist Classroom Teacher	Erin Nolan
Administration	BOT – 2019-2020
Principal's PA: Kerry Lawrence	Maira Hanna - Chairperson
Executive Officer: Trish Cronin	Lynette Ngaheu – Deputy Chairperson
Front Office Manager: Tracy Hunt	Melissa Pye
Relief Co-ordinator: Ngaire Double	Meremia Amai-Perenara
Sports Co-ordinator: Brent Jones	Rebecca Wilshier
IT Manager: Shane Nychy	Sarsha Deeley – Staff Rep
Property Manager: Ken Chapman	Angeline Seay – Student Rep
School Nurse : Kerry Blackmore	
Librarian: Lisa Hay	
BOP Trades Academy Manager: Cindy Lee	
Head Boy : Owen Hollowood	Head Girl : Nicole Curtis

## **Māori Dimensions and Cultural Diversity**

### Maori Dimensions and Cultural Diversity

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

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

What currently exists:

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

We understand that in order to authentically celebrate Maori student achievement we need to further challenge our own cultural paradigms that may be part of the systems and structures that are inhibiting Maori students from realising their own potential. Much of the Professional learning work that has happened in 2019 and moving into 2020 has been working to do this.

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

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

## **The Trident Story 1973 to 2019**

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

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

### **Staffing**

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

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

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

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

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

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

### **Facilities**

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

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

### **Major Building Programme**

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

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

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

2008: A new purpose Special Education Centre.

2011: new gym change-room block was completed.

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

2014: BOT build New Garages

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

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

2017 Heat pump up-grades across the school

2017: Refurbishment of the Music Complex and Science Laboratories.

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

2020 Refurbishment of Food Technology space.

## School Contracts

### 1. Trades Academy

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

#### Background

Trident High School which is the lead school, was selected in 2009 to be one of the first eleven Trades Academies to be established in New Zealand. 2010 was seen as a development year and seed funding was received from the MOE to develop an establishment plan to ensure the academy is ready to proceed in 2011. In 2016 the merger of WIT and BOP Polytech into Toi Ohomai led to a new chapter of the Trades academy. In 2020 there will be 715 students enrolled. The Trades Academy also works with Wananga Aotearoa.

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

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

### 3. Gateway

Trident High School was selected by the Tertiary Education Commission (TEC) to offer the Gateway programme to senior students. The school has been funded for 58 placements in 2020 which indicates the success of the programme. The funding for this programme is contestable on an annual basis.

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

The Trident High School coordinator is Karen Bengie.

### 4. Service Academy

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



## **Background**

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

The purpose of a service academy is to:

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

### **Target student group**

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

### **5. Behaviour for Learning (PB4L)**

Trident High School was selected by the Ministry of Education in December 2011 to offer PB4L. The programme has been successfully implemented in the school.

Under the guidance of DP Pastoral Care, Jay Haydon-Howard and Assistant Principal Ginny Bellamy the programme has been further enhanced. In 2016 the school was part of the Tier 2 PB4L programme.

### **6. Poutama Pounamu**

In 2019 Trident began working with Waikato University Poutama Pounamu to deliver Cultural Relationship and Responsive Pedagogy. In 2020 the programme aims to further imbed Cultural Responsiveness and Responsive Pedagogy in all teachers' practice, in order to maximise opportunities for Maori student achievement.

# FOUNDATION STRATEGIC PLAN – TRIDENT HIGH SCHOOL

Formulated in 2002. Developed every year in conjunction with the Annual Improvement Goals.

From this comes confident, connected, actively involved, lifelong learners and achievement for all.

## Student Learning Goals

Quality Teaching and Learning	Quality Academic Systems, Programmes and Pathways	Quality Pastoral Care and Home-School Partnerships
<p><i>A commitment to promoting and developing academic excellence and personal best through embedding high quality teaching practices.</i></p> <ul style="list-style-type: none"> <li>★ A professional learning community amongst staff to enhance knowledge and skills related to teaching and learning – effective pedagogy.</li> <li>★ A teaching-learning environment where there is a commitment to engaging the learners, ensuring learning takes place and to students achieving excellence / personal best.</li> <li>★ A teaching-learning environment which nurtures the Key Competencies.</li> <li>★ An e-confident school: one in which all teachers and learners can confidently and competently use new technologies to enhance learning for the future.</li> <li>★ Assessment of and for learning by using “formative practices” and ensuring summative practices are fair and reliable.</li> <li>★ Extending the 21<sup>st</sup> Century e-teaching and learning environment</li> <li>★ Improve all-level achievement by developing targeted tracking to address the “tail” effect and target priority</li> </ul>	<p><i>A commitment to maintaining and extending academic excellence and personal best through well developed diverse programmes</i></p> <ul style="list-style-type: none"> <li>★ Systems and structures related to curriculum, timetable and monitoring student achievement that encourage Quality Work and Excellence</li> <li>★ A range of subjects and a range of levels within curriculum areas that recognises the diversity of our students and therefore caters for all levels of ability and interest including Literacy, Numeracy and Gifted and Talented programmes</li> <li>★ Systems for gathering, analysing and using statistical data to identify trends and groups and then improve teaching and learning.</li> <li>★ A careers programme and a range of pathways for students within school to maximise opportunities for the school leaver.</li> <li>★ Strategic partnerships with industry and tertiary education providers to provide pathways to ensure students move to work or to further education.</li> </ul>	<p><i>An environment where all people in our school community feel valued, where responsibility and resiliency is developed and encouraged. Where students and staff recognise the need for respect, both for themselves and others. A strong and active partnership exists between home and school.</i></p> <ul style="list-style-type: none"> <li>★ A commitment to the development of culturally responsive and relational teaching and learning environment.</li> <li>★ Systems and structures that foster responsibility, leadership and encourage Respect for Others based on the motto Kia Manawa Nui – Be Courageous.</li> <li>★ A pleasant and safe environment for students in which the Values of the NZC are encouraged, modelled and explored.</li> <li>★ A collegial and safe staff environment.</li> <li>★ Developing strong links with Maori Community</li> <li>★ A strong and active partnership between home and school, and school and the community.</li> </ul>

## Systems Support Goals

Quality Co-Curricular Activities	Quality Administration and Staffing	Quality School Environment Resources and Infrastructure
<p><i>An environment that provides opportunities and support for every individual to reach his or her potential.</i></p> <ul style="list-style-type: none"> <li>★ A wide range of opportunities and support for every individual to reach his or her potential; achievement for all.</li> <li>★ A wide range of quality programmes (sports, cultural, camps, electives, EOTC) within and beyond school to maximise opportunities for all.</li> <li>★ Support staff involved in coaching or</li> </ul>	<p><i>Quality teachers and support staff for teaching and learning.</i></p> <ul style="list-style-type: none"> <li>★ A well-qualified and committed staff able to provide quality learning opportunities.</li> <li>★ Efficient and transparent systems of administration recognised in the Quality Management Systems that support the smooth running of the school.</li> <li>★ Excellent Financial management recognised in the annual audit reports and well managed budgeting.</li> </ul>	<p><i>A physical environment that enables every individual to reach his or her potential.</i></p> <ul style="list-style-type: none"> <li>★ Excellent grounds and quality facilities to cater for a wide range of activities.</li> <li>★ The quality classroom: a well-resourced environment conducive to student engagement and learning.</li> </ul>



# Trident High School

## 2020 Strategic Overview



### Vision

*Inspiring innovative global citizens*

### Mission Statement

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

### Motto

*Kia Manawanui*

### Values

*Respect and Quality work*

#### Strategic Priority 1

#### **A Culture of Excellence**

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

#### Strategic Priority 2

#### **Inclusive and Supportive Community**

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

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

*Whanaungatanga - Relationships of care and connectedness*

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

*Whakapapa - Language, culture and identity counts*

*Ako - Sense making is interactive, dialogic and ongoing*

*Wānanga - Evidence based decision making in practice*

*Kaupapa - Common vision of excellence*

# 2020 Strategic Action Plan

## Vision: Inspiring innovative global citizens

Relating to ourselves, each other and our community

<b>Strategic Goal 1: A Culture of Excellence - All members of Trident Community are supported in aspiring to personal excellence</b> <b>Inspiring and innovative</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Academic</li> <li>• Sport</li> <li>• Leadership</li> </ul> <b>Evaluative Question for Goal 1:</b> <i>To what extent is there a culture of personal excellence in the Trident community?</i>			
What - Objective	How - Actions <i>What action(s) will make the most difference?</i> <i>What can we do differently?</i>	Outcome	Progress 2019
Innovative Teaching and Learning Programmes	<ul style="list-style-type: none"> <li>• Review the Curriculum: Innovative programmes are initiated, implemented evaluated and reviewed                             <ul style="list-style-type: none"> <li>○ Differentiation within learning programmes;</li> <li>○ exploring technologies that better facilitate differentiated teaching.</li> </ul> </li> <li>• Identify and create programmes which are responsive to student learning needs</li> </ul>	<p>“Innovation at Trident” is defined All learners (Ākonga) are experiencing innovative learning programmes which are personalised and responsive to their needs.</p> <p>All learners Ākonga are achieving success</p> <p>Barriers to success are identified and removed</p> <p>Māori learners (Ākonga Māori) are achieving success as Māori at Trident</p>	<p>CR completed Curriculum Review with Head of Faculty Minor changes to courses within faculties <a href="#">Curriculum Review</a></p> <p>CR reviewed the Mana Tangata programme that was in place for 2019. Outcome of review identified areas of constraints around timetable and staff resistance to integrate the programme. Further PLD would be required to implement similar integrated programme in the future <a href="#">Manatangata Review</a></p> <p>KE reviewed the introduction of digital chromebooks across year 9. Uptake of 85% of students having chromebooks, issues identified with students bringing chromebooks and teachers using consistently. We are continuing with the expectation of chromebook use at year 9 and 10 in 2020.</p>

	<p>conversations between whānau, student and school</p> <ul style="list-style-type: none"> <li>• Implement the GROW model in Academic Mentoring and whānau conversations</li> <li>• Restructure and revision the Trident Junior Certificate</li> <li>• Assessment practices and reporting: <ul style="list-style-type: none"> <li>○ Kamar on-line Reporting to Whanau/parents</li> <li>○ Assessment practices are reported on with Key Competencies</li> </ul> </li> <li>• Tracking, monitoring, developing specific actions to accelerate student achievement</li> </ul>	<p>All Trident parents and Whānau are engaged in Ākonga learning and are aware of their young people's progress across NZ Curriculum Learning Areas and Key Competencies</p>	<p>Specific programmes responding to student needs included:</p> <p>Whakapiki i te Reo Junior classes</p> <p>Spectrum education classes</p> <p>Landskills</p> <p>APEX</p> <p>Te Aka Motuhake</p> <p>Trades Academy Programme - In school delivery</p> <p>Service academy</p> <p>Banded classes in core subjects across year 9-13</p> <p>Meet the teacher evenings - Term one</p> <p>CR collated feedback and suggestions for 2020 changes</p> <p>Whanau meeting with form teachers - Term one</p> <p>Subject teacher interviews - Term two and three</p> <p>Trident Junior certificate retained from 2018</p> <p>CR and HoF reviewed reporting using key competencies, modified reporting criteria implemented in terms 2 - 4</p> <p><a href="#">Reporting Review</a></p> <p>Deans and Heads of Faculty shared individual student data and class data and cohort data.</p> <p>Data is used for catch up programmes</p>
<ul style="list-style-type: none"> <li>• CRRP principles are implemented and practiced and reported</li> </ul>	<ul style="list-style-type: none"> <li>• Embed the 6 principles of CRRP across all aspects of school life</li> <li>• Identify, support, grow and monitor the implementation of the six essential principles of CRRP</li> <li>• Implement a co-constructed continuum of CRRP into teaching practices</li> </ul>	<p>Trident is a culturally responsive organisation</p>	<p>Poutama Pounamu worked with SLT to support and embed culturally responsive practices within the leadership team. Also engaged with Head of Faculties to establish core understanding of the Treaty of Waitangi and how that informs our leadership.</p>



	<ul style="list-style-type: none"> <li>Develop an appraisal system that reflects CRRP, across all departments</li> <li>Incorporate CRRP in “Teaching as Inquiry”</li> <li>Analyse disaggregated data and used it to develop programmes further</li> </ul>		<p>Rongohia Te Hau evidence from surveys and observation tools presented back to staff for next steps</p> <p>Specific PLD for SLT - Leading school reform</p>
<ul style="list-style-type: none"> <li>Building a culture of personal excellence</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to contribute and participate in sporting and cultural activities</li> <li>Provide Academic mentoring</li> <li>Celebrate excellence across Arts, sports, culture, leadership, academic at assemblies</li> <li>Schedule assembly times</li> <li>Build “House Spirit” eg. walls/tracking in form classes</li> <li>Foster PB4L - reds and blues</li> </ul>	All Ākonga are aware that their success is valued in the Trident Community	<p>Increase in the number of full school events Assemblies</p> <p>End of term concerts</p> <p>House competition - Haka, chants</p> <p>Noticeboard Achievement and co-curricular celebrations for students</p> <p>End of year prizegiving - increased number of whanau in attendance</p> <p>Competition of form class walls amongst year levels</p> <p>KE review and recommendations for improvement of School/House spirit.</p>
<ul style="list-style-type: none"> <li>Teacher access to specific and targeted Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Junior class co-construction hui are held at the beginning of each terms 1 - 3             <ul style="list-style-type: none"> <li>Use appraisal as a means of reviewing and evaluating professional practice</li> <li>Re-vision and re-structure the Performance Management System</li> </ul> </li> <li>Practice “Teaching as inquiry”</li> <li>Publish a schedule of Professional Learning Workshops from which, staff can select and become engaged</li> </ul>	All Trident teaching staff members are engaged in professional learning which builds capability for inspiring and innovative learning programmes	<p>Co-constructions were held in Term one, reallocation of students to new classes in term two prevented ongoing follow up in this format</p> <p>Modified appraisal booklets to streamline Teaching as Inquiry process</p> <p>Fortnightly PLD schedule offered options to allow staff to personalise their PLD needs. CoL(Literacy, Numeracy, e-learning), RTLB, restorative practices</p>
<p><b>Strategic Goal 2: Inclusive and Supportive Community</b></p> <ul style="list-style-type: none"> <li><b>Global citizen – All students and staff are (supported to build) confident connected relationships in order to become global citizens</b></li> </ul> <p><b>Possible Evaluative Question for Goal 2:</b></p> <p><b><i>To what extent is Trident an inclusive and supportive community?</i></b></p>			

What/Objective	How/actions	Outcome and Opportunity	Require Evidence
<ul style="list-style-type: none"> <li>Service to the community through leadership opportunities offered to students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Build leadership opportunities across year levels               <ul style="list-style-type: none"> <li>eg Kahui Whetu</li> <li>House Captains</li> <li>Student council</li> <li>Prefect positions</li> </ul> </li> <li>Coordinate Year level specific activities</li> <li>Coordinate Year level/year long service project</li> <li>Deans will have a service focus for their year group</li> <li>Develop programmes that support service within the school and wider community at each year level</li> <li>Look after places as service to the school</li> <li>Develop a PB4L lesson relating to service</li> </ul>	<p>All learners (Ākonga) are engaged in leadership and service</p> <ul style="list-style-type: none"> <li>Culture of Service at every year level of Trident</li> </ul>	<p>KE reviewed student leadership opportunities across Trident High School</p> <p>Kahui Whetu - new Maori Leadership prefect positions</p> <p>Leadership camp for year 13 prefects</p> <p>Weekly student meetings with year 12 and 13 leadership groups</p> <p>Student council did not operate in 2019</p> <p>Year level deans developed service focus across their cohort. This worked well for years 9,11,12,13.</p> <p>Student Volunteer Awards (SVA) initiated within Trident High School</p> <p>Community initiatives - shave for a cure, SPCA, Blood drive</p> <p>Trident students working with local schools and organisations to support events and learning programmes</p>

<ul style="list-style-type: none"> <li>• Build capacity for members of the Trident Community to feel safe, supported and connected</li> </ul>	<ul style="list-style-type: none"> <li>• Actively seek opportunities to celebrate Maori identity, language and culture</li> <li>• Use data to inform pastoral practices (eg PB4L)</li> <li>• Develop and implement practices to empower Form Teachers to build dyadic relationships</li> <li>• Review and strengthen the Trident school house system</li> <li>• Develop “Coaching and Mentoring” between Ft/Student <ul style="list-style-type: none"> <li>• Targeted extended form time</li> <li>• Train Form Teachers</li> </ul> </li> <li>• Provide all students with access to targeted support as needed: <ul style="list-style-type: none"> <li>○ ensuring safety (Mentally, emotionally, physically, spiritually)</li> <li>○ providing access to food, clothing, hygiene products</li> <li>○ coordinating school systems, removing barriers to targeted support</li> </ul> </li> <li>• Continue the ongoing development of wrap around services (Tu-Tangata kick-start breakfast, Kids can resources, Variety scholarships)</li> </ul>	<p>All interactions and relationships at Trident, are respectful</p> <p>All members of the Trident Community, feel safe at Trident.</p> <p>All learners (Ākonga) and staff of Trident, experience well-being and a sense of belonging</p>	<p>Staff PD session run by the Kahui Whetu students with staff.</p> <p>Te Wiki o Te Reo Maori - student led initiatives</p> <p>Maori Departement - Matariki celebration assemblies</p> <p>Mana Tangata Tikanga sessions</p> <p>Whakairo programme initiated by students and staff capabilities. Set up for year 10 and 11 Maori boys</p> <p>GB led core value PLD with staff</p> <p>Goal setting and coaching conversations with form teachers and whanau - term one</p> <p>Changing reporting structures - Form teachers sent home pastoral report - term 3</p> <p>Changing the expectation that staff will call home to develop positive relationships with whanau</p> <p>Access to funding support from Kidcan, Variety scholarships,</p> <p>Te Puna ora o Mataatua - providing further support for at risk students</p> <p>Hygiene packs sponsored and available for students</p> <p>Breakfast clubs</p> <p>Support groups for LBGTQI+ students</p> <p>No initiative currently in place to address this</p>
---	---	---	---



	<ul style="list-style-type: none"> <li>Recognise and celebrate the diverse cultures of our school</li> </ul>	Diversity is embraced and celebrated at Trident. We are a community of Global Citizens	
	<ul style="list-style-type: none"> <li>Form teachers are               <ul style="list-style-type: none"> <li>tracking</li> <li>following up with parents and Whānau</li> </ul> </li> </ul>	All learners (Ākonga) are engaged in learning and life at Trident	Ongoing development of academic and pastoral tracking
<ul style="list-style-type: none"> <li>Community - Whanau, iwi, hapu Engagement and connections</li> </ul>	<ul style="list-style-type: none"> <li>Transitions Yr 8 to Yr9 Y8 - Y9</li> <li>Coordinating Enrolments; liaison with contributing schools; relationships with RTLBs</li> <li>Open Day and related marketing</li> <li>Anticipate late enrolments</li> </ul>	<p>All learners (Ākonga) are inspired to enrol at Trident in a timely manner and they readily engage in learning</p> <p>All members of the community are engaged in Trident</p>	<p>GB is Term 4 visiting all feeder schools and met with all principals individually to develop the relationships</p> <p>BST (support staff) connecting with whanau and relationship development with at risk students</p> <p>Engagement and connection enhanced through two way conversations with whanau and students around reporting</p>

## Key Targets 2020

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

<b>Inspiring and innovative</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Academic</li> <li>• Sport</li> <li>• Leadership</li> </ul> <b>Evaluative Question for Goal 1:</b> <i>To what extent is there a culture of personal excellence in the Trident community?</i>			
What - Objective	How - Actions <i>What action(s) will make the most difference?</i> <i>What can we do differently?</i>	Outcome	Require Evidence
1. To match the Decile 4-7 schools UE performance for 2020	<p>To track the progress of the twenty identified students at risk of not achieving UE who have entered Year 13.</p> <ul style="list-style-type: none"> <li>• Students who require literacy standards will have these prioritised across their courses</li> <li>• Students with limited UE courses will be tracked for progress towards the 14 credits in each of the three subjects</li> <li>• regular academic interviews and goal setting and tracking with form teachers, subject teachers and support from Deans</li> </ul> <p>To identify the students in the year 12 cohort who have selected courses which limit their access to UE</p> <ul style="list-style-type: none"> <li>• Students will be interviewed with whanau to ensure there is a clear vocational pathway and that whanau / student aspirations are being met</li> </ul>	<p>Year 12 and 13 cohorts in 2020 will achieve UE literacy requirements if they have a UE pathway</p> <p>Year 12 and 13 students will keep a UE pathway open</p> <p>Year 12 and 13 cohorts will focus on the achievement of the core 14 credits across the three subject areas to ensure achievement of UE</p>	
2. To lift the level 1 NCEA percentage achievement to 85% + and maintain this level of achievement for 2020	<p>85% of Year 12 students will be identified as achieving NCEA Level 1 by mid-term 1 2020</p> <ul style="list-style-type: none"> <li>• Deans / subject teachers will prioritise students who narrowly missed out and work on resubmission opportunities</li> <li>• Students needing this support to achieve Level 1 will be prioritised in support to achieve Level 2. Deans / HOFs / Subject teachers / Form teachers will set goals with students and whanau, monitor and track progress, offer a range of assessment practices</li> </ul> <p>Year 11 students will be monitored and tracked to ensure at least 85% of them achieve Level 1</p>	<p>More students will achieve NCEA Level 1 and Level 2 in 2020 thereby preparing them for Level 3 and the workforce</p>	

	<ul style="list-style-type: none"> <li>Deans / HOFs / Subject teachers / Form teachers will set goals with students and whanau, monitor and track progress, offer a range of assessment practices</li> </ul>		
--	--	--	--

<b>Strategic Goal 2: Inclusive and Supportive Community</b> <ul style="list-style-type: none"> <li><b>Global citizen – All students and staff are (supported to build) confident connected relationships in order to become global citizens</b></li> </ul> <b>Possible Evaluative Question for Goal 2:</b> <i>To what extent is Trident an inclusive and supportive community?</i>			
What/Objective	How/actions	Outcome and Opportunity	Require Evidence
To strengthen whanau engagement to drive Maori student achievement	<p>SMLT regular positive phone calls home</p> <ul style="list-style-type: none"> <li>Term One targeting year 9 Maori at risk of achievement students</li> <li>Term One targeting all other Year 9 students</li> <li>Term One targeting at risk of achievement Year 10 students</li> <li>Terms 2-4 - maintaining positive contact through phone calls with the at risk students.</li> </ul> <p>SMLT develops a highly visible presence within the school.</p> <ul style="list-style-type: none"> <li>At the gates every school morning from 8:00am to greet students and see whanau/ be seen by whanau</li> </ul> <p>SMLT invite whanau informally into the school to participate in the learning of their students</p> <ul style="list-style-type: none"> <li>Host Korero Cafe every second week in the library</li> </ul> <p>COL PLD implemented to support iwi engagement</p> <ul style="list-style-type: none"> <li>Term One – cross schools meetings with Renay Jones, Tui McCaull and the</li> </ul>	<ul style="list-style-type: none"> <li>100% of whanau contacted for at risk year 9 and 10 Maori students</li> <li>Whanau are confident to be in school participating in their student's progress and achievement</li> <li>The school develops a presence on local marae and iwi are represented within school</li> </ul>	

	provider		
--	----------	--	--